NPTEL-AICTE
Faculty Development Programme

(Funded by the MoE, Govt. of India)



This certificate is awarded to

UTPAL KALITA

for successfully completing the course

Educational Leadership

with a consolidated score of **84** %

Prof. Andrew Thangaraj
NPTEL Coordinator
IIT Madras

(Jul-Oct 2023)

Roll No: NPTEL23HS143S836600880

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The candidate has studied the above course through MOOCs mode, has submitted online assignments and passed proctored exams.
This certificate is therefore acceptable for promotions under CAS as per AICTE notifications dated 24th July 2018, similar to other refresher / orientation courses.
F.No. AICTE / RIFD / FDP through MOOCs / 2017-18

Ministry of Education

Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching

Certificate of Completion

This is to certify that

DR. UTPAL KALITA,

Assistant Professor, R. G. Baruah College, Guwahati, Assam

has completed the online weeklong **Faculty Development Program on Assessment and Evaluation** organized by Teaching Learning Centre,(now renamed as Malaviya Mission Teacher Training Centre), Tezpur University in association with Sonari College, Charaideo and KRB Girls' College, Guwahati during **20-26 September 2023.**

This program is to be considered for fulfillment of the requirements as laid down in Career Advancement Scheme [Clause 18.0 (ix)] of UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018.

(Prof. Subhrangshu Sekhar Sarkar)
Director
Teaching Learning Centre, Tezpur University
(Now renamed as MMTTC, Tezpur University)

(Dr. Biren Das)
Registrar
Tezpur University

Certificate Reference No:
TLC/TU/A&EFDP/SEP/2023/161

To verify the participant details please visit nmtt.gov.in. or scan the given QR code for direct link

Teaching Learning Centre, Tezpur University was established in 2016 under PMMMNMTT Scheme, MoE, GoI.The scheme was reluanched as Malaviya Mission under UGC on 5 September 2023 and the centre was renamed as Malaviya Mission Teacher Training Centre(MMTTC)

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by Utpal

Teaching Learning Centre

Ramanujan College, University of Delhi

(Accredited Grade 'A++' by NAAC)

under the aegis of

MINISTRY OF EDUCATION

PANDIT MADAN MOHAN MALAVIYA NATIONAL MISSION ON TEACHERS AND TEACHING

This is to certify that

Dr. Utpal Kalita, Assistant Professor

of

Department of Education, R. G. Baruah College, Guwahati, Assam

has successfully completed online Two – Week Refresher Course in

"EDUCATION"

from *31 January - 14 February, 2024* and obtained

Grade *A+*.

Blockchain Hash: 0xad1116e61a71a1d1af3af204aa24cb3890d08bac20e8adfbafe2b6376a29ce1c

Prof. S. P. Aggarwal
(Principal & Director)
TLC, Ramanujan College

Ms. Shipra Yadav
(Convenor)
Ramanujan College

AUS/APR-B/0039

सत्यमेव जयते
Government of India

MALAVIYA MISSION
TEACHER
TRAINING PROGRAMME

ज्ञान-विज्ञान विमुक्तये
University Grants Commission

CERTIFICATE OF PARTICIPATION

NEP 2020 ORIENTATION & SENSITIZATION PROGRAMME

This is to certify that ***Dr. Utpal Kalita, Assistant Professor*** of ***R. G. Baruah College, Guwahati, Assam*** has successfully completed the NEP 2020 Orientation & Sensitization Programme **(MMC-005-2024-APR-B-01486)** on Indian Knowledge System under Malaviya Mission Teacher Training Programme (MM-TTP) of University Grants Commission (UGC) Organized by Malviya Mission TeacherTraining Centre, Assam University, Silchar, from **April 18th to April 30th, 2024.**

Sreeparna Bhattacharjee
Programme Coordinator
(MMTTC- AUS)

Co-Coordinator
(MMTTC-AUS)

Coordinator/Director (MMTTC- AUS)

Date of Issue: 07/05/2024

UNIVERSITY GRANTS COMMISSION

MALAVIYA MISSION TEACHER TRAINING CENTER

Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajinagar – 431 004 Maharashtra (India)

NAAC Reaccredited with "A+" Grade

UGC SPONSORED {R.C. (2025-26)-17}

Online R. C. in Teacher Learning outcome & Education Reform

(11/08/2025 to 26/08/2025)

This is to certify that

Dr./Mr./Ms./ Dr. Utpal Kalita, Assistant Professor, Department of Education R.G. Baruah College, Gauhati Assam affiliated to Gauhati University, Assam Participated in the Online R. C. in Teacher Learning outcome & Education Reform and obtained Grade - A

COURSE COORDINATOR

DIRECTOR

INDIAN COUNCIL OF HISTORICAL RESEARCH (ICHR)

(Ministry of Education, Govt. of India)

Sponsored

NATIONAL SEMINAR

on

Understanding Traditional Education and Institution in North-East Bharat: A study into the Indian Knowledge System

Organized by

Department of Education in Collaboration with IQAC, Lakhipur College, Lakhipur

Date: 1st & 2nd June, 2024

CERTIFICATE OF PARTICIPATION

This is to certify that *Prof/Dr/Mr/Ms* Utpal Kalita of R.G. Baruah College has attended the Indian Council of Historical Research (ICHR) Sponsored National Seminar on Understanding Traditional Education and Institution in North-East Bharat: A study into the Indian Knowledge System held on 1st & 2nd June, 2024 as a ~~Participant~~/~~Paper Presenter~~/Resource Person/ ~~Session Chair Person~~/ ~~Rapporteur~~. He/She has presented a paper entitled _____.

(Dr. Nitin Kumar)
Assistant Director, ICHR

(Dr. Kashyap Bishwas)
Principal, Lakhipur College

(Dr. Barnali Rabha)
Convener, Lakhipur College

Assam Don Bosco University

CERTIFICATE OF APPRECIATION

This certificate is presented to

Dr. Utpal Kalita

For his contribution as a Resource Person on the occasion of a Workshop organized by the Department of Education on "Rorschach's Inkblot Test" on 5th March 2025. Venue Academic Block V Room No. FF018A

Dr Zacharias George
Registrar
Registrar
Assam Don Bosco University
Tapesia Gardens,Sonapur
Assam-782402, INDIA

Dr. James Chako
Director
School of Humanities and Social Sciences
Director
School of Humanities and Social Sciences
Assam Don Bosco University
Tapesia Gardens, Kamarkuchi
Sonapur-782402, Assam

Dr. Bonnie Amonge Crerar
Head
Department of Education
Head,
Department of Education
Assam Don Bosco University
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DIRECTORATE OF HIGHER & TECHNICAL EDUCATION

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On

"The Current Trends, Problems, and Prospects in Indian Education"

Organized by

DEPARTMENT OF EDUCATION

Binni Yanga Govt. Women's College, Lekhi, Naharlagun - 791110

Certificate of Participation

This is to certify that Prof./Dr./Ms./Mr. Utpal Kalita, Assistant Professor, R. G. Barua College, Guwahati *has Chaired/Co-Chaired a technical session/acted as Rapporteur/Participated/Presented a paper entitled* ..... *at the One Day National Seminar on 'The Current Trends, Problems, and Prospects in Indian Education' at Binni Yanga Government Women's College, Lekhi, Naharlagun (A.P) on 9th October 2025.*

Dr. MINU SONO
COORDINATOR

PROF. PRANAB SAIKIA
KEYNOTE SPEAKER

Dr. ARUNA GYATI LOD
PRINCIPAL

INDIAN COUNCIL OF HISTORICAL RESEARCH (ICHR)

(Ministry of Education, Govt. of India)

&

MINISTRY OF PORTS, SHIPPING AND WATERWAYS (GOVT. OF INDIA)

Sponsored

TWO DAY INTERNATIONAL SEMINAR

on

EDUCATION, MODERNITY AND TRIBAL IDENTITY FORMATION IN NORTH-EAST INDIA: LOCAL HISTORIES IN A GLOBAL FRAME

Organized by

Department of Education in Collaboration with IQAC, Lakhipur College, Goalpara (Assam)

Date: 30th April & 1st May, 2026

CERTIFICATE OF PARTICIPATION

This is to certify that Prof/Dr/Mr/Ms Utpal Kalita of R.G. Baruah College has attended the Indian Council of Historical Research (ICHR) Sponsored Two Day International Seminar on "Education, Modernity and Tribal Identity Formation in North-East India: Local Histories in a Global Frame" held on 30th April & 1st May, 2026 as a Participant/Paper Presenter/Resource Person/Session Chair Person/ Rapporteur. He/She has presented a paper entitled _____

_____

(Dr. Nitin Kumar)
Assistant Director, ICHR

(Dr. Kashyap Bishwas)
Principal, Lakhipur College

(Dr. Barnali Rabha)
Convener, Lakhipur College

Indian School Psychology Association
(Regd 583/2009)
Department of Psychology
University of Science and Technology Meghalaya

13th InSPA International Conference on Technology in the Practice of School Psychology

03 - 05 November 2023

InSPA BEST PAPER AWARD

This is to certify that the paper titled "Attitudes of Higher Secondary School Student towards the use of Information and Communication Technology in Education"

presented by Dr. Utpal Kalita, Assistant Professor
R. G. Baruah College, Guwahati

has been selected for InSPA Best Paper Award 2023

at the 13th InSPA International Conference held from 03th to 05th November, 2023.

(Dr. Jernia Begum)
Associate Professor, USTM

(Anju Hazarika)
Registrar, USTM

(Prof. Panch. Ramalingam)
President, InSPA

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13th InSPA INTERNATIONAL CONFERENCE-2023

Organized by

Indian School Psychology Association (InSPA)

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University of Science & Technology Meghalaya

Unveiling Excellence

Certificate of Appreciation

This is to certify that DR. UTPAL KALITA, ASSISTANT PROFESSOR, DEPT. OF EDUCATION, R.G. BARUAH COLLEGE, GUWAHATI

*Invited speaker/ Chaired / Co-chaired a Session/ Conducted Workshop/ Organizing Member/ Participated in the Conference/ Presented Paper (Poster/Online)/ Best paper award entitled "*ATTITUDE OF HIGHER SECONDARY SCHOOL STUDENTS TOWARDS THE USE OF INFORMATION & COMMUNICATION TECHNOLOGY IN EDUCATION*" at the 13th InSPA International Conference on 'Technology in the Practice of School Psychology' held at University of Science and Technology Meghalaya, India on 3rd -5th November, 2023.*

Mrs. Anju Hazarika
Registrar, USTM

Dr. Jerina Begum
Organizing Secretary, USTM

Prof. Panch. Ramalingam
President, InSPA

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INTERNATIONAL SEMINAR

Indian Council of Social Science Research

On

PROGRAMMING FUTURES THROUGH SUSTAINABLE DEVELOPMENT GOALS (SDGs)

Organised by

Research Cell in collaboration with

IQAC, Damdama College, Kulhati, Kamrup, Assam, Pin- 781104

Sponsored by

Indian Council of Social Science Research (ICSSR)

Aruna Asaf Ali Marg, New Delhi- 110067, India

On

29.12.2023 and 30.12.2023

Dated : 29/12/2023

This is to certify that Prof./Dr./Mr./Mrs./Miss. UTPAL KALITA

Designation Assistant Professor of R.G. Baruah College University/ College/Institution presented/participated in the International Seminar held on 29th Decmber and 30th December, 2023 at Damdama College.

He/She has presented a paper on A Study on Effectiveness of Gunotsav of Assam in Quality Enhancement of Primary Education

(Dr. N.A. Hoque) Convener Seminar Organising Committee	(Dr. S. Sengupta) Co-convener	(Dr. D. Buragohain) Co-convener	Chairperson Technical Session	(Dr. S. Sarma) Principal Damdama College

MORIGAON COLLEGE

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SOCIAL DEVELOPMENT FORUM

One Day National Seminar

on

Feminine Virtue and Agency : Women in Sankaradeva's Writings Compared to Global Religious Texts

CERTIFICATE OF PARTICIPATION

This is to certify that

Dr. Utpal Kalita, Assistant Professor, R G Baruah College, Guwahati

has participated in the **One Day National Seminar** on **Feminine Virtue and Agency : Women in Sankaradeva's Writings Compared to Global Religious Texts** organised by **Department of Economics and Department of History**, Morigaon College, Morigaon in collaboration with Social Development Forum (SDF), Golaghat held on 29 November, 2024.

He / She has presented a paper titled **"Educational Role of Women in the Satras of Assam"**.

Thanks for Participation.

Dr. Lila Kt. Barthakur	Mr. Parag Jyoti Mahanta	Dr. Chandan Sharma	Priyandeep Kakati
Principal & Chairperson	Coordinator	Coordinator	Chairperson, SDF
Morigaon College			

Certificate No : MC/FVA/NS/C-005

Bongaigaon College
Bongaigaon

Indian Council of Social Science Research

INTERNATIONAL CONFERENCE

On

"Indian Knowledge System for achieving Sustainable Development Goals (SDGs)"

Organized by
Centre for Indian Knowledge System
Bongaigaon College (Upgraded to University of Bongaigaon)
Bongaigaon (Assam), INDIA

Sponsored by
Indian Council of Social Science Research (ICSSR), New Delhi

Date : 24th & 25th January, 2025

Certificate

This is to certify that Prof. / Dr./ Mr. / Ms. **Utpal Kalita, Asstt. Professor** of R. G. Baruah College, Guwahati has participated in the International Conference (Multidisciplinary) held at Bongaigaon College and Chaired a session /Delivered invited lecture/Presented a paper entitled: **A Study on Attitude of High School Teachers towards Vedic System of Education in the light of Implementing Indian Knowledge System in Present Education.**

(Dr. Dinesh Das)
Principal & Chairperson
Conference Organising Committee

(Dr. Karabi Saikia)
Convener
Conference Organising Committee

(Dr. Parijat Dhar)
Asstt. Convener
Conference Organising Committee

National Seminar cum 29th Annual NEIES Conference

"Empowering Education for a Developed India"

Organized by: The Department of Education, Synod College, Shillong

Date: 3rd & 4th April, 2025

CERTIFICATE

OF PAPER PRESENTATION

Awarded to

Dr. Utpal Kalita

In recognition of your scholarly contribution as a **Paper Presenter** at the **National Seminar cum 29th Annual NEIES Conference** on the theme **"Empowering Education for a Developed India,"** organized by **the Department of Education, Synod College, Shillong**. The paper titled:

A study on college teachers' awareness, attitude, opportunities and challenges in integrating artificial intelligence in education

reflects a commitment to academic excellence, contributing valuable insights to educational discourse and fostering innovative ideas toward national development.

Dr. E.B. Majaw
Convener

Prof. S. M. Sungoh
President, NEIES

Dr. (Mrs) G. Lyngdoh
Principal

CEMCA

Certificate of Participation

This is to certify that

Dr. Utpal Kalita

Participated in a One day State Level Workshop on ""*Boosting Graduate Employability and Career Readiness in Higher Education*" jointly organised by the Commonwealth of Learning-Commonwealth Educational Media Centre for Asia (COL-CEMCA), New Delhi and Krishna Kanta Handiqui State Open University (KKHSOU), Assam held on 23rd June 2026.

The participant has successfully completed the workshop and demonstrated active engagement in deliberations and collaborative activities aimed at strengthening graduate employability, outcome-based education, skill development, and career preparedness in higher education.

Dr B. Shadrach
Director, Commonwealth Educational Media Centre for Asia, Commonwealth of Learning, New Delhi

Prof. Rajendra Prasad Das
Vice Chancellor, Krishna Kanta Handiqui State Open University, Assam

Date of Issue: June 23, 2026

CERTIFICATE

OF APPRECIATION

This certificate is proudly presented to

Dr. Utpal Kalita

Assistant Professor, Department of Education

For his dedicated and commendable service as an organising secretary of the Organising Committee for the National Seminar on ***Bridging Gaps: Human Rights and Gender Empowerment in North East India*** *held on 27th & 28th March, 2025 at R. G. Baruah College, Guwahati, Assam.*

We gratefully acknowledge his sincere efforts and valuable contribution towards the successful planning and execution of the seminar.

(Dr. Pranjit Kumar Nath)
Principal & Chairman
Seminar Organizing Committee

(Dr. Dipankar S. Talukda
Coordinator
IQAC, R. G. Baruah Coll

(Dr. Utpal Kalita)
Organising Secretary
Seminar Organizing Committee

(Dr. Manoj Kumar Das
Organising Secretary
Seminar Organizing Comm

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Dr. Pranjit Kumar Nath
M.Com.,M.A.(Eng),LL.B.,Ph.D.,PGDCA.

RGBC/ ..... Date.....

To
Dr. Utpal Kalita
Assistant Professor
Department of Education
R. G. Baruah College, Guwahati, Assam

Subject: Letter of Appreciation for Successful Organization of National Seminar

Respected Convenor,

It gives me immense pleasure to extend my heartfelt appreciation to you for successfully organizing the ICSSR-NERC Sponsored National Seminar on "Education and Socio-Economic Transformation in North-East India: Emerging Research and Policy Perspectives," held on 21st and 22nd April at R. G. Baruah College, Guwahati.

Your dedicated efforts, meticulous planning, and effective coordination ensured the smooth execution of the seminar. The academic rigor, insightful deliberations, and active participation of scholars and experts made the event truly enriching and meaningful. The seminar has significantly contributed to advancing discourse on crucial issues related to education and socio-economic transformation in the North-East region.

I would also like to commend your leadership in bringing together esteemed collaborators, including the College of Education, Guwahati and IQAC, R. G. Baruah College, which added great value to the success of the programme.

Your commitment and professionalism have brought great pride to the institution. I sincerely appreciate your hard work and look forward to many more such successful academic initiatives in the future.

With best wishes and warm regards,

26/5/26

(Dr. Pranjit Kumar Nath)
Principal
R. G. Baruah College
Guwahati-25

Principal
R.G. Baruah College
Guwahati-781025

INSIGHTS

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Dimensions of Education

Edited by
Lutfun Rasul Saikia
Kasturi Gakul

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Peace Education: An Overview

Utpal Kalita

If we are to teach real peace in the world we shall have to begin with children.

– Mahatma Gandhi

It is noticeable that the contemporary materialistic society is mainly responsible for the alienation of human beings and lack of humanity. It has mainly brought a neglect of human dignity and a blind belief in the advantage of technology. The advancement of technology has changed the world in a revolutionized way. Due to this change, lots of human values like nationalism, ideological beliefs, hegemonism etc. are deteriorated day by day. For development of human world with full of values, peace is an important determinant. Peace is merely a word like truth, beauty, goodness and love. In the preamble of UNESCO, it is stated that as war begins in the mind of people, it is also in the minds of people that defence of peace should be constituted. Education is the main protagonist to develop a peaceful world.

Concept of Peace Education

There are two concepts included in peace education i.e. peace and education. Education is a process of acquiring knowledge, skills,

values and ideals accepted by society and peace means the absence of violence and social injustice in society. Peace education is an important subject matter of education where discussion is made on education of peace and education for peace. Peace education is a process where values are acquired, knowledge and attitudes are developed and possible to live in harmony with nature. This process develops the world peace and brotherhood.

Again, peace education means learning about and learning for peace. Learning about peace includes knowledge and understanding about peace, what damages peace, what factor leads to war, meaning of peace in different situations, etc. Learning for peace includes different skills, values and attitudes that are related with peace.

In the words of R. D. Laing (1978), *" Peace education is an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more justice and sustainable futures."*

Fran Schmidt and Alice Friedman (1988) opined a comprehensive definition of peace education in the following way- *"Peace education is holistic. It embraces the physical, emotional, intellectual and social growth of children within a framework deeply rooted in traditional human values. It is based on philosophy that teaches love, compassion, trust, fairness, co-operation and reverence for the human and all after on our beautiful planet."*

In view of comprehensive definition given by UNICEF (2009), *"Peace education is the process of promoting the knowledge, skills, attitudes, and values needed to bring about behaviour change that will enable children, youth, and adults to prevent conflict and violence, both overt and structural; resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national, or international level."*

The following picture clearly reflects the basic concept of peace education.

The meaning of peace education provides a clear idea about



the concept of peace education. Peace education is always value based and it is a global concept. Peace education basically is a remedial measure to protect the human being from falling into the paths of violence and war. Peace education generally tries to inculcate different human as well as ethical values in the minds of the people especially the child. Through peace education, children can develop understanding about different social skills which are essential to live a peaceful and happy life.

Aims of Peace Education

The concept of peace education is developed on the basis of different aims and objectives. These are mentioned below:

- To understand the beginning and nature of violence and to inform the impact of violence in human life is one main aim of peace education.
- To understand the unpeaceful situation around the globe and to try to resolve this from the world.
- To form a framework to develop a peaceful society.
- To study the causes of conflict and war in socio-personal and political context and discuss the impact of war and conflict in relation to values and attitude of human being.
- To create awareness among the students to develop techniques of non-violence.

- To develop positive attitude among the students about peace.
- To develop attitude of students about international brotherhood, social justice and liberty.

Need and Importance of Peace Education

Peace education is very necessary for present society and education system. Now we people are living in a complicated society. There are lots of social, political, economic and educational problems in this society and these problems badly influence the people specially the young generations. All these create an unpeaceful situation in our society.

To live in harmony in this millennium, peace education is necessary. It is also important for world peace, national peace as well as personal peace. Peace education is a medicine for our world where physical and organisational imbalance is there. Peace education actually is a value-based education. Truth, peace, non-violence, love are some eternal values through which the concept of value education is developed. These eternal values mainly reflected five personality traits of human beings such as intellectual, physical, emotional, psychological and spiritual. All these traits are also related with five main aspects of education viz. Knowledge, skill, equality, vision and nature that means peace education is related with whole education process.

In the context of social change, education not only helps the people to acquire knowledge and skills but it also helps people to realise human values, democracy, socialism, international brotherhood, world peace etc. Some points which reflect the need and importance of peace education are mentioned below:

- Peace education is the solution of different problems like intrapersonal tension to interpersonal conflict, misunderstanding of neighbours to national as well as global conflicts. Peace education is very essential to solve all these problems.
- Peace education is important because it inculcates different human values like non-violence, liberty, equality, brotherhood and social justice etc.

- Peace education helps people to adjust in the environment. It also helps to modify the human behaviour for adjustment.
- Peace education can sensitize human beings against violence, war and consequences of violence and war.
- Peace education is important for all age group of people because it provides knowledge to all people about conflict and violence and this education also promotes peace building skills in homes, educational institutions and communities. These skills help people to live in harmony with others.
- Peace education helps the people especially young generations about the consequences of use of different nuclear, biological and chemical weapons.
- Peace education can promote national integration and international understanding among students.
- Through peace education, it is possible to minimise negative attitude, unsocial tendency, frustration, tension from people.
- Students can improve their discipline and moral behaviour with the help of peace education.
- With the help of peace education, it is possible to improve human relations between teacher and student, between teacher and teacher as well as between student and student.

Peace education plays an important role in a democratic country like India where people of different class, creed, religion, language are there.

Peace Education through Curricular and Co-curricular Activities

Peace education should be provided through both curricular and co-curricular activities viz.

Curricular activities

- In **Primary stage** of education, different basic concepts of peace education should be provided through story, poem, social science, history of India, biography of great people and culture.
- In **Secondary stage**, apart from providing peace building education through different subjects like science, social

science, literature, history, moral and religious education; 'peace education' should be included as an independent subject in secondary level.

- In **Higher education**, peace education should be provided through the study of different subjects of social science, literature and research work.

Co-Curricular Activities

- Peace education should be provided through celebrating different days like World Day, Human Rights Day, Children's Day, United Nations Day, World Environment Day, World Population Day, World Literacy Day etc.
- Every educational institution should provide the opportunity to involve the students in different associations like Red Cross, Scouts and Guides etc.
- Organising debate and discussion on World peace is another important peace building activity.
- Inviting renowned educationists and speakers to deliver lecture on peace is another peace building technique among students.
- Organising competitions among students like role playing, poem writing and singing about peace is another co-curricular activity to inculcate peace among students.

Role of Teacher in Promoting Peace

Teachers are the real guide for the students at all levels. The relationship between teachers and students is very cordial. Teachers' duty in present time is not limited to the development of cognitive abilities of students only; teachers' responsibility is also expanded to holistic development of young ones. Teacher can inculcate different values such as equality, self-confidence, positive attitude, self-discipline among students so that they can live a balanced life. In promoting peace, role of the teacher is very vital as he is the real friend, philosopher and guide of all students. In the words of Krishnamurti, *"The responsibility for building a peaceful and enlightened society rests chiefly with the educator."* Teacher can

convert the violent acts of the students into peaceful acts. If the teachers possess the feelings of peace inside themselves, then they would easily be able to inculcate the feelings of peace among their students. Role of teachers in inculcating peace are mentioned below:

- Teachers can inculcate peace by his/her own values and beliefs.
- Every teacher must have a sound mental health so that they can face difficult situations very effectively.
- India is a multicultural society where people of varied culture, ethnic groups and religions live. Teacher must understand this concept and deal effectively with all students. Teacher should encourage all students to participate in different activities of schools without any discrimination.
- It is a prime duty of all teachers to know the basic concept, nature, aims and needs of peace education. Without all these, it is not possible for the teacher to promote peace among students.
- Teacher should be a 'role model' for the students while providing knowledge about peace. As a role model, teacher should powerfully and positively influence the thousands of young students.
- Emotional intelligence is an important determinant of peace education. Teacher must develop their emotional intelligence first and then efforts should be made to develop emotional intelligence of students.
- In the time of morning assembly, teacher must spend at least 5 minutes on peace lecture. Through this type of short lecture in everyday assembly, teacher should enable the students become broad minded.
- For promotion of peace among students, teacher can arrange different co-curricular activities such as celebration of Earth Day, World Environment Day, World Health Day, Republic Day, Independence Day, Human Rights Day as well as encourage students to participate in different activities like Red Cross, Scout and Guide, NSS, NCC, UNESCO, UNICEF etc.

Conclusion

In the end it can be concluded that attaining peace is certainly the biggest challenge before mankind in this era of globalisation. Peace education is a means of achieving this end. Peace education makes the people aware about the conflicts and war, causes of conflicts and war, and also provides varied knowledge, skills and attitude among people specially students that enable people to deal with war and conflicts.

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Teacher Education in North East India



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5

A Study on Professional Development of Teachers through Action Research

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ABSTRACT

This is a study on teachers' professional development through action research practice. The method of data collection was Descriptive and secondary sources were applied to collect data. The teachers felt that the Action Research involvement helped them develop their profession. Because of their involvement in the inquiry, they changed their perception of research and their role as teachers and researchers. Their interest in action research develops as they do the research. Their consciousness about teaching rises when they research in their classroom and environment. In-service action research is an economical, effective, and efficient method of professional development. The teachers read and explore the literature to enrich their research. This implies that some push factor should be there to break the silence of teachers who have developed comfort with what they have. Researching pushes teachers to read academic literature, update themselves, write, and contribute to the intellectual world by adding knowledge backed with experience and expertise.

Keywords: *Action research, Professional development*

INTRODUCTION

Education is a man-making process referred to as "Human Resource Development" and it implies practising and ensuring the transformation of the human staff at various levels of socialization,

acculturation, awareness, and divine realization. This process of transformation gets stimulated with the help and support of a teacher for whom the Indian coinage 'Guru' provides the best meanings and import of the 'job'. In the words of Prof. Humayun Kabir, "Teachers are the architect of a nation's destiny. It may sound altruistic, but it still needs to be stressed that the teacher is the key to any educational reconstruction". A teacher's influence is everlasting. He shapes the destiny of future citizens.

Teaching is a profession- indeed a noble one, conceptually and ideally. And it is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. Only in the case of teaching, there is much more that is required to be accomplished than in other cases of other professions. Training of the practitioners is considered to be one of the important characteristics of a profession. Therefore, to befit the teachers to their roles, sound professional training is needed.

Professional development consists of all-natural learning experiences and those conscious and planned activities that are intended to be of direct or indirect benefit to the individual, group, or school. It is a process by which alone and with others the teachers review, renew, and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills, and emotional intelligence essential to good professional thinking, planning, and practice with the children, young people, and colleagues through each phase of their teaching lives.

Professional development has recently emerged as a key concern in teacher education. In working towards a change, teachers need to be continually supported with Professional development. Teaching is a complex task and substantial time will be required for teachers to test out new ideas, assess their effects, adjust their strategies and approaches, and assess again to reach all students and make learning meaningful. Teachers need more time to work with colleagues, critically examine the new standards being proposed, and revise the curriculum. They need opportunities to develop, master, and reflect on new approaches to working with children. Professional development can no longer be viewed as an event that occurs on a particular day of the school year rather it must become part of the daily professional life of teachers, administrators, and other school system employees and spare some time to work in groups, participate in seminars, coach one another, plan lessons together, and meet for other teaching-learning purposes.

Professional development activities must also complement both the needs of the teachers and the goals and objectives of the school. These activities must focus on the conditions that affect student learning to develop the knowledge and expertise needed to enable students to function as independent thinkers and creative learners both in the school community and in the larger environment of society as a whole. Teacher Professional development implies more trust in teachers and will invariably involve more freedom for them and more control over their enterprises. It may also act as a healthy antidote to 'power trips' on the part of teachers by emphasizing the fact that a heavy burden of responsibility accompanies, rather envelops powers. It is now widely appreciated, specifically in India, that education drives development. As a result, there is now a near consensus across the board among policymakers, planners, and educationists that in the absence of teachers' Professional development education cannot contribute optimally to national development or individual welfare. Every teacher needs to know the subject, the students, and how they learn the curriculum as well as pedagogy. Professional development should be built into the ongoing work of teachers and it should address their questions and concerns. Teacher's Professional development programmes can play a crucial role in attaining the goals of education and thereby developing skilled, well-educated, and responsible citizens dedicated to national development and secular democracy. The professional development process has a common goal namely, improved practices. It is the vehicle for improving the education of a teacher and thereby the education of children. Based on the literature, the dimensions of professional development may be as under:

Teacher Professional Commitment

Teacher professional commitment is complete dedication and devotion to teaching. It is an inner realization of the fact that teaching is the noblest of all professions and that it is a service to society, it is a service with a mission. According to O'Reilly (1991), "Commitment is typically conceived of as an individual's psychological bond to the organization including a sense of job involvement, loyalty and a belief in the values of the organization".

Teacher professional commitment transforms the apparent relationship between the teacher and the teacher into that of an intimate

relationship where the teacher 'feels' for the child and is willing to do all that is possible and necessary for the child's development. It puts the teacher on that high pedestal where the child sees the former as a repository of all knowledge and where the child builds a relationship that endures forever.

Teacher Professional Competence

According to the International Encyclopedia of Education (1985) "competence" ordinarily is defined as 'adequate for the purpose; suitable, sufficient', or as 'legally qualified, admissible, or as 'capable'. Teacher competence refers to the criteria that determine teacher effectiveness. The term teaching competence as defined by Wilson (1973) includes knowledge, attitude, skill, and other teacher characteristics. According to Biddle (1964), teaching competency is one or more abilities of a teacher to produce agreed-upon educational effects. It is generally considered as the ability of a teacher to behave in specified ways within a classroom situation. It makes the teacher more effective and more confident.

The professional competencies of teachers can meet the challenge of quality secondary education. Competencies are parameters in the quality of education and the professional growth of teachers. Teacher professional competence can be taken as the ability of a teacher manifested through observable teaching behaviours of a set of skills that are essential for the effective transaction of the subject matter which can be expressed specifically in behavioural terms and aimed at bringing desired pupil learning.

- A professionally competent teacher is expected to possess the following qualities for effective teaching:
- He should be educated in the literal spirit of learning so that he may make his contribution as an individual and a citizen;
- He should be competent to represent the education profession and his subject-matter field in the school and the community;
- He should be able to contrive and use a variety of effective teaching-learning procedures;
- He should be thoroughly grounded in the theory and practice of his subject matter and have the knowledge and skills necessary for teaching theory and practice in an integrated manner;
- He should be capable of organizing, supervising, and participating in co-curricular activities;

- He should be able to select and organize subject matter for instructional purposes;
- He should be able to develop and use instructional materials including audio-visual aids;
- He should be able to use a variety of methods to evaluate pupil progress and the effectiveness of his teaching;
- He should be capable of functioning effectively as a teacher as evidenced by actual classroom performance;
- He should be interested in continued growth through participation in professional associations, community activities, in-service education, research, and experiments;
- He should be able to select and use appropriate types of equipment and determine supply needs; and
- He should be able to function effectively in the guidance programme of the school.

Teacher Professional Efficiency

Good (1959) defined efficiency as "the ability to achieve desired results with the economy of time and effort to the amount of work accomplished." It is the degree of success of a teacher in performing instructional and other duties specified in his service rules and demanded by the nature of his position. A teacher is the principal means for implementing educational programmes and organization of education (NPE and POA, 1986). It has been accepted in the report of the Education Commission (1964-66) that of all the different factors that determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important although the teacher accorded an honoured place in society and education only an efficient teacher can successfully fulfil his or her professional duties and responsibilities.

To play his role efficiently a teacher is expected to understand the significance of the following and act accordingly:

- Who is to teach? The teacher is to teach and he must know his strengths and weaknesses and should strive to present reasonably good models before students.
- Whom to teach? The teacher should understand his pupils thoroughly, their aptitudes, their abilities, habits manners, and temperaments and accordingly cater to their needs.

- Why teach? He should always remember that education aims to develop harmonious personalities, who are culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, and spiritually enlightened. He should move from the traditional 3Rs to the 7Rs, i.e. Reading, Writing, Arithmetic, Recreation, Rights, Responsibilities, and Relationships.
- Where to teach? He ought not to think of school to be merely a place of imparting information but a place where men of tomorrow are trained to take up their proper place in society and contribute to national development.
- What to teach? He must know his subject well.
- How to teach? He must make use of new technology in the teaching-learning process.
- When to teach? He should develop motivation among his students to make his teaching effective and impartial.

Teacher Professional Accountability

Hawes and Heroes (1982) define Education Accountability as a concept in which the school system and especially teachers are held responsible for the learning and academic progress of students. Accountability includes setting correct goals, evaluating their degree of achievement and at what price, presenting and interpreting this information to the public, and accepting responsibility for any results that are perceived inadequate.

Lessinger, et al. (1971) look at the concept of accountability in the following three different ways:

- Accountability is responsible for something to someone with predictable consequences for the desirable and undesirable performance of the responsibility.
- Accountability means the continuing assessment of the educational achievement of pupils in a school system; the relating level of achievement to the state and community's goals and expectations, to the parents' teachers, taxpayers, and members of the community.
- Accountability is a system concept that is defined as a dynamic and complex integrated whole consisting of self-regulating patterns on interrelated and interdependent elements organized to achieve predetermined objectives.

- Accountability is a contemporary catchword in Indian education. Growing out of increased dissatisfaction with the schools, accountability demands accomplishment. It, in short, treats education as a science rather than an art, as a business enterprise rather than a creative endeavour and it puts the responsibility for the outcomes squarely on the shoulders of those who produce the product. It is no longer enough, under a system of accountability, to say that children cannot learn because they come from an environment hostile to learning. Accountability shifts responsibility from the students to the teacher; if the student does not learn, it is not because he cannot learn; it is because the school has failed. Accountability accentuates results- it aims squarely at what comes out of an educational system rather than what goes into it. It assumes that if no learning takes place, no teaching has taken place.

The National Policy on Education (1986) and its revised version, the Programme of Action (1992) have highlighted the importance of accountability of teachers. It envisages, that 'the country has placed boundless trust in the educational system. The people have the right to expect a concrete result. The first task is to make it work. All teachers should teach and all students study.

Teachers look for professional development opportunities that can make a difference in their practice, connect to their lives as teachers, and ultimately improve learning and instruction in their classroom. But how can they do this, particularly given the time pressures and other demands of teaching? One answer is to conduct action research. The goal of action research is to investigate a self-selected issue in the classroom to effect positive changes in their teaching and their student's learning. In this way, the teachers have the opportunity to extend professional development experiences to meet the individual needs and the needs of the students. Action Research is primarily concerned with finding solutions to problems related to different aspects of classroom teaching. To find solutions to problems related to classroom teaching or to improve teaching, a teacher himself or herself identifies the problem and finds the solution as per own capability and competency. Action Research is done by the teacher who is part of the problem whose solution is being researched. The person, who is not part of the problem, cannot do Action Research. Action Research is primarily conducted by the teacher to find a solution to classroom-related problems so that maximum students benefit.

CONCEPTUAL BACKGROUND OF ACTION RESEARCH

Action Research is a purposeful and goal-oriented activity undertaken by practitioners to improve and modify their practices to achieve better results. It helps the practitioners solve the problems encountered by them in their work, to make themselves more effective and their practices meaningful. Thus, action research is mainly concerned with the practical problems faced by the practitioners in their respective fields of working conditions. For instance, a teacher conducts action research intending to improve his teaching practice.

The concept of action research is very old but Stephen M. Corey applied this concept first in the field of education. He has defined the term Action Research: "The process by which practitioners attempt to study their problems scientifically to guide, correct and evaluate their decision and action is what several people have called Action Research" and "Action research is a process for studying problems by practitioners scientifically to decide for improving their current practices."

In the words of Borg, "Action research emphasizes the involvement of teachers in problems in their classrooms and has as its primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education."

According to Sara Blackwell, "Research concerned with school problems carried on by school personnel to improve schools practice is action research."

Mc. Theatre opined that "Action Research is organized, investigate activity, aimed towards to study and constructive change of given endeavour by individual or group concerned with change and improvement."

LITERATURE REVIEW

A few studies have been done on action research and the professional development of teachers. Some of them are stated below:

According to Sax and Fisher (2001), action research allows teachers the opportunities to identify changes they need to make in their teaching and management practices by providing teachers with the framework to build their classroom projects. In many cases, when teachers design their action research projects, they use a systematic approach to ascertain answers to management questions and issues.

Ferguson (2011), pointed out that support for professional development through action research builds on a model of continuous

learning, where practitioners are challenged and helped to find a new way of doing things. The emphasis is on practice rather than subject knowledge. This stresses personal inquiry (what do I do?) rather than others' advice (what do you think I should do?). In the traditional method, an adviser addresses practitioners, practitioners implement the advice and the adviser evaluates outcomes. In action research approaches, the practitioner talks through ideas with a listening supporter and the practitioner's acts, the practitioner evaluates outcomes in company with the adviser and others. This process deepens the professional knowledge of the practitioner.

Johnson, and Andy (2018) opined that action research can be defined as a systematic observation of one's teaching practice. It is a way to link theories and research directly to classroom practice. It also empowers teachers to make the changes that are best for their teaching situations. In this sense, action research Is an effective and economical way to attend to the professional development of teachers. This article describes the basic elements of action research. Teachers are the most significant variable in determining the quality of education students receive; yet, this variable is often ignored when it comes to discussions about how to improve the quality of education. This article describes action research as an efficient and effective method to use in professional development for teachers.

THE OBJECTIVE OF THE STUDY

The main objective of this research is to study the influence of action research on the professional development of teachers.

RESEARCH METHODOLOGY

The Descriptive method of research is applied in this study. This study is concerned with secondary sources of data. Secondary sources of data used in this study are Books, Research Papers, Research Articles, YouTube Videos, etc. All the data collected from these sources are analyzed descriptively.

DISCUSSION

Professional development for teachers can help teachers to plan their time better and stay organized. It also ensures that teachers should be able to answer every question that a student throws in. A professional development programme will allow teachers to expand their knowledge base on various areas of the subject. Based on the

literature reviews and secondary sources of data, the following are the areas where professional development can be seen among teachers due to participation in action research.

- **Expansion of Knowledge:** Action research helps teachers to enable them to read, explore, and see what has been going on in the field of study. To accomplish the inquiry at hand they had to dig out and see how the others elsewhere have handled such things.
- **Raise Consciousness:** Action research raises consciousness among teachers. Engagement in action research urges the participants to read, explore and ask others' work on the area they are investigating. To enrich what they are doing at hand, they dig out other accomplishments. This effort increases professional knowledge as well as research skills. This raises the consciousness of the teachers.
- **Maximize Opportunities:** When teachers do action research to alleviate their classroom problems, they also get other opportunities. There is promotion as well as incentives waiting for the teachers who endeavour such things. Moreover, research is a very crucial skill to pursuing further education and many people consider research challenging. It is a way of encouraging teachers' accomplishment.
- **Motivation:** Engagement in action research motivates the teachers. When teachers are equipped with action research, it will add confidence and motivation for them to educate themselves. Besides, it is also a way of a break from mere teaching.
- **Systematic Investigation:** To talk about classroom problems is a part of the routine activities of teachers. They also discuss interventions and their results. Making these routine activities procedural and conscious changes has been adopted to make them systematic activity. We all know that research, especially action research is a systematic investigation. Hence, it will surely enhance the professional life of the teachers.
- **Critical Observation:** Action research contributed a lot among the teachers to make them critical observers. The knowledge of action research has made them think that things can be improved through investigation. The teachers confirmed that they have become critical observers of their classrooms and their environment.

- **Decision Making:** Making a decision is one important skill that the teachers claim that they learn as a result of their action research investigation. Action research is about improving a situation that is found unsuitable for the teaching-learning process. It helps the teachers to make the appropriate decision for the improvement of teaching-learning.
- **Empowerment:** Action research empowered the teachers by improving their teaching conditions to the best. Action research enables them as resource persons who have something to contribute to administrators, parents, and curriculum developers rather than passive recipients, observers, and accomplishers of others' work. The direct involvement of the teachers in the improvement of their teaching-learning problems made them feel like they were the centre and most important element in the teaching-learning process.
- **Professional Self-confidence:** Teachers will develop professional self-confidence as a result of their involvement in action research. Any professional development action increases professional confidence on the part of the participants since increases their ability. Action research involvement also increases the participants' ability to inquire thereby increasing their professional self-confidence.
- **Professional Responsibility:** In the past, the only job of teachers was considered to be teaching. In that case, if problems arise in the teaching-learning process, teachers used to feel that it is somebody else's job to improve it. All they think that they are supposed to do is report it if they are to do so. But now, as a result of their involvement in their problem-solving activity, they are being responsible. Taking part in problem-solving, investigation, and reflection, in turn, develops responsibility. The engagement of teachers in action research made them responsible for their profession.
- **Detect problems or ask questions:** As a result of their being observers, they can identify their classroom problems. Being able to identify the problem is said to be half the solution. The teachers felt that it is highly significant to be able to dictate the problem that hinders the teaching-learning process. Moreover, among the problems they select, they prioritize.
- **Professional dialogue, discussion, and communication:** The inquiry demanded the teachers engage in professional dialogue;

talk about their research with their colleagues; and ask for advice about their inquiry from experienced researchers, teachers, and friends. They said that they have had a lot of talking about their study with their colleagues and learned a lot. They learned a lot from discussions with their colleagues and they have already made it a useful habit worth adopting.

Action research is one of the most efficient and effective ways to address the professional development of teachers. Action research allows teachers to connect education theory and research to their classroom practice and helps them become more reflective and analytical in their teaching practice. Action research is also very economical in terms of the time and money invested and the returns garnered in the form of increased learning by students and improved practice by teachers. Action research also facilitates teacher empowerment. Teachers are empowered when they can collect their data to use in making decisions about their schools and classrooms. Empowered teachers are more effective practitioners for three reasons: First, they bring their talents, experiences, and creative ideas into the classroom. Second, they implement programs and strategies that best meet the needs of their students.

CONCLUSION

Action research is one of the various approaches to educational research methods. It is highly recommended for teachers since it enables them to reflect on their classroom activities. It helps teachers to improve ongoing practice to help students learn and their professional development. Students, teachers, administrators, research experts, and governing educational bodies' engagement in a continuous process of action improves the environment and makes learning happen to a maximum level. Action research offers the way this situation happens through participative practical involvement of the concerned bodies (especially teachers and students) through a cyclical engagement of targeted activities. It is a continuous process of investigation involving planning, acting, observing, and reflecting.

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A Study on Effectiveness of Gunotsav of Assam in Quality Enhancement of Primary Education

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ABSTRACT

To enhance the quality of school education in Assam, State Government has implemented 'Gunotsav- a Quality Initiative' from the academic year 2017. Already three round of Gunotsav have been conducted in all the districts of Assam. To check the quality of primary education of our state, it is important to study the effectiveness of Gunotsav. Hence, through this research paper, an initiative has been taken by the investigator to study the effectiveness of Gunotsav of Assam in quality enhancement of primary education. The Descriptive Survey method is applied to collect the necessary data. The population of this study comprises all the teachers of Primary Schools of South Kamrup area of Kamrup district of Assam. Total 90 teachers from 30 primary schools is selected as sample by applying random sampling technique. A Questionnaire constructed by the investigator is applied to collect the data and collected data

are analysed with the help of percentage. It is found from the study that the Gunotsav programme is an effective plan to enhance the quality of primary education in Assam in terms of scholastic and co-scholastic improvement of students as well as community participation. Hence, it is said that the Gunotsav programme launched by the Government of Assam is an effective strategy to reach the fourth sustainable development goal i.e. quality education.

Key Words : Gunotsav, Primary Education, Effectiveness, Quality Enhancement

INTRODUCTION

In 2015, all the United Nations Member States adopted the Sustainable Development Goals (SDGs) as a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. The Sustainable Development Goals are a bold commitment to tackle some of the more pressing challenges facing the world today. The SDGs were born at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012. The objective was to produce a set of universal goals that meet the urgent environmental, political, and economic challenges facing our world. There are a total of 17 such goals. The fourth goal is concerned with the quality of education.

Generally, the phrase 'quality of education' implies standard and efficiency. It includes the availability of teachers, quality of instruction, syllabi and curricula, test issues, examination system, etc. With this perspective, one cannot refer to the quality of education without looking into the availability of all these attributes of education. Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits. Quality education especially entails issues such as appropriate skills development, gender parity, provision of relevant school infrastructure, equipment, educational materials and resources, scholarships, or teaching force. As a part of achieving quality education, the State Government of Assam implemented the 'Gunotsav' programme in the school education sector of Assam

state in the year 2017.

Gunotsav programme focuses on the improvement of the quality of school education with the joint effort of the officials of different departments of the state government, office bearers, district officials, college and university teachers, etc. In this programme, the scholastic and co-scholastic performances of the school are evaluated by an external evaluator and self-evaluator for three days in the entire state. There are three main areas of the Gunotsav programme: scholastic area, co-scholastic area, and community participation. The scholastic performance of students is assessed based on children's reading, numeracy, and writing. Co-scholastic activities are evaluated based on morning assembly, record keeping, learning outcome, sports and physical education, student parliament, teaching-learning materials, innovative practices, use of library, etc. while community participation includes receipt of free uniforms, receipt of free textbooks, teacher attendance, inspection/academic visit by officials, bio-diversity register, SMC/SMDC involvement, PM-POSHAN, vidyanjali, twinning/partnership, health record, etc.

REVIEW OF RELATED LITERATURE

'Gunotsav' is a new initiative in our school education sector. Till now, only a few studies have been done in this field. Some of them are mentioned below:

Trivedi (2015) researched the views of Teachers, Principals, and CRC on Gunotsav in primary schools. This study was undertaken in the Government Primary School of ChotilaTaluka of Surendragnagar District. It is found from the study that due to such programme, the quality of education is increased. Due to the grade system schools are given grades that decide their quality and give guidance accordingly.

Borthakur&Kakati (2019) conducted a study on the assessment of the learning level of children through Gunotsav. The academic assessment covers two parts-Skills (Reading, Writing, and Numeracy) and Subject Areas (Languages, Maths, Science, and Social Science) assessment and assessment is OMR-based.

Assessment is done by officers (Ministers, IAS, IPS, IFS officers, Class-I & II officers) covering 3-day visits; 1 school 1 day. Views and comments of External Evaluators have been taken care of policy framing of the educational area.

Konwar (2022) conducted a research study on ensuring quality elementary education in Assam through Gunotsav. Gunotsav is a qualitative improvement programme in Primary and Secondary education that includes learning outcomes of children as well as Co- scholastic activities, Proper utilization of resources, and community participation as a whole.

NEED OF THE STUDY

The first 'Gunotsav' in the state of Assam was held in 2017, followed by Gunotsav-2 in 2018, Gunotsav-3 in 2022, and Gunotsav-4 in the year 2023. So far a total of 4 Gunotsavs have been held in school education of Assam. The Gunotsav programme has been implemented in the school education of Assam to accelerate the quality-oriented educational process in the entire process in the school education sector, especially primary education. At the initial time after the independence of India, the main focus was given on quantitative improvement of primary education. But at present both the parameters- quantity and quality are given equal importance.

It is important to study the effectiveness of the Gunotsav programme at the primary level of education to know its success story. It is always a concern for educational practitioners and researchers whether the hope behind the Gunotsav programme has come true or not. How successful has the Gunotsav programme been? What are the obstacles to the success of the Gunotsav programme? Many questions arise such as and so on. Hence, the researcher conducted the present research to find scientific solutions to these problems.

Again, 'Gunotsav- A Quality Initiative' is a new concept in the education sector of Assam. Hence, only a few research studies have been conducted till now in the vary topic. The investigator selected the South Kamrup area of Kamrup district of Assam as a

study area as not a single study on 'Gunotsav' has been done till now. Through this research paper, an initiative has been taken by the investigator to study the effectiveness of Gunotsav of Assam in quality enhancement of primary education.

OBJECTIVE OF THE STUDY

The main objective of this study is :

1) To study the effectiveness of Gunotsav of Assam in quality enhancement of primary education in terms of
   - Scholastic Aspect
   - Co-scholastic Aspect
   - Community Participation

PLAN AND PROCEDURE

- **Selection of Research Method :** In the present study, descriptive survey method was employed.
- **Population and Sample** : The population of this study comprises all the teachers of Primary Schools in the South Kamrup area of the Kamrup district of Assam. The sample of the present study was selected from thirty (30) primary schools (lower primary and upper primary) of the South Kamrup area of Kamrup district by applying a random sampling technique. From these primary schools, 90 teachers (3 teachers from each school) have been selected as a sample.
- **Tool Used :** In the present study, a close-ended Questionnaire was constructed by the investigator consulting with experts in this field. This Questionnaire was constructed to understand the effectiveness of Gunotsav of Assam in quality enhancement of primary education. There are four heads in this questionnaire including basic data, scholastic aspect, co-scholastic aspect, and community participation. There are8statements in the scholastic aspect, 15 statements in the co-scholastic aspect, and 7 Statement in community

participation. For each statement, three options namely Agree, Undecided, and Disagree are given respectively.

- **Statistical Treatment :** Analysis of data was done with appropriate statistical technique like Simple Percentage.

RESULTS AND DISCUSSION

The results and discussion of this present research are stated in the following way under three heads :

Scholastic Aspect

To make quality primary education, one of the many dimensions that have been done in the education sector is the Gunotsav programme. According to this programme, the basic scholastic achievement of the school wasevaluated under the Gunotsav so that the opinions of the teachers were taken depending on the things that were checked in the Gunotsav. In this context, the analysis and interpretation of the responses received has been undertaken.

Table 1: Effectiveness of Gunotsav of Assam in the quality enhancement of primary education in terms of Scholastic Aspect

Sl. No.	Statements	Responses	
		f	%
1	Gunotsavprogramme has been effective in making students of the class read without stopping.	58	64.4
2	Gunotsav has been useful in developing numeracy comprehension among class students.	70	77.7
3	The Gunotsavprogramme has proved useful in achieving learning outcomes in various subjects.	82	91.1
4	Gunotsav has been effective in getting students in your class to write correctly with proper spacing between words.	67	74.4
5	Gunotsavprogramme has been useful in improving the academic achievement of students of your school.	78	86.6
6	Gunotsavprogramme have been effective in getting students in your classroom to write material in a textbook or notebook.	82	91.1
7	The Gunotsavprogramme has been effective in developing writing skills among students.	61	67.7
8	The Gunotsavprogramme has been effective in developing numeracy skills among students.	71	78.8

Table 1 shows that 64.4% of primary school teachers opined that the Gunotsav programme has been effective in making students of the class read without stopping. Again, 77.7% of respondents stated that it has been useful in developing numeracy comprehension among class students. 91.1% of teachers viewed the Gunotsav programme is being useful in achieving learning outcomes in various subjects and it has been effective in getting students in classroom to write material in a textbook or notebook. Again, 74.4% of teachers stated that it has been effective in getting students in their class to write correctly with proper spacing between words. Also, 86.6% of teachers stated that the Gunotsav programme has been useful in improving the academic achievement of students. Again, 67.7% viewed that the Gunotsav programme has been effective in developing writing skills among students. Also, 78.8% of primary teachers stated that the Gunotsav programme has been effective in developing numeracy skills among students.

Co-scholastic Aspect

Co-curricular activities in primary schools are an important factor in the overall development of a child. In this regard, the evaluation of co-curricular activities was also taken as a component in the evaluation of the Gunotsav programme. In this regard, the analysis and interpretation of the statistical data in the context of the responses given by the teachers to the statements has been undertaken in the next paragraphs.

Table 2 : Effectiveness of Gunotsav of Assam in the quality enhancement of primary education in terms of Co-scholastic Aspect

Sl. No.	Statements	Responses	
		f	%
1	The Gunotsavprogramme has been successful in making the students enthusiastically participate in the morning assemblies.	80	88.8
2	The Gunotsavprogramme was meaningful in developing the habit of yogic actions among the students.	66	73.3
3	The Gunotsavprogramme has been effective in ensuring that the students in your classroom have regular opportunities for sports and exercise.	78	86.6
4	Gunotsav has been effective in engaging students in your classroom in project work on various subjects.	81	90.0
5	Eco-club activities among the students of your school have been useful in terms of development.	78	86.6
6	The Gunotsavprogramme has been effective in getting students in your class to get books from the library and read regularly.	59	65.5
7	The Gunotsavprogramme has been effective in creating an atmosphere where every student in your classroom can experience cultural events.	84	93.3
8	Gunotsavprogramme has been effective in school students taking care of school cleanliness and physical health.	68	75.5
9	The Gunotsavprogramme has been useful in creating conditions for the regular use of computers by children in your class.	3	3.33
10	Gunotsavprogramme has been effective in making teachers of your school use computers regularly in teaching work.	41	45.5
11	Gunotsavprogramme has been effective for the teacher to check the writing of students' notebooks in the classroom and record the necessary suggestions.	67	74.4
12	Gunotsavprogramme has been effective in enlivening the classroom interaction of teachers.	83	92.2
13	The Gunotsavprogramme has led to regular participation in co-curricular activities by the students of your school.	76	84.4
14	Gunotsavprogramme has proved to be effective in making parents aware of children's education.	59	65.5

15	The evaluation has been useful in providing necessary guidance to the educational administration at the school level regarding educational quality.	69	76.6

It is revealed from Table 2 that 88.8% of teachers viewed the Gunotsav programme has been successful in making the students enthusiastically participate in the morning assemblies. Again, 73.3% of teachers opined that the Gunotsav programme was meaningful in developing the habit of yogic actions among the students. Gunotsav programme has been effective in ensuring that the students have regular opportunities for sports and exercise and eco-club activities among the students have been useful in terms of development as stated by 86.6% of teachers. Also, 90% of teachers viewed that Gunotsav has been effective in engaging students in project work on various subjects. 65.5% of teachers viewed that the Gunotsav programme has been effective in getting students in class to get books from the library and read regularly. Gunotsav programme has been effective in creating an atmosphere where every student can experience cultural events as opined by 93.3% of teachers. Again, 75.5% of teachers stated that the Gunotsav programme has been effective in school students taking care of school cleanliness and physical health. Only 3.33% of teachers stated that the Gunotsav programme has been useful in creating conditions for the regular use of computers by children. Again, 45.5% of teachers viewed that the Gunotsav programme has been effective in making teachers use computers regularly in teaching work. Gunotsav programme has been effective for the teacher to check the writing of students' notebooks in the classroom and record the necessary suggestions as responded to by 74.4% of teachers. 92.2% of teachers opined that the Gunotsav programme has been effective in enlivening the classroom interaction of teachers. 84.4% of teachers stated that the Gunotsav programme has led to regular participation in co-curricular activities by the students. Again, 65.5% of teachers viewed that the Gunotsav programme has proved to be

effective in making parents aware of children's education. Also, 76.6% of teachers opined that the evaluation has been useful in providing necessary guidance to the educational administration at the school level regarding educational quality.

Community Participation

As a component of the holistic evaluation of the school, it also undertook to know how community participation contributes to the school's physical facilities and educational quality. In that regard, according to how the situation was created at the school level through the Gunotsav programme, the opinions of the statements regarding the effectiveness of community participation were obtained from the teachers.

Table 3 : Effectiveness of Gunotsav of Assam in the quality enhancement of primary education in terms of Community ParticipationAspect

Sl. No.	Statements	Responses	
		f	%
1	The Gunotsavprogramme has been effective for the regular attendance of the members in the SMC meeting held in your school.	71	78.8
2	The Gunotsavprogramme has been effective in implementing a system whereby parents of your school are informed about the details of the DIES form.	63	70.0
3	To know the educational status of their child, the parents have been informed about the regular school attendance of their child.	69	76.6
4	Gunotsav has been effective in creating arrangements for reviewing	73	81.1

	school development plans in meetings with SMC members.		
5	Your school has been successful in creating an environment that strives for academic excellence together with parents and teachers.	81	90.0
6	The Gunotsavprogramme has been effective in creating an atmosphere where parents attend the annual festival and encourage the children in your school.	49	54.4
7	Gunotsavprogramme has been effective in increasing the activity of the administrative system in terms of academic achievement of the school.	41	45.5

Table 3, it is explored that 78.8% of teachers stated that the Gunotsav programme has been effective for the regular attendance of the members in the SMC meeting. Again, 70% of the teachers opined that the Gunotsav programme has been effective in implementing a system whereby parents are informed about the details of the DIES form. Also, 76.6% of the respondents viewed that to know the educational status of their child, the parents have been informed about the regular school attendance of their child. Gunotsav has been effective in creating arrangements for reviewing school development plans in meetings with SMC members as stated by 81.1% of teachers. Again, 90% of teachers stated that their school has been successful in creating an environment that strives for academic excellence together with parents and teachers. Also, 54.4% of teachers opined that the Gunotsav programme has been effective in creating an atmosphere where parents attend the annual festival and encourage the children in your school. Lastly, 45.5% of teachers viewed that the Gunotsav programme has been effective in increasing the activity of the administrative system in terms of the academic achievement of the school.

From the above analysis and interpretation, it is almost clearly proved that the Gunotsav programme is an effective plan to enhance the quality of primary education in Assam in terms of scholastic and co-scholastic improvement of students as well as community participation. Hence, it is said that the Gunotsav programme launched by the Government of Assam is an effective strategy to reach the fourth sustainable development goal i.e. quality education. Without the quality of primary education, the quality of higher education is beyond our imagination.

It is also found from the study that regarding the use of computers in teaching-learning transactions, the Gunotsav programme has not proved to be effective because only a few teachers use computers. A maximum number of schools have no computer facility at all. This dearth of computers is negatively influenced in the case of quality primary education.

EDUCATIONAL IMPLICATION

The important findings of the research indicate the success of the research but based on the picture obtained, it is undertaken to show significant educational implications for enhancing the quality of primary education which are as follows.

(1) According to all the elements that are evaluated at the school level during the Gunotsav programme, the headmaster and teachers of the school should closely observe and correct the weak points noticed by them and continue efforts to maintain the school grades at a high level.

(2) Every school family should create a planning environment so that during Gunotsav parents become curious to know their child's progress in school, parents visit the school frequently throughout the year and take an interest in their children's education. Likewise, the team working in the field of monitoring should also visit the school continuously and provide proper guidance to ensure that the school has a

good performance in the academic and co-educational field.

(3) It is very important that most schools use computers in the administrative and educational work of the school and that efforts are made by the school heads to make the educational environment attractive by using the available technology and that the children engage in the educational work with joy and cheerfulness.

(4) It is very good that remedial work is carried out for underachieving children at the school level, but such basic underachievers should be continuously remedial and efforts should be made to ensure that all those children become normal children by the end of the year.

(5) During the remedial work based on the results of the Gunotsav programme at the school level, the head and teacher of the school should arrange for the gifted students of the school who need remedial education to engage in self-study or library or technology-related activities during such remedial work.

(6) In-service training by the training institutes should be imparted to the school heads or nodal teachers of the school based on the guidelines of Gunotsav. Also, teachers should be trained by providing detailed demonstration on how to analyze the results of the test how to interpret the results based on the analysis, and how to carry out individual therapy based on the poor learning achievement (learning outcome).

CONCLUSION

The investigator conducted a study on the effectiveness of the Gunotsav programme at the primary education level, which can be a guide for plans to improve the quality of primary education. It is imperative that every human being born in India gets a quality primary education. From the perspective of India, the task of developing basic skills in children through primary education and creating a characterful citizen by creating social and cultural value through primary education can only be possible through the

universalization of quality primary education. Universalization of primary education and bringing quality in education is very important in the current situation for which the investigator made a humble attempt to assess the effectiveness of the Gunotsav programme implemented in the primary education sector of the South Kamrup area of Kamrup district of Assam through the presented research, keeping in mind the purpose of providing a guide to try in a certain direction. The researcher will feel happy if the findings obtained in terms of the objectives of the present research will be useful for policymakers, planners, officials, teachers, principals and education inspectors as well as persons directly or indirectly involved in education. Also, it is hoped that this study will be a guide for the researcher who conducts research work in the field of primary education.

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Srimanta Sankaradeva and Madhavadeva

A Peer Reviewed Bilingual Collection of Research Based Articles



Edited by

DR PRITI DEKA

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Transformative Educational Content through the Lens of Srimanta Sankaradeva's Philosophy

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Abstract:

Srimanta Sankaradeva (1449–1568), a multifaceted personality, revolutionized Assamese society with his Neo-Vaishnavite movement. His contributions spanned literature, art, drama, music, and spirituality. He envisioned education as a tool for shaping an ethically conscious, culturally rich, and socially responsible individual. This article delves into the content implications of Sankaradeva's educational philosophy and highlights how his ideas can inspire a transformative approach to curriculum development in the present-day education system.

Introduction:

Education serves as both a personal empowerment tool and a catalyst for societal progress, shaping the collective consciousness of a civilization. It is not merely a system of acquiring knowledge but a reflection of cultural, philosophical, and ethical values that define human development. Throughout

history, education has played a crucial role in shaping societies by instilling values, fostering critical thinking, and promoting social cohesion.

In Assam, the educational and philosophical legacy of Srimanta Sankaradeva (1449–1568) remains deeply influential. As the pioneer of the Neo-Vaishnavism movement during the 15th and 16th centuries, Sankaradeva not only redefined religious and spiritual thought but also transformed the socio-cultural landscape of Assam. His movement challenged rigid caste hierarchies, advocated for social inclusivity, and promoted a vision of a society where knowledge and spirituality were accessible to all. He firmly believed that education was not confined to academic learning but was an ongoing process of self-purification, moral development, and creative exploration.

Sankaradeva's educational ideals extended beyond conventional classroom teaching. His philosophy emphasized the unity of humankind, egalitarian values, and the pursuit of inner purity. He fostered a culture of learning through literature, music (Borgeet), drama (Ankiya Naat), and artistic expressions such as manuscript paintings and architectural innovations in Namghars (prayer halls). These multidimensional approaches to knowledge transmission reflected a holistic vision of education—one that integrated ethics, aesthetics, and practical wisdom.

In contemporary times, Sankaradeva's philosophy remains profoundly relevant. As modern education systems grapple with challenges such as moral decline, rote learning, and a disconnect from cultural values, his approach offers a transformative framework. By integrating ethical teachings, artistic creativity, and a community-based learning model, his vision can inspire a more balanced and human-centric educational paradigm. A deeper exploration of his contributions to education can offer insights into developing a curriculum that harmonizes

intellectual growth with moral and spiritual enrichment, making learning a lifelong, value-driven process.

Education, as a medium of personal and societal progress, reflects the cultural and philosophical values of a civilization. In Assam, Srimanta Sankaradeva's Neo-Vaishnavism movement in the 15th-16th centuries reshaped the social, religious, and cultural fabric. Beyond his religious reform, Sankaradeva envisioned education as a holistic process integrating spiritual growth, moral development, and creative expression.In the context of modern education, his approach offers a transformative content framework that integrates ethics, aesthetics, and practical wisdom into the curriculum.

Objectives of the Study:

The study aims to explore the educational philosophy of Srimanta Sankaradeva and its relevance in contemporary education.

Methodology:

The study follows a qualitative research approach based on:

1. **Literature Review:** Examining historical texts, Bhakti literature, and scholarly works related to Sankaradeva's contributions.
2. **Content Analysis:** Analyzing his literary and artistic works, such as Kirtan Ghosa, Gunamala, Borgeet, and Ankiya Naat, to understand their educational value.
3. **Comparative Study:** Drawing parallels between Sankaradeva's holistic educational model and modern experiential learning frameworks.
4. **Case Study Approach:** Investigating the role of Namghars and Sattras in preserving his pedagogical traditions and their potential integration into formal education.

5. **Policy Analysis:** Reviewing existing educational policies to suggest ways of incorporating his teachings into mainstream and alternative education systems.

Srimanta Sankaradeva's Educational Philosophy:

Srimanta Sankaradeva's educational vision was deeply rooted in his spiritual and social reform movements. His teachings were not confined to religious instruction but encompassed a broad spectrum of ethical, cultural, and practical education. He believed that true learning should shape both the intellect and the character, guiding individuals toward self-realization and social harmony. His pedagogical approach was multidimensional, integrating devotion, morality, creativity, and practical life skills to foster holistic development.His educational philosophy is incorporated the following aspects:

1) The Bhakti-Based Learning Approach

Sankaradeva's educational philosophy was fundamentally inspired by the Bhakti (devotion) movement, but he redefined Bhakti as more than mere ritualistic worship. He introduced **Ek Saran Naam Dharma**, a spiritual discipline centered on exclusive devotion to one supreme deity—Lord Krishna—through the practice of **Naam (chanting and recitation of God's name)**. Unlike conventional religious teachings that emphasized rigid orthodoxy, his approach to Bhakti was inclusive, promoting universal values of love, humility, and selfless service.This Bhakti-based learning approach had profound educational implications. Such as:

- ***Emotional Intelligence:*** Through devotion and communal worship, learners developed a deep sense of empathy, compassion, and emotional resilience. The repetitive chanting of Naam created a meditative state that enhanced self-awareness and inner peace, qualities essential for emotional stability.

- ***Moral Uprightness:*** Sankaradeva's teachings emphasized **Satya (truth), Ahimsa (non-violence), and Karuna (compassion)**, values that were essential in shaping an individual's ethical foundation. By internalizing these virtues, students were encouraged to cultivate integrity, respect for others, and social responsibility.
- ***Faith and Inner Strength:*** Spiritual devotion provided learners with a strong sense of purpose and mental fortitude. The belief in a higher power and the practice of self-surrender helped them navigate life's challenges with resilience, reinforcing a positive mindset and determination.

2) Emphasis on Holistic Education

Sankaradeva's vision of education was not limited to rote learning or academic instruction; instead, he advocated for a holistic approach that integrated spiritual, cultural, and practical knowledge. His educational philosophy aligned with modern **experiential learning** principles, which emphasize learning through practice, reflection, and creative engagement.His model of holistic education included:

- ***Spiritual Knowledge:*** Education, according to Sankaradeva, should lead to self-discovery and ethical living. He stressed the importance of **character-building, self-discipline, and the pursuit of wisdom**, rather than mere intellectual accumulation. Through religious discourses (Bhagavat Path), meditation, and moral storytelling, he aimed to instill values of humility, gratitude, and self-control in learners.
- ***Aesthetic Sensibility:***Sankaradeva recognized the transformative power of art and culture in education. He introduced **Borgeet (devotional songs), Ankiya Naat (dramatic performances), and manuscript**

painting, which were used as educational tools to convey spiritual and moral messages. These artistic expressions enhanced creativity, emotional depth, and a sense of cultural identity among learners.

- ***Practical Skills***: True education, according to Sankaradeva, extended beyond intellectual pursuits to include hands-on skills essential for self-sufficiency. He encouraged training in **weaving, agriculture, pottery, and other crafts**, ensuring that education was not just theoretical but also **vocational and livelihood-oriented**. This aligns with modern skill-based education models that promote economic independence and self-reliance.

Transformative Educational Content Inspired by Sankaradeva

Srimanta Sankaradeva's educational philosophy offers a holistic approach that integrates moral values, artistic expression, and spiritual wisdom. His teachings emphasize the development of character, community service, and the pursuit of knowledge through experiential learning. By drawing inspiration from his works, modern education can move beyond rote learning to foster creativity, ethical consciousness, and cultural appreciation. Incorporating his literary, musical, and theatrical contributions into contemporary curricula can provide students with a well-rounded education that nurtures both intellectual and emotional intelligence. This section explores innovative ways to infuse Sankaradeva's ideals into transformative educational content.

1. Literature and Language Learning

Sankaradeva's literary contributions offer a rich resource for enhancing linguistic proficiency, ethical understanding, and philosophical insights. His works are deeply rooted in the Bhakti movement and serve as an invaluable medium for both language acquisition and moral development.

- ***Kirtan Ghosa:*** This poetic rendition of the Bhagavata Purana encapsulates themes of devotion, morality, and righteousness. It employs rhythmic verses that aid in memorization and oral recitation, making it a powerful tool for language learning and ethical education.
- ***Gunamala:*** A succinct yet profound summary of the Bhagavata Purana, written in an accessible style. Its simple yet philosophically rich verses make it an effective means of instilling spiritual wisdom and linguistic dexterity among learners.
- ***Translation Works:*** By translating parts of the Ramayana and Mahabharata into Assamese, Sankaradeva democratized classical knowledge, making it accessible to the masses. His translations facilitated linguistic development and cultural understanding among diverse communities.

Educational Application:

- Integrating his literary works into school curricula can enhance language proficiency while simultaneously imparting moral values.
- Encouraging the recitation and interpretation of his verses can help develop oratory skills, critical thinking, and cultural appreciation.
- Using his narrative techniques as models for creative writing can inspire students to explore storytelling and literary composition in an engaging manner.

2. Performing Arts as Pedagogy

Sankaradeva revolutionized education by incorporating performing arts as a dynamic pedagogical tool. His artistic innovations not only entertained but also educated communities on ethical, religious, and social principles.

- ***Borgeet (Devotional Songs):*** These melodious hymns enhance concentration, discipline, and emotional

expression. They serve as a means of meditative learning, promoting both spiritual and artistic growth.

- ***Ankiya Nat (One-Act Plays):*** These mythological plays combine moral teachings with theatrical performance, fostering ethical awareness, creativity, and linguistic fluency.
- ***Bhaona (Community Theatre):*** A participatory form of drama that nurtures unity, teamwork, and artistic expression while making learning an engaging and collective experience.

Educational Application:

- Incorporating Borgeet and Ankiya Nat in music and drama curricula can cultivate aesthetic sensibilities and historical awareness.
- Utilizing drama-based learning techniques can make the study of history, ethics, and literature more immersive and impactful.
- Encouraging collective performances in schools can foster leadership skills, teamwork, and confidence in public speaking.

3. Value-Based Moral Education

Sankaradeva's teachings emphasized universal human values, breaking barriers of caste, gender, and sectarian divisions. His social reform efforts, centered around the Namghar (community prayer hall), promoted an inclusive, egalitarian ethos that can be adapted for modern educational settings. These are:

- ***Equality and Social Harmony:*** His philosophy challenged societal hierarchies, advocating for collective well-being and mutual respect.
- ***Truth and Integrity:*** His teachings instilled a deep sense of honesty, respect, and non-violence, which are essential for character formation.

- ***Compassion and Service***: His emphasis on selfless service encouraged acts of kindness and civic responsibility.

Educational Application:

- Designing ethics-based modules inspired by Sankaradeva's teachings can instill core moral values in students.
- Organizing debates and discussions on themes like equality, non-violence, and truth can foster critical thinking and moral reasoning.
- Encouraging community service initiatives can help students to develop empathy and a sense of social responsibility.

4. Community-Centric Learning

The Namghar system represents a participatory educational model where learning is not confined to classrooms but extends into the community. It encourages a holistic approach to education by integrating collective problem-solving, intergenerational knowledge transfer, and social cohesion.

Educational Application:

- Establishing learning circles where students collaborate, exchange ideas, and engage in peer-assisted learning can replicate the communal spirit of the Namghar.
- Promoting parent and community involvement in school activities can create a more integrated and supportive learning environment.
- Conducting educational camps in rural areas can bridge the urban-rural knowledge divide, ensuring that education reaches all sections of society.

By drawing inspiration from Sankaradeva's literary, artistic, and pedagogical legacy, education can become a more holistic, values-driven, and community-oriented experience, fostering both intellectual and moral development.

Contemporary Relevance and Implementation Strategies

Srimanta Sankaradeva's teachings continue to hold profound significance in the modern era, offering a unique blend of spirituality, ethics, and artistic expression that can enrich contemporary education and cultural practices. As globalization and technological advancements reshape societal values, it becomes imperative to preserve and promote indigenous knowledge systems that foster moral integrity and cultural identity. By integrating Sankaradeva's philosophy into education, digital platforms, and policy frameworks, we can create a more holistic learning environment that nurtures ethical consciousness, artistic excellence, and social harmony. The following strategies outline ways to effectively incorporate his contributions into modern educational and cultural initiatives.

1. Integration in School and Higher Education

To ensure that the legacy of Srimanta Sankaradeva is preserved and passed on to future generations, his contributions should be systematically integrated into the formal education system.

- ***School Curriculum:*** Introducing students to the life and works of Sankaradeva through history and literature textbooks will create awareness about his role in shaping Assamese culture and society. Lessons on his contributions to Bhakti literature, social reforms, and performing arts can be included at different levels of schooling to foster a deep understanding of his philosophy. Additionally, storytelling sessions, illustrated books, and short documentaries can be incorporated into the curriculum to make learning engaging.
- ***Higher Education:*** Universities can offer specialized courses focusing on Bhakti Literature, Assamese cultural history, and Sankaradeva Studies. This will enable students to conduct in-depth research on his literary works, theological contributions, and influence on Assamese identity. Establishing dedicated academic chairs and research fellowships on Sankaradeva's philosophy can further encourage scholarly exploration of his teachings.
- ***Extracurricular Activities:*** Schools and colleges can promote cultural events such as Borgeet singing competitions and Bhaona performances to revive traditional art forms. These activities will not only help students appreciate Assamese heritage but also develop their artistic and theatrical skills. Conducting annual festivals and cultural exhibitions dedicated to Sankaradeva can create a sense of cultural pride and engagement among young learners.

2. Digital and Experiential Learning Approaches

In the modern era, digital tools and experiential learning methods can play a crucial role in popularizing Sankaradeva's teachings.

- ***Multimedia Resources:*** The development of e-books, animated videos, podcasts, and interactive platforms can make learning about Sankaradeva more accessible and engaging. Digital archives can be created to house manuscripts, rare texts, and performances of Borgeet and Bhaona, making them available to a global audience. Educational apps with gamified quizzes and storytelling elements can further enhance students' interest in Assamese cultural history.
- ***Creative Workshops:*** Schools and cultural institutions can organize hands-on workshops where students learn how to compose and perform Borgeet or create traditional Bhaona masks and costumes. Such activities will provide an immersive experience, helping students

connect with these art forms on a deeper level. Additionally, online workshops and webinars by experts in Assamese culture can broaden outreach and accessibility.

- ***Field Visits:*** Organizing educational tours to Sattras (Vaishnavite monasteries) will offer students an experiential understanding of Assamese heritage. These visits will allow them to witness the traditions of Sankaradeva's disciples firsthand, observe traditional dance and music performances, and interact with scholars and monks. Such experiences can bridge the gap between theoretical knowledge and real-world cultural practices.

3. Policy-Level Recommendations

To institutionalize the promotion of Sankaradeva's teachings, strategic policy interventions are necessary at the regional and national levels.

- ***Educational Policies:*** Formulating regional educational policies that mandate the inclusion of Bhakti literature, Sankaradeva's philosophy, and traditional Assamese arts in school syllabi can help sustain these cultural elements. Government and private educational boards should collaborate to ensure the seamless integration of these subjects into mainstream education.
- ***Research and Documentation Centers:*** Establishing dedicated research centers focused on Sankaradeva's educational thought will encourage academic inquiry into his contributions to literature, philosophy, and performing arts. These centers can also facilitate interdisciplinary research linking Bhakti traditions with contemporary social and ethical issues.
- ***Collaboration with Cultural Institutions:*** Strengthening partnerships between schools, universities, and cultural organizations will enhance the teaching and preservation of Assamese performing arts. Funding programmes for artists and scholars working on Bhaona, Borgeet, and other traditional forms can provide the necessary support for their continued practice. Additionally, integrating these art forms into government-supported cultural initiatives can ensure their sustainability in modern Assam.

By implementing these strategies, Sankaradeva's rich legacy can be effectively preserved and passed on to future generations, fostering a strong sense of cultural identity and appreciation among students and scholars alike.

Conclusion:

Srimanta Sankaradeva's educational philosophy stands as a beacon of holistic development, offering a well-balanced approach that integrates spirituality, ethics, creativity, and social harmony. His vision of education was not limited to the mere acquisition of knowledge but extended to the cultivation of character, artistic expression, and a deep sense of community. In today's rapidly changing world, where education is often driven by competition and material success, Sankaradeva's teachings present an invaluable framework for fostering well-rounded individuals.

By incorporating Sankaradeva's principles into modern educational frameworks, students can develop a well-rounded perspective that balances intellectual growth with ethical consciousness. Such an approach will not only equip them to navigate the complexities of the contemporary world but also keep them deeply rooted in their cultural ethos. His vision, which seamlessly blended education with devotion, creativity, and social service, remains profoundly relevant today, serving as a timeless guide for holistic learning and human excellence.

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REFRAMING WOMANHOOD

DISCOURSES, IDENTITIES AND RESISTANCE

Edited by
KABITA BHUYAN
JINI RANI BORO

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Message from the Principal

It gives me immense pleasure to present the edited volume *Reframing Womanhood: Discourses, Identities and Resistance*, published by the Women's Studies Cell, R. G. Baruah College, Guwahati. This scholarly work is a significant academic endeavour that thoughtfully engages with contemporary debates on womanhood, gendered identities, and resistance across diverse social, cultural, and political contexts.

The essays compiled in this volume offer critical insights into the evolving discourses surrounding women's experiences and agency. By interrogating dominant narratives and foregrounding marginalized voices, the book makes an important contribution to feminist scholarship and interdisciplinary research. It reflects a deep commitment to intellectual rigor, social responsibility, and inclusive academic practices.

I sincerely appreciate the efforts of the editors for conceptualizing and meticulously curating this volume, as well as the contributors whose research and perspectives enrich its academic value. I also commend the Women's Studies Cell and the Research and Publication Cell for fostering a vibrant research culture within the institution and for facilitating meaningful scholarly collaborations.

I am confident that *Reframing Womanhood: Discourses, Identities and Resistance* will serve as a valuable resource for students, researchers, and scholars, and will inspire further dialogue and inquiry in the field of women's studies and allied disciplines.

I wish the publication every success.

Dr. Pranjit Kumar Nath
Principal
R. G. Baruah College
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Participation of Women in Higher Education Institutions of Assam: A Statistical and Policy Analysis

*Dr. Utpal Kalita**

Introduction

Education has long been recognized as a powerful instrument for social transformation and national development. Within this broader context, higher education plays a crucial role in shaping intellectual capital, fostering innovation, and promoting gender equality. The participation of women in higher education is not merely a question of access but also one of empowerment, social justice, and inclusive growth. It reflects a society's commitment to achieving equality of opportunity and to dismantling systemic barriers that historically limited women's educational advancement.

In India, the participation of women in higher education has grown remarkably in the last two decades. According to the All India Survey on Higher Education (AISHE 2022–23), women constitute approximately 46.8% of total enrolment in higher education institutions (HEIs) across the country, a substantial increase from about 39% a decade earlier. The Gender Parity Index (GPI) at the national level has nearly reached unity (0.98), indicating near-equal participation between men and women in aggregate terms. However, this overall parity conceals regional, socio-economic, and disciplinary disparities that continue to disadvantage women, particularly in certain states and rural areas.

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Assam, the largest state in the North Eastern Region of India, presents a distinctive socio-cultural and educational landscape. Historically, the state has made commendable strides in promoting basic education, and women's literacy has improved substantially in recent decades. Yet, participation in higher education remains uneven across districts, communities, and social groups. As per AISHE (2022–23), Assam recorded female enrolments of 281,004 at the undergraduate level, 58,562 at the postgraduate level, and 2,359 at the Ph.D. level. While these figures demonstrate that a considerable number of women are accessing higher education, the steep decline from undergraduate to postgraduate and research levels indicates a significant attrition trend among female learners.

Women's participation in higher education carries multidimensional significance. Economically, it contributes to an enhanced skilled workforce and greater female labour force participation. Socially, it helps break patriarchal barriers, delays early marriage, and encourages informed decision-making within households. Culturally, educated women play transformative roles in nurturing progressive values and community development. Therefore, increasing women's access to higher education in Assam is not only an educational objective but also a developmental imperative aligned with Sustainable Development Goal or SDG 5 (Gender Equality) and SDG 4 (Quality Education).

Although national data portray an encouraging trend, there is a need for a state-specific analysis to understand the dynamics of women's participation in higher education in Assam- its patterns, challenges, and prospects.

Objectives of the Study

This study aims to:

1. Examine the current status and trends of women's enrolment in higher education in Assam.
2. Identify the key determinants and barriers affecting women's participation in higher education.

3. Assess the impact of government initiatives and policy interventions aimed at improving access and retention.
4. Suggest policy recommendations for enhancing equitable and sustainable participation of women across different levels and disciplines.

Literature Review

The study of women's participation in higher education has been a focus of educational sociology, gender studies, and development research for several decades. This section reviews both national and regional literature, highlighting trends, determinants, and barriers influencing women's enrolment in higher education in India and specifically in Assam. It also identifies research gaps that justify the present study.

Across India, several studies have highlighted remarkable improvements in women's participation in higher education:

- Bordoloi (2018) noted that women's enrolment is higher in urban centres like Guwahati and Dibrugarh, where accessibility and infrastructure are better, while enrolment in rural and hill districts remains limited.
- The National Education Policy (NEP) 2020 identifies gender inclusion as a critical goal, advocating for the creation of a Gender-Inclusion Fund and gender-sensitive institutional mechanisms.
- Kumar & Sharma (2021) emphasized that regional inequalities, caste-based disparities, and urban–rural divides remain major determinants of women's access to higher education.
- According to AISHE 2022–23, women constitute 46.8% of total enrolment in higher education. The Gender Parity Index (GPI) stands at 0.98, showing near parity between males and females in overall enrolment.
- Studies also highlight the impact of government schemes such as the *Post-Matric Scholarship for Girls*, *Assam State Merit Scholarship*, and more recently, the *Nijut Moina Scheme (2024)*, designed to encourage girls' retention and delay early marriage (Government of Assam, 2024).

Thus, while Assam has achieved steady progress, the transition from undergraduate to postgraduate and research levels remains a major challenge, echoing national trends. Despite numerous studies on women's education in India, few state-specific and data-driven analyses exist for Assam. Most previous works are either descriptive or institution-specific, with limited focus on longitudinal trends and the effectiveness of policy interventions. Hence, this study seeks to fill that gap by offering a comprehensive overview of women's participation in higher education in Assam, using the latest AISHE data and recent policy developments.

Method and Materials

a) Research Design

This study employs a descriptive and analytical research design, based primarily on secondary data analysis. The purpose is to examine the trends, patterns, and determinants of women's participation in higher education in the state of Assam, and to assess the extent to which government initiatives have influenced enrolment and retention. The analysis focuses on both quantitative (statistical data from official sources) and qualitative (interpretative synthesis of literature and policy documents) dimensions.

b) Nature of Data

The study relies exclusively on secondary data- information already collected, compiled, and published by credible government and institutional sources. The secondary data have been chosen for their reliability, consistency, and comparability across years. The key sources are summarized below:

- All India Survey on Higher Education (AISHE), Ministry of Education, Government of India [Years used: Primarily 2018–19 to 2022–23 (Provisional)].

- Census of India (2011) and National Sample Survey (NSS) Educational Rounds
- Reports of the Department of Higher Education, Government of Assam
- Scholarly Articles, Books, and Journals
- Official Websites and Press Releases

c) Data Analysis Techniques

Given the nature of the data, both quantitative and qualitative methods were used in complementary ways. This mixed-method approach allows the study to combine numerical trends with contextual understanding.

d) Scope and Delimitations

- The study is confined to the state of Assam, covering all universities and affiliated colleges within the state as per AISHE classification.
- The primary period analysed is 2018–2023, which reflects recent developments and aligns with major policy initiatives under NEP 2020 and Assam's *Nijut Moina* scheme.
- The study does not include non-formal education or vocational training institutions. Data constraints (e.g., incomplete reporting from private institutions) may affect absolute accuracy but not overall trends.

Results and Discussion

a) Current Status and Trends of women's enrolment in higher education in Assam

Women's participation in higher education in Assam has shown a steady upward trajectory over the past decade.

Table 1: Status and Trends of Women's Enrolment in Higher Education in Assam

Academic Year	Undergraduate (UG)	Postgraduate (PG)	Ph.D. / M.Phil.	Total Female Enrolment	Annual Growth Rate (%)
2018–19	230,842	52,316	1,987	285,145	-
2019–20	243,510	54,231	2,052	299,793	5.1
2020–21	257,418	55,782	2,111	315,311	5.2
2021–22	269,613	57,936	2,208	329,757	4.6
2022–23	281,004	58,562	2,359	341,925	3.7

Source: Compiled from *All India Survey on Higher Education (AISHE)* Reports, Ministry of Education, Government of India (2018–2023).

It is interpreted from the above table that total female enrolment in higher education in Assam increased from 2.85 lakh in 2018–19 to 3.42 lakh in 2022–23, showing an overall growth of about 19.8% over five years. The undergraduate level saw the largest absolute increase (+50,000 students), accounting for almost 80% of the total growth. Postgraduate enrolment grew more slowly (~12%), while doctoral enrolment remained almost stagnant with a marginal rise from 1,987 to 2,359 students. The average annual growth rate of women's enrolment was approximately 4.6%, reflecting gradual but consistent improvement.

Table 2: Gender Parity Trend

Year	Gross Enrolment Ratio (GER) – Female (%)	GER – Male (%)	Gender Parity Index (GPI)
2018–19	21.4	23.6	0.91
2019–20	22.7	24.3	0.93
2020–21	24.5	25.4	0.96
2021–22	26.1	26.6	0.98
2022–23	27.3	27.8	0.98

The above table shows that Gender Parity Index (GPI) for Assam improved from 0.91 in 2018–19 to 0.98 in 2022–23, indicating near parity between male and female participation in higher education.

Table 3: Comparative Trends: Assam and National Scenario

Level of Education (2022–23)	Female Enrolment in Assam	Female Enrolment (India)	Assam's Share of National Female Enrolment (%)
Undergraduate (UG)	281,004	1.55 crore	~1.8%
Postgraduate (PG)	58,562	31.6 lakh	~1.85%
Ph.D.	2,359	1.7 lakh	~1.4%

Source: AISHE 2022–23, Provisional

The above table presents data on female enrolment in higher education across different levels- Undergraduate (UG), Postgraduate (PG), and Ph.D- for the academic year 2022-23. According to the table, Assam's female enrolment at the undergraduate level stands at 281,004, compared to 1.55 crore at the national level, giving Assam a 1.8% share of total female enrolment in India. At the postgraduate level, 58,562 female students are enrolled in Assam against 31.6 lakh nationally, indicating a slightly higher share of 1.85%. However, at the Ph.D level, Assam records 2,359 female enrolments out of 1.7 lakh nationally, representing a 1.4% share. Overall, the data suggest that Assam's contribution to the national female enrolment pool is modest, hovering between 1.4% and 1.85% across different levels, with relatively stronger representation at the postgraduate level compared to undergraduate and Ph.D levels.

b) Determinants and Barriers Affecting Women's Participation in Higher Education

Women's participation in higher education is shaped by a complex interaction of socio-economic, cultural, institutional, and personal factors. While recent years have witnessed a steady

rise in female enrolment across undergraduate and postgraduate programmes, deep-rooted barriers continue to restrict equitable and sustained participation. Understanding both determinants (enabling factors) and barriers (restrictive factors) is crucial for interpreting the gendered dynamics of higher education in Assam and India.

One of the most influential determinants is family income and socio-economic background, which largely governs a girl's educational mobility and access to institutional resources. Families with stable income and urban residence are more likely to support the continuation of higher studies for their daughters, whereas economically weaker households struggle with tuition fees, transportation costs, and hostel expenses. Even when tuition is subsidized, hidden costs such as books, internet access, and daily travel pose challenges that disproportionately affect girls.

Parental education and attitudes also play a decisive role in shaping women's aspirations. Parents who are educated, particularly mothers, tend to value formal education and encourage their daughters to pursue higher studies. However, in households where parents have limited schooling, gender-biased perceptions often prevail, causing girls' education to be deprioritized in favour of domestic responsibilities or the schooling of male siblings. This contributes to early dropout or restricted access to academic opportunities.

Deeply embedded gender norms and patriarchal attitudes constitute significant cultural barriers. In many communities of Assam, girls are socialized to prioritize marriage, caregiving, and domestic duties over academic pursuits. Early marriage continues to be one of the most persistent obstacles, as young women often discontinue schooling once married owing to household responsibilities, childcare, or societal disapproval of married women attending college.

Concerns related to safety, mobility, and transport further limit women's access to higher education, particularly in rural and remote areas. Parents are often reluctant to allow daughters to travel long distances or reside in hostels due to perceived risks. Poor transport connectivity, absence of safe commuting options, and inadequate hostel facilities result in limited physical access

to institutions, thereby widening the rural–urban participation gap.

Institutional infrastructure and academic environment also function as determinants of continuity in higher education. Colleges with well-equipped libraries, hostel facilities, secure campuses, and gender-sensitive support systems tend to attract and retain more female students. Conversely, overcrowded classrooms, shortage of female faculty, lack of counselling services, and limited opportunities in science and technical streams act as barriers that reduce women's academic motivation and persistence.

Government policies—such as the Free Admission Scheme, Post-Matric Scholarships, NEP 2020's gender-inclusion mandate, and Assam's recent Nijut Moina Scheme serve as significant enabling factors by reducing financial burdens and promoting awareness about girls' education. However, gaps in implementation, delays in scholarship disbursal, and limited outreach within marginalized communities often reduce the effectiveness of these interventions.

Lastly, intersectional disadvantages based on caste, tribe, religion, and geographical location intensify the barriers faced by women from marginalized groups. Tribal, minority, and char-area women frequently encounter compounded constraints of poverty, conservatism, limited institutional access, and linguistic challenges, which collectively hinder their participation in higher education.

In essence, the interplay of economic hardship, social norms, infrastructural deficits, and institutional limitations forms a complex landscape that both shapes and constrains women's higher education in Assam. Addressing these barriers requires sustained policy action, community engagement, and gender-responsive institutional practices to ensure that women not only access but also thrive within higher education.

c) Assess the Impact of Government Initiatives and Policy Interventions Aimed at Improving Access and Retention

Government interventions have contributed meaningfully to the improvement of women's participation:

- **Free Admission Policy (Assam Government):** Waiver of tuition fees for girl students in government colleges has encouraged enrolment, especially among rural families.
- **Nijut Moina Scheme (2024–25):** Provides monthly stipends to encourage girls to continue higher education and prevent early marriage; early reports show increased enrolment interest among adolescent girls.
- **Post-Matric and Merit Scholarships:** Financial assistance has helped reduce economic barriers, although implementation challenges (delays, awareness gaps) persist.
- **NEP 2020 Implementation:** Emphasis on equity, flexibility, and multidisciplinary education has the potential to create a more gender-inclusive academic environment if properly executed at the state level.

Overall, these policies demonstrate the state's growing commitment to **gender equity in higher education**, though better monitoring and outreach mechanisms are needed to ensure benefits reach marginalized women.

d) Suggestions for Enhancing Equitable and Sustainable Participation of Women across Different Levels and Disciplines

The analysis of women's participation in higher education in Assam reveals that while progress has been made in terms of enrolment numbers, significant disparities persist across regions, socio-economic groups, and academic disciplines, particularly in STEM and research fields. To ensure equitable and sustainable participation, a multi-dimensional strategy is necessary, addressing financial, institutional, academic, and socio-cultural barriers that limit women's advancement.

First, strengthening financial support systems is crucial for reducing the economic obstacles faced by female students, especially those from rural and marginalized communities. Existing schemes such as the Free Admission Policy, Post-Matric Scholarships, and the Nijut Moina initiative should be expanded

with greater outreach and transparency to ensure that benefits reach the most vulnerable groups. Additional targeted scholarships for women in professional and STEM disciplines may help correct disciplinary imbalances and encourage participation in fields where women remain underrepresented.

Second, institutional and infrastructural reforms can significantly improve women's access and retention. Establishing more women's hostels, especially in rural and hill districts, improving campus safety mechanisms, and enhancing transportation facilities can foster a supportive environment for female learners. Colleges and universities should strengthen gender-sensitization cells, grievance redressal mechanisms, and counselling support services to ensure safe and inclusive campus ecosystems. Enhancing digital access through subsidized devices and internet connectivity will also benefit women who face mobility or financial constraints.

Third, academic and curricular initiatives should be implemented to encourage women's leadership and academic excellence. Formal mentorship programs connecting female students with women scholars and professionals can boost confidence and academic engagement. Integrating gender studies components across curricula and promoting women-centric research projects can help cultivate awareness of gender equity issues within academia. Strengthening career counselling and skill-based training will further enhance employability and bridge the gap between education and professional aspirations.

Fourth, addressing socio-cultural barriers is fundamental for the long-term sustainability of women's educational participation. Community awareness campaigns involving teachers, parents, local leaders, and civil society organizations can help challenge patriarchal norms, early marriage practices, and gender stereotypes that restrict girls' academic progression. Highlighting successful women role models from Assam in public platforms, educational materials, and institutional events can inspire young girls and shift community attitudes toward women's higher education.

Finally, improving governance, monitoring, and research is essential for ensuring policy effectiveness. Regular gender audits

of higher education institutions, strengthened data systems for tracking enrolment trends, and state-level research on gender and education can help policymakers design evidence-based interventions. Institutions should adopt gender-responsive planning and ensure that resources are allocated equitably across departments and campuses.

In summary, enhancing equitable and sustainable participation of women in higher education requires coordinated action across financial assistance, institutional support, academic empowerment, social transformation, and systemic governance. Only through such comprehensive measures can Assam move toward true gender parity, enabling women not only to access higher education but also to thrive and lead across diverse levels and disciplines.

Conclusion

The findings suggest that Assam's progress reflects a "quantitative inclusion" increased numbers of women in the higher education system but still lacks "qualitative inclusion", which would ensure equal representation across disciplines, leadership positions, and research opportunities. To achieve the vision of gender equality in higher education as articulated in the National Education Policy (NEP) 2020 and Sustainable Development Goal 5, Assam must move beyond access and focus on empowerment through education ensuring that women not only enter but also excel and lead within higher education spaces.

To strengthen women's participation in higher education in Assam, it is essential to adopt a multi-dimensional approach that integrates: Economic incentives (scholarships, stipends), Infrastructure improvements (safe hostels, transport), Social awareness campaigns, and Institutional reforms (mentorship, inclusive curricula). Only through sustained policy commitment and cultural change can Assam achieve both quantitative and qualitative gender parity in higher education.

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A STUDY ON SOCIAL MATURITY OF HIGH SCHOOL STUDENTS IN RELATION TO GENDER AND CASTE

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Abstract

The main objective of this research is to study the social maturity of high school students with gender (male and female students) and caste (non-tribal and tribal students). The descriptive survey method is employed in this study and 160 sample students are selected by applying non-proportionate stratified random sampling technique. The 'Social Maturity Scale' developed by Dr. Nalini Rao (2002) is used in this study to collect necessary data. The collected data are analyzed by statistical techniques like descriptive statistics and t-test. It is found from the study that (i) gender has a significant influence on personal adequacy, social adequacy as well as total social maturity of high school students; (ii) male students were found to have significantly higher social maturity in comparison to their counterpart of female high school students; (iii) caste of the high school students plays an important role on personal adequacy, interpersonal adequacy, and total social maturity; and (iv) as compared to tribal high school students, non-tribal high school students were found to have significantly higher social maturity.

Key Terms: Social Maturity, high school students, gender, caste.

Introduction

Maturity is the capability to respond to the environment in a psychologically appropriate manner. This reaction is not instinctive but learned. Maturity is required to integrate well into social life. The type of maturity of a person involved in social life is known as social maturity. Social maturity of a psychological process of knowing about actions or efforts to achieve acceptable and desired social behaviour. Social maturity means gaining maturation in societal relationships. This refers to having harmonious relationships with members of family, neighbours, friends, peers, classmates, and teachers. Social maturity helps young ones to develop awareness, have a deep and clear sense of social heritage, and learn about values such as social traditions and ideals. With the help of social maturity, the boys and girls develop behavioural patterns, habits, attitudes, behaviours, and strategies with which they can contribute to team living and team well-being.

According to Greenberger (1973), there are three dimensions of social maturity and their components are as follows:

(a) Personal adequacy: (i) Work orientation is related to knowledge of work skills and appropriate attitude towards work; (ii) Self-direction refers to the ability of a person to act independently and control of action; and (iii) Ability to take stress in challenging times.

(b) Interpersonal adequacy: (i) Communication refers to understanding, writing, verbal or non-verbal interaction; (ii) Enlightened trust refers to trust in others when needed; (iii) Co-operation refers to the assistance given to another person in performing a task.

(c) Social adequacy: (i) Social commitment is related to the act of working together with others to improve an action or goal; (ii) Social interaction refers to individual and group interactions with people who are different from oneself; (iii) Openness to change refers to the willingness to accept change in the social system.

Social maturity is a necessary feature of human life, especially educational life. Socially mature individuals are confident enough to face reality for their adjustment and also able to make decisions in terms of socio-personal lives. Social maturity is closely related to school children's adjustment problems. Students who are socially mature have developed social skills and apply these skills thoroughly. Socially mature individuals can co-exist with social situations of greater competence. Apart from intellectual ability, factor such as social maturity is the decisive factor affecting child and school functioning. This behaviour is essential in the life cycle for an individual, since almost all personal and social development takes place during the school years, therefore schools can do much to help the student become socially mature.

Rational of the Study

In every society, social maturity is essential for orderly adjustment. Social maturity arises in the child through the continuous process of social development. Many times we see that among two boys and girls, the boy neither matured enough due to the circumstances nor adjusts quickly while the girl is highly matured and very well adjusted. Sometimes it can be vice versa as well. Vora (1980), Sharma and Giri (2006), Verma and Sharma (2011) in their study found that male students are more mature than female students. On the other hand, Nalini Rao (1978), Swaroopa Rani and Prabha (2008), Bala and Bakshi (2017) found girls to be more mature than boys. Again, Asthana (1989), Mulia (1991), Diwan (1998), Jain and Sharma (2003), Giri, Jain and Lodha (2006) and Kalyani and Chaitanya N. Pratima (2008), Kumar and Ritu (2013) did not find the effect of gender on social maturity.

Again Jain and Mishra (1998), Kalyani Devi and Chaitanya N. Pratima (2008), Verma and Sharma (2011) found non-tribal to be significantly superior to tribal in social maturity.

The study area of this research study i.e. South Kamrup of Kamrup district of Assam is socially a diverse area where apart from non-tribal groups, different tribal groups of Assam such as Rabha, Bodo, and Garo reside. The historical, social, economic, and personal characteristics of the tribal community have been such that even the framers of the Constitution of India were alert to their existence and development. Various schemes have been implemented by the Government of India, State Government, and Voluntary organizations for the overall development of the tribes.

Again in this area, no study on the social maturity of high school students is found when related literature was searched. Hence it is justified as well as needed to study the social maturity of high school students.

Statement of the Problem

Social maturation is the process of developing from a self-centered infant to a socially well-informed and proficient adult. Social maturity is an essential aspect of the process of socialization through which the individual acquires knowledge, values, language, and social skills that enable an individual to integrate with society and behave acceptably. Social maturity is started in the early stages of human development. In this study, the investigator tries to explore the social maturity of high school students. Hence, the present research problem is stated as "A Study on Social Maturity of High School Students in Relation to Gender and Caste".

Operational Definition of Key Terms Used

1. **Social Maturity:** In this study, the term social maturity refers to three dimensions of social maturity viz. personal adequacy, interpersonal adequacy, and social adequacy.
2. **High school students:** The term 'High School Students' refers to the students who are pursuing education in class IX and X in provincialized high schools of the South Kamrup area.
3. **Gender:** Gender refers to Male and Female students in this study.
4. **Caste:** The term caste refers to non-tribal and tribal students in this study

Objectives of the Study

The main objectives of this study are:

1. To study the social maturity (personal adequacy, interpersonal adequacy, and social adequacy) of high school students in relation to gender.
2. To study the social maturity (personal adequacy, interpersonal adequacy, and social adequacy) of high school students in relation to caste.

Hypotheses of the Study

The following hypotheses are framed based on the above objectives:

H1 There is no significant difference between male and female high school students in terms of personal adequacy of social maturity.

H2 There is no significant difference between male and female high school students in terms of interpersonal adequacy of social maturity.

H3 There is no significant difference between male and female high school students in terms of social adequacy of social maturity.

H4 There is no significant difference between the social maturity of male and female high school students.

H5 There is no significant difference between tribal and non-tribal high school students in terms of personal adequacy of social maturity.

H6 There is no significant difference between tribal and non-tribal high school students in terms of interpersonal adequacy of social maturity.

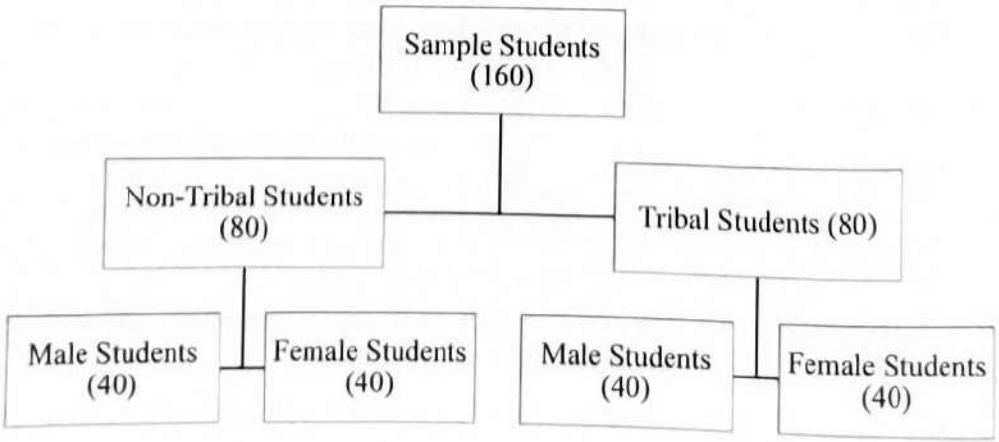
H7 There is no significant difference between tribal and non-tribal high school students in terms of social adequacy of social maturity.

H8 There is no significant difference between social maturity of tribal and non-tribal high school students.

Method and Materials

(i) **Selection of Research Method:** In this study, the descriptive survey method is used because, in this study, the collected facts and data are described appropriately.

(ii) **Population and Sample:** All the high school students of Class IX and X of the South Kamrup area of Kamrup district of Assam constitute the population of the present study. From this population, 160 students are selected as samples by applying non-proportionate stratified random sampling technique. Stratification is done in the case of gender and caste. These 160 samples are selected from 8 nos. of Provincialised co-educational high schools in the South Kamrup area. A sample chart is shown below:



(iii) **Tool Used:** The 'Social Maturity Scale' developed by Dr. Nalini Rao (2002) is used in this study to collect necessary data. There are 90 statements in this scale under three dimensions namely personal adequacy (30 statements), interpersonal adequacy (30 statements), and social adequacy (30 statements). There are four options namely 'Strongly agree', "Agree', 'Disagree' and 'Strongly disagree' against each statement. There are 23 positive statements and 67 negative statements on this scale. For positive statements, a score of 4 is given for strongly agree, a score of 3 is given for agree, a score of 2 is given for disagree and a score of 1 is given for agree. In the case of negative statements, the scores go in a reverse way. This scale has content validity and reliability is tested by using the test-retest method. The reliability of this scale is 0.793 which is found to be high i.e. the scale is highly reliable.

(iv) **Statistical Treatment:** The collected data are analyzed by using appropriate statistical techniques like descriptive statistics and t-test.

Data Analysis and Interpretation

The collected data are analyzed by applying appropriate statistical techniques in the following way:

Table 1: Descriptive Data of Social Maturity of High School Students

Variable	N	Minimum	Maximum	Mean	Median	Mode	SD	Skewness	Kurtosis
Social Maturity	160	157	326	258.1	259	253	26.27	-0.46	1.13

It is found from Table 1 that the Mean, Median, and Mode of social maturity of high school students are 258.1, 259, and 253 respectively. The mean and median values are almost similar and the mode value is slightly different. Again, the Skewness score is -0.46 which is slightly negatively skewed and this is negligible. The kurtosis value for social maturity of high school students is found to be 1.13 which may be negligible because it could be occurred due to chance error or sampling fluctuation.

Table 2: Gender-wise Mean, Standard Deviation (S.D.), and t-values of Different Dimensions and Overall Social Maturity

Variable	Male Students (f=80)		Female Students (f=80)		t-value	Remarks
	Mean	S.D.	Mean	S.D.		
Personal Adequacy	88.0	11.56	81.25	11.09	3.76	S

Interpersonal Adequacy	88.45	14.88	87.07	14.32	0.59	NS
Social Adequacy	89.07	12.69	82.36	12.40	3.38	S
Social Maturity	265.52	26.36	250.68	24.14	3.71	S

S= Significant at 0.01 level of Significance; NS= Not Significant

From Table 2, it is evident that the t-value for personal adequacy is 3.76 which is significant at 0.01 level with df=158. It indicates that the mean scores of personal adequacy of male and female students differ significantly. In this context, the null hypothesis that "there is no significant difference between male and female high school students in terms of personal adequacy of social maturity" is not accepted. Further mean score of personal adequacy of male students is 88.0 which is significantly higher than that of females whose mean score of personal adequacy is 81.25.

Again, the t-value for interpersonal adequacy is 0.59 which is not significant. It indicates that the mean scores of personal adequacy of male and female students do not differ significantly. In this context, the null hypothesis that "there is no significant difference between male and female high school students in terms of interpersonal adequacy of social maturity" is accepted.

Regarding social adequacy, the t-value is 3.38 which is significant at 0.01 level with df=158. It indicates that the mean scores of social adequacy of male and female students differ significantly. In this context, the null hypothesis that "there is no significant difference between male and female high school students in terms of social adequacy of social maturity" is not accepted. Further mean score of social adequacy of male students is 89.07 which is significantly higher than that of females whose mean score of social adequacy is 82.36.

In the case of overall social maturity, the t-value is 3.71 which is significant at 0.01 level with df=158. It indicates that the mean scores of social maturity of male and female students differ significantly. In this context, the null hypothesis that "there is no significant difference between social maturity of male and female high school students" is not accepted. Further mean score of social maturity of male students is 265.52 which is significantly higher than that of females whose mean score of social maturity is 250.68.

Table 3: Caste-wise Mean, Standard Deviation (S.D.), and t-values of Different Dimensions and Overall Social Maturity

Variable	Non-Tribal Students (f=80)		Tribal Students (f=80)		t-value	Remarks
	Mean	S.D.	Mean	S.D.		
Personal Adequacy	87.6	11.71	81.65	11.16	3.28	S

Interpersonal Adequacy	90.91	10.35	84.61	17.32	2.79	S
Social Adequacy	86.71	12.20	84.72	13.68	0.96	NS
Social Maturity	265.22	22.64	250.98	27.82	3.54	S

S= Significant at 0.01 level of Significance; NS= Not Significant

It is evident from Table 3 that regarding personal adequacy, the t-value is 3.28 which is significant at 0.01 level. It indicates that the mean scores of personal adequacy of non-tribal and tribal students differ significantly. In this context, the null hypothesis that "there is no significant difference between non-tribal and tribal high school students in terms of personal adequacy of social maturity" is not accepted. Further mean score of personal adequacy of non-tribal students is 87.6 which is significantly higher than that of tribal students whose mean score of personal adequacy is 81.65.

Again, the t-value for interpersonal adequacy is 2.79 which is significant at 0.01 level. It indicates that the mean scores of personal adequacy of non-tribal and tribal students differ significantly. In this context, the null hypothesis that "there is no significant difference between non-tribal and tribal high school students in terms of interpersonal adequacy of social maturity" is not accepted. Further mean score of interpersonal adequacy of non-tribal students is 90.91 which is significantly higher than that of tribal students whose mean score is 84.61.

Regarding social adequacy, the t-value is 0.96 which is not significant. It indicates that the mean scores of social adequacy of non-tribal and tribal students do not differ significantly. In this context, the null hypothesis that "there is no significant difference between non-tribal and tribal high school students in terms of social adequacy of social maturity" is accepted.

In the case of overall social maturity, the t-value is 3.54 which is significant at 0.01 level with df=158. It indicates that the mean scores of social maturity of non-tribal and tribal students differ significantly. In this context, the null hypothesis that "there is no significant difference between social maturity of non-tribal and tribal high school students" is not accepted. Further mean score of social maturity of non-tribal students is 265.22 which is significantly higher than that of tribal students whose mean score is 250.98.

Findings and Discussion

Following findings are made based on analyzed and interpreted data.

1) Gender has a significant influence on the personal adequacy, social adequacy as well as total social maturity of high school students.
2) Male students were found to have significantly higher social maturity in comparison to their counterparts of female high school students.

3) Caste of the high school students plays an important role in personal adequacy, interpersonal adequacy, and total social maturity.
4) As compared to tribal high school students, non-tribal high school students were found to have significantly higher social maturity.

It is revealed from the study that the social maturity of high school students is determined by their gender as well as caste. The personal adequacy of high school male and female students varies due to individual differences. Adequate difference is found in the physical, mental, and personality qualities of both high school boys and girls, which was evident based on the results obtained from the study. In a traditional Indian society, parents give more freedom to male children to go here and there and meet new people. Maybe for this reason male students are more mature than female students. If it is so, then it is nothing but gendered stereotypes. Again, tribal people live in remote and riverine areas. Their social development is hindered by their language, food habits, and other factors. Due to language barriers, most of the tribal students do not easily cope with other students. Therefore, it is found that non-tribal high school students are socially more mature than tribal students.

Conclusion

To conclude, it is said that there is a difference between gender and caste in the social maturity of high school students. Therefore, efforts should be made at the school level, family level, and social level to remove the shortcomings of the social maturity of the students and increase their social maturity.

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A Study of Reasons for School Dropout by Urban Poor Children of Guwahati City

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Abstract:

Education is the basis of human life. Today, in the era of globalization, where the world is coming closer, the problems in the context of human beings are also taking a formidable form. While education uplifts human beings socially, culturally, and economically, it also plays an important role in building any nation. Various policies and programmes were implemented by the Government of India to universalize education. But it remains a matter of concern that the Government has failed to achieve a universal rate of education even after 70 years of independence. There is no doubt that there has been an increase in the enrollment rate of students in schools at the elementary level. But as the level of the class is increasing, so is the rate of increase in their dropout. Due to tireless efforts by Governments, children are getting the opportunity to go to school, but completing school education is still a challenge. It is somewhere or other there are flaws in our policies or social system that hinder these children from completing their education. This research paper throws light on the reasons that compel children to drop out of school. This research is based on the survey method, in which data is collected from slum areas of Guwahati city. Mainly three reasons have been found in the study which mainly there are family, society, and school-related reasons, which force the students to leave school. Apart from this, poverty, marriage, ignorance of parents, home environment, employment, displacement, lack of a good method of teaching, and lack of interest in the curriculum, etc., force the students to drop out of school.

Keywords: School Dropout, Urban Poor Children, Slum

Introduction:

Education is the single most important means for the personal upliftment of individuals, removing barriers and, in the process of expanding the opportunities available to them and the options available to them for continuous improvement in well-being. It is not only a means of increasing human capital, productivity, and compensation of labour but is equally important for enabling the process of acquisition, assimilation, and communication of information and knowledge, all of which enhance the quality of life of individuals. Education is not important only as a means to other ends, but it is an attribute that is important

in itself. The process of education and achievements has an impact on all aspects of life. It provides the ability to acquire knowledge, communicate and participate in community life. It changes an individual's and even a community's collective perceptions, aspirations, and goals as well as the capacity and means of achieving them. In this process of overcoming inequality and coming to an egalitarian society, education is seen as an effective tool.

In India, after attaining independence, making education available to all became a priority of the Government of India and for this, various provisions related to education were made by the Government of India in the Indian Constitution and various commissions and committees were formed and many schemes were run. Along with this, all the policies and programmes have been started by the Government of India in the past to achieve the goal of Education for All (EFA) and for which many efforts were made like 'Sarva Shiksha Abhiyan' was a very big scheme of elementary education as well as 'The Right to Education Act, 2009' proved to be a milestone.

But when we see the status of education in rural and urban areas, we can see that in urban areas, the difference between poverty and richness is very clear. It needs to be noted that the economic and industrial progress during the last 70 years led to a great polarization between the rich and the poor. Cities and urban development have played an important role in this process. Sorokin states that in a society where schools are accessible to all members, the school system represents a social gradation that operates from the very bottom of society. But in the Indian urban context, the education system itself has become the culprit of socio-economic division rather than integration of the society. Slums are the product of this division in society (Govinda, 1995). Slums are a universal phenomenon and are present practically in almost all cities around the world. It is believed that these settlements probably existed since people started living in urban communities.

According to the Census of 2011, the total urban population of India is 377 million, of which 93.06 million live in slums. 24.7% of India's urban population lives in this category. 14.10% of Assam's population lives in urban areas with a total urban population of 4,391,026,459. If we talk about slums, then it covers 9.3 percent of the total urban population. The people/classes living in slums are still struggling for their basic facilities and education. Education is a basic right for every human being, but unfortunately, very few slum dwellers get this right. The literacy rate in slums is very low; especially women have fewer opportunities than men. This situation is not the same in all settlements of the world, but this disparity is seen more in developing countries.

Despite a large number of research studies on education in India, the education of children in urban slum areas has not been adequately researched. Surprisingly, the problems of education in these sections are hardly mentioned in the policy documents of education. Keeping all these things in mind, we should

also keep in mind the education of those children, who are contributing to urban and industrial development. These children are making their full contribution to the economic progress of the city, state, and country. But the tragedy is that no one can pay attention to them. These children are being ignored in a way.

Significance of the Study:

According to Aggarwal and Chugh (2003), children from backward areas face natural barriers like mountains, hostile environments, etc. But many factors such as busy roads and railway crossings in front of the children living in slums create hindrances in their education. It is a supply-side problem. According to the report of the 8th All India School Educational Survey, there are 26,652 schools in urban slums in India. Out of which 12,681 are primary, 7488 are upper primary, 4093 secondary, and 2450 are higher secondary.

There is no doubt that many concrete steps have been taken by the Government of India to provide education to children in which the Right to Education Act, 2009 proved to be a milestone in the Indian education system. One of the benefits of the untiring efforts of the Act implemented in 2010 was that we have increased the enrollment rate and achieved the universal rate to a great extent. This is a good sign for the education of our country.

According to the report of the Unified District Information System for Education (UDISE) in Table 1, in the years 2020-2021 and 2021-2022 there has been an increase in the enrollment ratio as compared to the previous years which is a good sign for any society. But along with this, the trend of dropping out of school also continues, which is a matter of concern.

Table 1: Net Enrolment Ratio and Dropout Rate in India

Locality	Primary Level		Upper Primary Level	
	Net Enrolment Ratio		School Dropout Rate	
	2020-2021	2021-2022	2020-2021	2021-2022
India	92.7	88.6	1.9	3
Assam	100	100	4.6	8.8

Source: UDISE Report of 2020-2021 and 2021-2022

If we look at the rate of enrollment ratio of these two years, then it has decreased somewhere, which is a matter of concern. But it is also a matter of relief that it has increased in comparison to the previous years. The increase in enrollment ratio is not proof that the education of children is going on continuously. Many efforts like 'Sarva Shiksha Abhiyan' have increased the basic infrastructure of schools, but this increase does not have any special relation with homes or social problems anywhere. It has been lacking somewhere or the other in our governments and different committees and reports that they have failed to find out the reasons for these children dropping out of school. At the primary level, there has been an increase in the attainment of school education by these

children, but at the same time, the dropout rate at the higher level also remains the same.

If we keep in mind the UDISE report 2020-2021 and 2021-2022, then we see that the school dropout rate has higher in the latest year compared to the previous year. On one hand, the policies of the Government are trying to move towards a universal rate, but on the other hand, the school dropout tradition is also maintaining its status quo.

According to the Institute of Social and Rural Research (2014), about six million (2.97%) children in the age group of 6-13 are out of school in India. This number is found more in females (3.23%) than males (2.77%). According to Census 2011, 23.1 percent (22.72 million) of urban children in the 5-18 age groups are out of school. Of these, 9.1% of children have dropped out of school and 13.93% (13.75 million) children have never attended school. According to the States of Children in Urban Education Report (2016), 2.14% of the total children living in slums are out of school; 2.70% of girls do not go to school as against 2.14% of boys. This is a crisis for India's progress. The emphasis is on making education universal. But still, the process of children dropping out of school continues. Perhaps somewhere this thing is putting a question mark on our policies. In this research paper, an attempt has been made by the investigator to find out the main reasons for school dropout by these children. To find out these reasons, the researcher selected the city of Guwahati, Assam.

Research studies shedding light on the Reasons for Drop Out so far

If we look at the research done so far, very few studies have been done on this deprived section of society. Whatever research has been done so far, researchers have been able to find out the reasons for the obstacles in getting an education for this class. Following are some of the research studies done so far.

Patel (1983) in his research study found that the quality of educational facilities provided to slums is much inferior to those provided to non-slums. Teachers not showing special interest in children, lack of study environment at home, and parents not showing any interest, play a major role in children dropping out of school.

Khokhar, Garg, and Bharti (2005) studied the reasons for the dropout of school children from the slums of Delhi and found that girls drop out more than boys. All the girls have already dropped out of upper primary or primary school.

Gobindaraju and Venkatesan (2010) found in their research that low interest and lack of attention by family members, not taking care of children at home, illiteracy of parents, early death of someone at home, and illness of a member and helping the family members in their employment are the main reasons for children to drop out of school.

Chugh (2011) conducted a study to find out the main reasons for school dropout among slum children in Delhi and found that the dropout rate is higher in economically weaker families. Others include not being able to afford education,

poor school infrastructure, lack of encouragement from teachers, good health and food, etc.

Kaur (2017) conducted a study to find out the reasons behind school dropout among children living in the slums of Chandigarh in which he conducted a survey in two slums and found that 16% of children dropped out of school because of poverty, 59% of children dropped out because their colonies were displaced and in addition, 10% children dropped out due to other reasons.

In summary, many reasons for not completing school or never attending school have been seen and cited by different researchers, including poverty (Gobindaraju and Venkatesan 2010), home environment and work at home (Khokhar, Garg & Bharti 2005, Gobindaraju & Venkatesan 2010), peer pressure or social pressure to drop out of school and another reason is demolition of colonies (Kaur 2017).

In this research paper, a research study was conducted in the slums of Guwahati by the investigator to find out the reasons for not being able to complete the school education of the children living in the slums at present.

Objective of the Study:

The main objective of this research is to explore different reasons for school dropout by urban poor children of Guwahati city.

Research Plan and Procedure:

The Descriptive Survey method was used by the investigator for this study. This research was done on a sample of 68 children living in slum areas of Guwahati who were selected by applying purposive sampling technique to discover the reasons for not being able to complete school education by these children. Out-of-school students are those who have not attended school for at least one year or who have never attended school. An interview technique was used to collect the data. To collect the data, the investigator himself interviewed the students. The distribution of the sample is given in Table 2.

Table 2: Sample Size

SL No.	School Drop off	Number of Children	Boys	Girls
1	Never went to school	8	5	3
2	Left the school in class 2-3	11	8	3
3	Left the school in class 4-5	18	11	7
4	Dropped out of school in class 6-8	23	14	9
5	Dropped out of the school after class 8	8	4	4
	Total	68	42	26

Results and Discussion:

By interviewing the children living in the slums of Guwahati, an attempt was made by the investigator to know the reasons for leaving the school in which many reasons were known, which are as follows:

Table 3: Family-related Reasons for Students' Dropout

Sl. No.	Causes	Boys (42)		Girls (26)		Total (68)	
		f	%	f	%	F	%
1	Poverty	39	92.8	22	84.6	61	89.7
2	Take care of siblings	4	9.5	8	30.8	12	17.6
3	Wedding	4	9.5	12	46.1	16	23.5
4	No interest in studies of family members	8	19.1	13	50.0	21	30.8
5	Illiteracy of parents	5	11.9	4	5.3	9	13.2
6	Lack of study environment at home	8	19.1	5	19.2	13	19.1

Table 3 shows that poverty was the main reason for about 89.7% of children (boys 92.8% and girls 84.6%) dropping out of school. It is a tragedy that both slums and poverty complement each other. If you look at these statistics, 30.8% of the children left school because they are girls and they have to take care of their younger brothers and sisters, this gender discrimination creates hindrances in the education of children. The research found that 17.6% of children (9.5% boys and 17.6% girls) cited marriage as the main reason for leaving school, of which 17.6% were girls and 9.5% were boys. 19.1% of children left school because there was no study environment at their home. While 30.8%, including 19.1% of boys and 50% of girls, had to drop out of school because their parents' ignorance of education hindered their education. Children need to have a good education or a good environment to study. But the home environment of the children living in this society is not conducive to education. The study also reveals that the environment of the house is spoiled by the use of drugs by the elders of some houses.

Table 4: Social-related Reasons for Students' Dropout

Sl. No.	Causes	Boys (42)		Girls (26)		Total (68)	
		f	%	%	%	F	%
1	Few job opportunities or no job after studies	9	21.4	0	0	9	13.2
2	Exterminate or destroy colonies	8	19.0	7	26.9	15	22.1

Today in a country like India, getting employment for the youth is a matter of great concern. If you look at the data in Table 4, 13.2% of the children, who are all boys, were disinterested in school education because they felt that there was not enough employment even after studying and they would waste their time by studying. Today, in the era of modernity, emphasis is being laid on modernity by the Governments. With this modernity, smart city projects are being

run by the Government to modernize Indian cities under which the colonies of the slum dwellers were destroyed and houses were provided to them. But this type of modernization also created obstacles in the education of the children. In this study, 22.1% of children were found to be such, and 19% of boys and 26.9% of girls had to leave school due to displacement, and because of this, they could not go to school again.

Table 5: School-related Reasons for Students' Dropout

SL No.	Causes	Boys (42)		Girls (26)		Total (68)	
		f	%	f	%	f	%
1	Punishment by teacher	7	16.7	3	11.5	10	14.7
2	Home work	3	7.1	2	7.7	5	7.4
3	Lack of interesting teaching methods	2	4.7	4	15.4	6	8.8
4	Course no interesting	5	11.9	3	11.5	8	11.8

Table 5 lists the school-related reasons for students dropping out. 4.7% of students, including 16.7% of boys and 11.5% of girls admitted that they left school because they were punished. 7.4% of children, including 7.1% boys and 7.7% girls dropped out of school because they did not bring in their homework and the teachers scolded and punished them. 8.8% of students left the school because the teacher did not interest them in teaching; the teacher's method of teaching was not good. 11.9% of boys and 11.5% left the school because they felt that nothing was interesting in the curriculum.

Suggestions:

The investigator discussed the reasons for children dropping out of school and found in the research that there are three main reasons which are hindering the school education of the students. It is found from the study that the first reason is related to the family, then the main reason that has emerged in it is poverty. Poverty is a factor that is responsible for almost 90% of children dropping out of school. It is also believed that both poverty and slum are two sides of the same coin. That's why such policies should be made by Governments and policymakers can remove poverty. Today poverty remains a serious concern for all the developing countries of the world. The Government has been successful in increasing the enrollment rate in schools or in bringing the children to schools through the programmes like mid-day meals, but the education of the children is still in a dilemma because these children are the means of livelihood of the family. Arrangements have been made for the food of these children through the mid-day meal, but due to the lack of food facilities for the rest of the family, these children are leaving their studies and going out for work. Apart from this, other obstacles found in family-related reasons, which are marriage, illiteracy of parents, lack of

study environment, etc., all these reasons are related to poverty somewhere. That's why first of all emphasis should be given to 'poverty removal' programmes.

After this, the other main reasons which came out from social relations are unemployment and the destruction of colonies. Today, due to the population of youth in India, the status of 'country' in the world is 'youth'. But the youth of India are still worried about their future. Due to the efforts of the Governments, the children get an education, but after getting the education, the children are facing only disappointment. Today educated unemployment is at its peak in India due to which many children do not want to get an education. Governments and policymakers should create employment opportunities for these children so that children become interested in education and children are eager to get an education. Apart from this, technical education should be emphasized in the education of children so that they can engage in some work after school education and get employment.

Apart from this, the third main reason was school-related reasons in which the main factors were punishment by teachers, homework, teaching methods not interesting, and curriculum not interesting. Various teaching methods should be used by the teacher to keep the children in the school or to make the education better so that the interest of the children remains in the education through these teaching methods and along with this, the activities of the children are included in the classroom curriculum so that children have mental development as well as physical development and their interest should remain in education. Apart from this, teachers should also emphasize teacher training so that they can adopt friendly behaviour with these children and emphasize inclusive education so that they can understand the problems of all children and have an inclination towards education.

Apart from this, the policymakers should understand the problem of the children of the underprivileged sections of society while formulating policies, and along with this they should also be provided with equal education opportunities. Separate policies should be framed for these children to give them the benefits of their rights. It is not only necessary to bring these children under the ambit of education, but it is also very important to keep them engaged in the process of education because these children are as much a participant in the very development of society as other children. Along with this, quality education should also be provided so that their attitude can change. The increase in enrollment does not ensure that quality education is also being provided. A social security policy should be implemented for these deprived sections so that they can be assured of both health and education. Along with this, the education that these children are getting should be in the monitoring system of the policies and programmes implemented by the Government so that the quality of the education they get can be measured.

Conclusion:

Education plays a major role in the development of human life. Education is the ladder of social, and economic development of any country. The tendency of children to drop out of school, which is being found today in developing countries like India, is putting a big question mark on the policies, programmes, and social systems made by the Governments of India somewhere. Children are the base of any society. If we do not make the youth better then how will our tomorrow be better? School education is the basis of human life; if the basis is not strong then the building of any nation on it will not be permanent. Leaving school education children somewhere is a sharp sarcasm on the profile of Indian society. The study found that poverty, ignorance of parents, home environment, gender discrimination among children, marriage, employment, lack of interest in curriculum, etc. are the main reasons affecting children's education. Tireless efforts are being made by the Governments to universalize education, but all these efforts are going in vain. Although the enrollment rate has increased, the dropout rate is also higher as the grade level increases. It is not only necessary to enroll children in education, but it is also necessary to provide continuous education to them. Today Governments need to remove the inequalities and social problems in society which are hindering the main basic service like education so that the nation can be built along with the development of the children.

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A Study on Challenges of Multi-grade Teaching Experiences of Primary School Teachers in Kamrup District of Assam

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Abstract

The main objective of the research paper is to identify the challenges associated with multi-grade classrooms experienced by primary school teachers in terms of teaching-learning issues, issues related to the classroom environment and classroom management as well as issues related to children. The descriptive survey method is adopted in this paper and 20 primary school teachers were selected as a sample by applying the convenient sampling technique. A self-structured questionnaire was prepared by the investigator with three aspects: teaching-learning issues, issues related to the classroom environment and classroom management, and issues related to children. It is found from the study that primary school teachers face many pedagogical challenges during the process of teaching in a multi-grade classroom. The biggest difficulty comes in managing different classes at the same time.

Keywords: *Multi-grade Teaching Experiences, Primary School Teachers*

Introduction

"Education, education, education alone! Traveling through many cities in Europe and observing the comforts and education of even the poor people, that was brought to my mind the state of our poor people and I used to shed tears what made the difference? Education was the answer I got." This is sage Vivekananda's concern about education.

Being the foundation stone of human development, primary education plays a very significant role in a democratic system. The framers of the Constitution of India realized the value of primary education as long back as the 1950s and made a provision for free and compulsory education to all children up to the age of 14 years. Education up to this stage is regarded as general and basic education. We, in India, have a responsibility to achieve this task, not only as the largest democratic country

but also since our country accounts for 30% of the world's illiterate population. The linkage between educational levels, literacy, and development indices is well-known to all. Achieving the universalization of elementary education calls for dedicated efforts on the part of all the stakeholders but there are lots of challenges in our primary education system which hinder the development of primary education in our country. One such challenge is multi-grade teaching.

The National Education Policy, 2020 envisions a transformative shift in India's educational landscape. However, its implementation, particularly in multi-grade teaching environments, possesses unique challenges. The National Education Policy, 2020, with its focus on inclusive and equitable education, presents both opportunities and challenges for teachers in such situations. In multi-grade teaching, a teacher teaches two or more classes simultaneously at the same time. This situation is commonly seen at the primary level in our country. From shortage of teachers to lack of infrastructure, there are many reasons which give rise to these situations. In a normal primary school, the teacher usually faces a lot of difficulties. These difficulties become even more complex when the situation becomes multicameral. However, such teachers make a lot of effort on their part to improve the present situation, but until these efforts are not supported at the administrative level, the change in these circumstances becomes just a dilemma. These difficulties can be reduced for the teachers by giving them educational and administrative training in multi-room schools. By doing this, the level of learning of the students can also be improved.

Whenever we think about the quality of education, we will find that there are many such factors and aspects, which play an important role in influencing this quality. From the infrastructure available for education in the classroom environment and the availability of teachers are some of the important factors. Even though the form of every class looks similar from above, each class is special in itself and different from any other class. One of the biggest reasons for this variation is the way a teacher teaches in a class. It significantly affects the quality of education as well as the entire process of teaching. Teaching methods and their results are influenced by the situational factors of each class and consequently also differ. Availability of teachers, size of classroom, seating arrangement, regularity of children, etc. are some such reasons.

There is a huge lack of infrastructure available for education in our country. Therefore, to overcome this shortcoming, the idea of multi-grade teaching at the primary level is a common situation. In a multi-grade classroom, a teacher teaches two or more classes at the same time. The presence of a multi-grade classroom creates many challenges in the teaching process. The most important of these are the challenges related to teaching and learning. The concept of a simple primary school is that it should have a sufficient number of rooms and teachers to teach students up to class five. When there is any shortfall in such availability, there is every possibility of building a multi-chambered class. This situation is found in all those schools where either there is a shortage of teachers or there is no adequate arrangement for seating. If both conditions are found, the problem becomes more serious. To overcome the difficulty of multi-grade classrooms, all the stakeholders from top to bottom should be aware of this problem very seriously. Hence, the investigator tries to focus light on this emerging issue for its betterment.

Literature Review

There was extensive research done in the field of multi-grade classrooms and its related issues all over the globe. Some of them are mentioned below:

Nawab and Baig (2011) argue in their research paper that multi-grade courses have a positive impact on the teaching-learning practices of schools. However, the government has to play a key role in sustaining the implementation and impact of multi-grade course strategies.

Khazaei and others (2016) in their qualitative research found that the teachers face the following problems in multi-grade classrooms: lack of time, lack of students' motivation, academic failure, lack of proper class management, inappropriate age composition, lack of attention to students' individual needs, lack of educational facilities, lack of educational justice and inadequate authorities' support.

Idris (2020) found in the research that the major challenges in multi-grade teaching were related to teachers' knowledge and skills, pupils' abilities, and resources. Based on the analysis, it was suggested that continued support be provided to the schools in terms of the school leaders' management and leadership aspects.

Kalender and Erdem (2021) revealed from their research that the teachers were left alone in the multi-grade classrooms and had difficult times. It was determined

that they had problems in planning and executing the learning-teaching process, as well as ensuring classroom management. It was also revealed that having the duty of a principal teacher was a heavy burden for teachers and this duty led them to do all kinds of work at schools.

Bajpai and Pandey (2023) studied the challenges of multi-grade class teaching. This conceptual paper mainly highlighted both pros and cons of multi-grade teaching. It is revealed from the study that teaching in multi-grade classroom is always very challenging. These challenges can be intrinsic, extrinsic and also found in our system.

Recla and Potane (2023) conducted a systematic review study on teachers' challenges and practices in handling multi-grade classes. Ten (10) out of 800 studies were chosen based on inclusion and exclusion criteria. The synthesized data were analyzed using Clark and Braun's six-step thematic analysis and resulted in eight (8) themes, namely: (1) difficulty in managing the class, (2) lesson planning and individualized instruction, (3) time constraints and workload, (4) inadequate training and support, (5) insufficient resources and physical facilities, (6) differentiated instruction, (7) peer tutoring and collaborative activity, and (8) modular learning and technology integration. In conclusion, addressing the challenges faced by teachers in multi-grade classrooms requires a comprehensive approach that includes improving infrastructure, providing specialized training, adapting the curriculum, and fostering collaboration among stakeholders.

Despite the increasing interest in multi-grade teaching methodologies worldwide, there is a noticeable scarcity of research focused on the specific challenges faced by primary school teachers in rural and semi-urban districts of Assam, such as Kamrup. Furthermore, while several studies have explored the general benefits and drawbacks of multi-grade classrooms, there is a lack of comprehensive research addressing the unique contextual challenges that educators in Kamrup district encounter. Therefore, this study aims to fill this gap by providing an in-depth analysis of the challenges experienced by primary school teachers in Kamrup district, thereby contributing to the broader discourse on educational equity and teacher support in under-resourced regions.

Rationale of the Study

The implementation of the National Education Policy (NEP) 2020 marks a pivotal moment in the Indian education system, promising transformative changes aimed at fostering inclusivity, equity, and quality in education. However, the policy's impact on multi-grade teaching environments, particularly in rural and remote areas, remains an area that requires thorough examination. The rationale behind this study stems from the need to understand and address the unique challenges faced by primary school teachers in such settings, specifically in the Kamrup District of Assam. Kamrup District, like many other rural areas in India, faces significant educational disparities, with multi-grade teaching being a prevalent practice due to limited resources and varying student enrollments. These disparities can hinder the effective implementation of NEP 2020's ambitious goals. By focusing on this district, the study aims to shed light on the ground realities and provide a nuanced understanding of the specific challenges encountered by teachers. Multi-grade teaching demands a unique set of skills and approaches that are often not covered in traditional teacher training programmes. The NEP 2020 emphasizes the need for continuous professional development and capacity building for teachers. This study seeks to identify the gaps in current training programs and suggest targeted professional development initiatives that can better equip teachers to handle multi-grade classrooms.

Despite the prevalence of multi-grade teaching in rural India, there is a paucity of academic research focused on this aspect, particularly in the context of the NEP 2020. This study seeks to fill this gap by providing empirical data and analysis on the challenges and experiences of primary school teachers engaged in multi-grade teaching. The insights gained from this research will contribute to the broader academic discourse on educational practices and policies in India.

Objectives of the Study

The main objective of this research is to identify the challenges associated with multi-grade classrooms experienced by primary school teachers in terms of:

1. teaching-learning issues
2. issues related to the classroom environment and classroom management
3. issues related to children.

Methodology

1. **Selection of Research Method:** This research falls in the domain of descriptive survey research.
2. **Population and Sample:** All the primary schools having multi-grade classrooms in the Kamrup district of Assam constitute the population of this study. This research work was done in such schools, where teaching work is being done under a multi-room system. As it is not possible for the investigator to find out the total number of multi-grade school available in the selected area, hence the sample of the present study are selected by applying convenient sampling technique. The related information for this study is collected from 20 teachers of different schools in the South Kamrup area of the Kamrup district of Assam where they practiced multi-grade teaching.
3. **Research Tool Used:** For collecting necessary information from the sampled teachers, a self-structured questionnaire was prepared by the investigator. There were three aspects to this questionnaire. These were teaching-learning issues (8 statements), issues related to the classroom environment and classroom management (9 statements), and issues related to children (7 statements). With the help of this research tool, an attempt has been made to understand what types of interruptions are often faced by the teacher during the teaching-learning process in a multi-grade classroom.
4. **Statistical Treatment:** All the collected data were analyzed by applying percentages.

Findings

The collected data are analyzed theme-wise and findings are sorted out based on analyzed data in the following way:

Challenges related to teaching-learning:

To complete the process of teaching and learning, both teacher and student have an important role. However, due to excessive responsibilities on the teacher, the responsibility for the result of this process falls more on the teacher. With the help of this research tool, an attempt has been made to understand what types of interruptions are often faced by the teacher during the teaching-learning process in a multi-grade classroom.

Table 1

Teaching-Learning Challenges Experienced by the Teachers

Sl. No.	Statements	F	%
1	Children's comprehension ability is weak	9	45
2	No division of time for other classes	12	60
3	Disruption in teaching	13	65
4	Inadequate use of teaching material	11	55
5	Less attention to children with special needs	19	95
6	Distracting the teacher	9	45
7	Sudden change in classroom environment from other class to teaching	14	70
8	Excessive workload of teachers	17	85

It is revealed from Table 1 that 45% of teachers opined that multi-grade classroom teaching weakens the comprehensive ability of the children and distracts the teachers. Again 60% of teachers found that there is no division of time for other classes while teaching one class continuously. According to 65% of teachers, disruption in teaching occurs due to multi-grade classrooms. Also, 55% of the respondents stated that they are not able to use teaching material adequately in a multi-grade class. Again, 95% of the sample teachers viewed that they were not able to pay proper attention, especially to children with special needs. According to 70% of teachers opined that teaching the other class brings with it a sudden change in the classroom environment. There is a lot of workload among the teachers in multi-grade classrooms and 85% of the teachers put forward their point in this regard.

Challenges related to the classroom environment and classroom management

The classroom environment also has an essential place in the educational process just as the teaching-learning process is an important part of the entire educational process. All those factors which influence teaching-learning in the classroom in some way are part of this environment. An attempt can be made to understand how the classroom environment and its related issues create problems for teachers and students in a multi-grade classroom with the help of the following table.

Table 2
Issues Related to Classroom Environment and Classroom Management Experienced by the Teachers

Sl. No.	Statements	F	%
1	Fear of teachers among children	11	55
2	Paying less attention to other children in the presence of children with special needs	13	65
3	Classroom seating arrangement	10	50
4	Noise in the classroom	18	90
5	More emphasis on completion of course material	14	70
6	Dependency of class on the monitor	14	70
7	Difficulty in conducting activity-based learning	19	95
8	More attention to children of higher classes	16	80
9	Heavy workload	20	100

Table no. 2 shows that according to 55% of teachers, most children in a typical primary school are afraid of the teacher. Again 65% of the teachers opined that due to the presence of children with special needs, less attention is paid to other children in the class. 50% of teachers also believe that seating arrangement in a multi-grade classroom is an issue that is a major cause of disruption in the classroom. According to 90% of the teachers, the noise problem is also seen in the multi-grade classroom. Again 70% of the teachers opined that they give more emphasis on the completion of course materials as well and multi-grade classroom increases the teacher's dependence on the classroom monitor. 95% of teachers viewed that it is difficult to conduct activity-based learning in the classroom because children of different levels are together in the same class. Again, 80% of teachers believe that in a multi-grade class, more attention is given to the children in the higher classes. According to cent percent of teachers, when they teach more than one class at a time, then those teachers are burdened with excessive workload.

Challenges related to children

Like the challenges a teacher faces in teaching in a multi-grade classroom, children may also have to face some problems. From the following table, an attempt was made to know from the teachers what kind of problems children face in a multi-grade classroom.

Table 3

Challenges Related to Children

Sl. No.	Statements	F	%
1	Children busy with household chores	16	80
2	Lack of awareness about education among parents	16	80
3	Admission is open throughout the year	17	85
4	Sharing textbooks	9	45
5	Engaging in non-teaching tasks	10	50
6	Shortage of teachers	18	90
7	Disruption of teaching due to the sitting of children of different classes in the same place	17	85

From the above table, it is revealed that 80% of teachers believe that children are busy with household work and are not able to take full interest in their studies and the same percentage of teachers also said that parents lack awareness about the education of their children. Again, 85% of teachers stated that the children studying in the same class face difficulty due to the admission being open throughout the year, and the sitting of children from different classes at the same place disrupts teaching. According to 45% of teachers, the sharing of textbooks by children is a problem in multi-grade classrooms. Also, 50% of the teachers felt that due to the preoccupation of teachers with non-teaching tasks, the availability of teachers for children is reduced, thereby limiting the access of students and teachers to each other. At the same time, 90% of teachers also believe that children have to face various problems due to the absence of full-time teachers.

Discussion

The above findings of the present research give a clear picture of the challenges faced by teachers in a multi-grade classroom. Primary school teachers face many pedagogical challenges during the process of teaching-learning in a multi-grade classroom. The biggest difficulty comes in managing different classes at the same time. Its direct effect is visible in the classroom environment and studies. Even in a normal school, it is a challenging task for teachers to manage school and complete non-academic work. In this context, if we talk about multi-grade schools, then this challenge increases even more.

In the process of this entire research work, several challenges related to multi-grade teaching came to the fore, which teachers working in these schools face on a day-to-day basis. However, teachers do different experiments on their part to solve these challenges, but these experiments are only temporary. The teachers also pointed out that the issues related to the management of multi-grade classrooms and their operations are hardly available in pre-service and in-service training.

Improving these conditions can only improve the quality of education. It can be started by giving proper training to teachers working in multi-grade classes, which can lead them to think creatively and positively about all these problems. Along with this, it may also be beneficial to think about how to promote integrated learning in these multi-grade classes so that it becomes a bit manageable for teachers to teach and handle different classes at the same time.

There are many different situations and challenges in primary schools, from management to teaching. Multi-grade classrooms and schools are also a part of this education system. If we talk about improvement or change in primary education as a whole, then we have to find a permanent solution to the problems by taking this multi-grade classroom and schools as well.

Conclusion

This research gives insight into the different challenges faced by primary school teachers in multi-grade classroom teaching. We always talked about the

quality of the education system. If we want to sustain the quality of school education, especially primary education, first of all, we must have to minimize the challenges faced by primary schools. One such challenge is the multi-grade classroom. At present time in our state, the multi-grade classroom problem has decreased drastically, but the problem is not abolished. Hence, all the stakeholders from top to bottom must take an active part in removing this problem.

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A Study On Attitude Of Higher Secondary School Students Towards E-Learning

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Abstract:

This study explores the attitudes of higher secondary school students towards e-learning, focusing on their gender and school management. Utilizing a descriptive methods approach, data were collected through surveys from a sample of 160 students across various Provincialised and private schools of Guwahati. The results indicate more than 70% of higher secondary school students' level of attitude toward e-learning is average and above and the maximum (38.8%) higher secondary school students have average level of attitude towards e-learning. Gender plays an important role in attitude towards e-learning. That means higher secondary boys and girls differ significantly in this regard. Attitudes of higher secondary girls are more toward e-learning than higher secondary boys. Management of the school is not a contributory factor for developing the attitude of higher secondary students towards e-learning. The attitude of higher secondary students from private institutions is more than Provincialised higher secondary students towards e-learning. The findings suggest the need for improved e-learning infrastructure and support systems to enhance the effectiveness of digital education. This research provides insights for educators and policymakers to understand better and address the needs and expectations of students in the evolving landscape of e-learning.

Keywords: E-learning, Attitude, Higher Secondary School Students, Gender, Type of Management of School

Introduction:

The urge to live and develop for excellence and better perfection in life makes man more inventive and creative. This spirit of inventiveness makes man adopt new methods and techniques of science and technology for a better life, efficiency, and improvement. Every aspect of modern education is inspired and influenced by technological means, methods, and principles. The increasing use of technology in modern education has thrown a challenging responsibility on the teacher and the taught. It is in a position to remove the old traditional views and outlook of education and develop a scientific attitude towards the mechanism of human learning. Modern education is not only based on psychology but also on the technology of learning. There are various technological means and modes of education and information being used in our personal and social lives. One such means is e-learning.

E-learning is an innovative contribution to the modern education system. Using information and communication technology tools in education means using such tools through electronic media. Electronic media such as the Internet, and computers are essential everywhere. As these tools are conducted through electronic media, they are called e-tools and the learning provided using these tools is called e-learning. E-learning is learning delivered specifically through an internet connection, i.e. online. This learning is driven by a large network of students and teachers and teaching tools and technology. It is not just an interaction between a small number of students and a teacher. Rather, e-learning is a much more extensive systematic process.

In e-learning, many students can access the same facilities at the same time. E-learning methods are important determinants of the academic achievement of students. E-learning is a call of the times nowadays. The success of an education system is largely determined by the perception, attitude, role, and involvement of all the stakeholders. One important stakeholder of any education system is the students. Hence, for successful implementation of e-learning in the teaching-learning process of the present time is largely determined by the attitude of the students.

Literature Review:

There is extensive research already done in the area of technology in education. Few researchers have also conducted studies on e-learning. Some of them are mentioned below:

Adewole-Odeshi (2014) studied the attitude of students towards e-learning in South-West Nigerian Universities. Findings of the study showed that students have a positive attitude towards e-learning and attitude influences the intention to use an e-learning system.

Konwar (2017) studied the attitude of college students towards e-learning with special reference to the North Lakhimpur district of Assam. The sample consists of 200 college students from North Lakhimpur district. Attitude towards E-leaning Scale constructed and standardized by Dimple Rani was used to collect the data. It was found from the study that college students have a positive attitude towards e-learning and gender as well as locality is not the contributory factor regarding the attitude of college students towards e-learning.

Singh and Riza (2022) conducted a study on the attitude of Rajiv Gandhi University students towards e-learning. The main findings of this study are (i) there was a significant difference between the attitude of male and female students towards e-learning and no difference was found based on tribal status, settlement, and subject background.

Need of the Study:

21st-century education promotes the expansion of the definition of literacy beyond the reading, writing, and arithmetic that may have guided what we learned in school. Literacy now includes topics such as finances, media, social or emotional development, physical fitness, ecology, and creativity. The need for information and knowledge before was provided by books, print media, radio, and later television. In recent times, much advancement has been made in the field of technology. E-learning is one of the products of advanced technology in the field of education.

There is an explosion of knowledge nowadays. Innovative and new concepts are knocking on the door of every individual. E-learning is a helping hand in this regard. E-learning allows students to practice at their own pace if they cannot master the information at once. The successful implementation of e-learning largely depends on the attitude of the students because e-learning courses are more student-centered and therefore, more effective. Without positive attitudes of students, they have little chance of learning proficiently.

To carry out any kind of educational work smoothly, the mental preparation of students is required. One of the important factors contributing to this mental preparation is attitude. Attitude is a special type of mental organization through which the students show a special and permanent type of behaviour towards a particular object such as e-learning. Understanding the attitudes of higher secondary school students towards e-learning is essential for several reasons:

1. The shift from traditional classroom-based instruction to digital learning environments necessitates an understanding of students' attitudes to ensure a smooth transition and effective learning experiences.
2. Positive attitudes towards e-learning can significantly impact student engagement, motivation, and academic performance. Identifying factors that influence these attitudes can help educators develop strategies to enhance learning outcomes.
3. Investigating students' attitudes can reveal challenges and barriers they face in e-learning, such as technical difficulties, lack of interaction, or inadequate support. Addressing these issues is crucial for improving the quality and accessibility of e-learning.
4. Insights from this study can inform policymakers and educational institutions in developing policies and curricula that are responsive to the needs and preferences of students, ensuring that e-learning is inclusive and effective.
5. As the reliance on e-learning continues to grow, especially in the wake of global disruptions like the COVID-19 pandemic, understanding student attitudes is vital for preparing educational systems for future uncertainties and ensuring continuity in education.

Overall, this study aims to fill the gap in existing research by providing comprehensive insights into the attitudes of higher secondary school students towards e-learning, thereby contributing to the enhancement of digital education practices and policies.

Statement of the Problem:

The problem of the study has been titled "A Study on Attitude of Higher Secondary School Students towards E-Learning."

Operational Definition of Key Terms:

- **E-learning:** The term refers to the use of electronic media, educational technology, and information and communication technologies in education. In this study, the term covered four aspects namely e-learning interest, usefulness, ease of e-learning, and e-learning confidence.
- **Attitude:** The term refers to a psychological construct representing an individual's degree of liking or dislike for different aspects of e-learning.
- **Higher Secondary School Students:** The term refers to students enrolled in classes XI and XII in Provincialised and Private higher secondary schools of Guwahati Metropolitan City.
- **Gender:** In this study, the term refers to Boys and Girls who are pursuing Higher Secondary education from Provincialised and Private educational institutions of Guwahati Metropolitan City.
- **Types of Management of School:** Higher secondary schools are managed by different managerial bodies, such as Government, Provincialised, and Private. In this study, the term meant to Provincialised and privately managed higher secondary schools of Guwahati Metropolitan City.

Objectives of the Study:

The following are the objectives of this study:

1. To study the level of attitude of higher secondary school students towards e-learning.
2. To compare mean scores of the attitude of higher secondary boys and girls towards e-learning.
3. To compare mean scores of attitude towards e-learning of Provincialised and Private higher secondary schools.

Hypotheses of the Study:

The following are the hypotheses of this study:

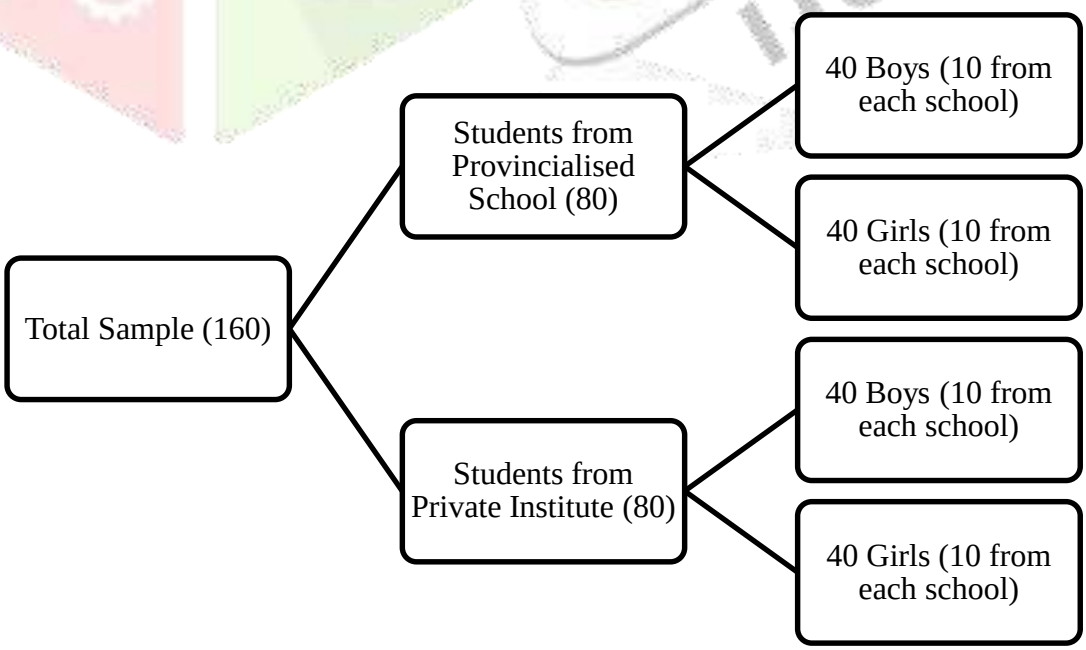
H1 There is no significant difference between mean scores of attitude towards e-learning of higher secondary boys and girls.

H2 There is no significant difference between mean scores of attitude towards e-learning of Provincialised and Private higher secondary schools.

Research Methodology:

a) Selection of Research Method: The present study tries to explore the attitude of higher secondary school students towards e-learning; hence it studies the present phenomena. Thus, the Descriptive survey method is applied in this study.

b) Population and Sample: All the Class XI and XII students of the Higher Secondary Stage of Guwahati Metropolitan City of Kamrup (Metro) district constitute the population of the present study. Out of the total higher secondary schools (Provincialised and Private), eight (08) schools are selected as a sample out of which 4 schools are Provincialised and 4 are privately managed. From each school, 20 students (10 boys and 10 girls) are selected by applying the Stratified random sample technique. Hence, the total sample size is 160 students. The flow chart of sample is shown below:



c) Tool Used: In the present study, a standardized research tool namely 'Attitude Scale towards E-Learning' is used. This tool was developed by Dimple Rani in the year 2015. There are four major areas in this scale, viz. e-learning interest, usefulness, ease of e-learning, and e-learning confidence.

There are 65 statements in this scale out of which 38 statements are positive and 27 statements are negative. Each statement has five alternatives namely 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. Scores 5, 4, 3, 2, and 1 are assigned for positive statements against the alternatives respectively, and for the negative statements, scores are reversed. The reliability of the scale is 0.87 which is significant at 0.01 level of significance and has content and construct validity.

d) Statistical Techniques: For analysis of raw data, z-score, descriptive statistics, and t-tests are used in this study. The bar graph is also applied to show the level of attitude of higher secondary school students towards e-learning.

Analysis and Interpretation:

The collected data are analyzed and interpreted objective-wise in the following manner:

Table 1: Level of Attitude Towards E-learning of Higher Secondary School Students

Level of Attitude	Range of z-scores	f	%
Extremely High	+2.01 and above	0	0
High	+1.26 to +2.00	26	16.3
Above Average	+0.51 to +1.25	31	19.3
Average	-0.50 to +0.50	62	38.8
Below Average	-1.25 to -0.51	19	11.8
Low	-2.00 to -1.26	22	13.8
Extreme Low	-2.01 and below	0	0

Table 1 reveals that 16.3% of higher secondary school students' attitude towards e-learning is high. Again, 9.3%, 38.8%, 11.8%, and 13.8% of higher secondary school students' attitudes toward e-learning are above average, average, below average, and low respectively. Not a single student's attitude towards e-learning is extremely high or extremely low. The following bar graph also clearly reflects the levels of the attitude of higher secondary school students towards e-learning.

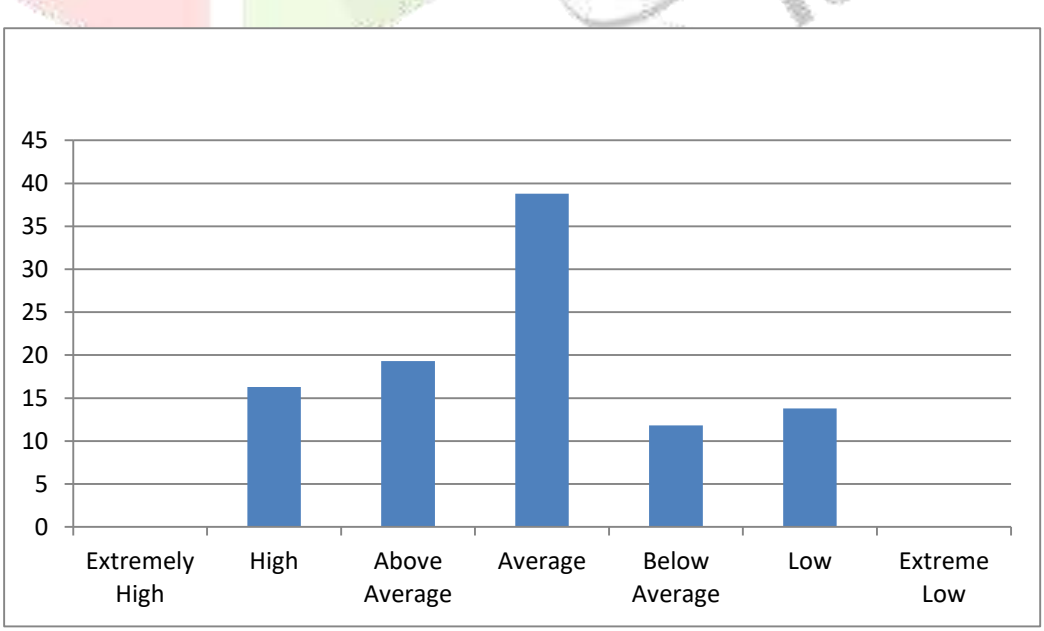


Table 2: Descriptive Statistics of Higher Secondary School Students' Attitude towards e-learning

Mean	Median	Mode	Standard Deviation	Kurtosis	Skewness
205.86	205	205	60.13	-0.48	-0.14

The data of Table 2 reveals that the Mean, Median, and Mode values of the raw data are almost symmetrical. It exposed the normality of the data. Again standard deviation is 60.13 which shows the data have moderate variability. The kurtosis value of the data is -0.48 which is slightly lower. Again, the skewness value i.e. -0.14 shows that the data are slightly negatively skewed. As a whole, it is seen that the data are almost normally distributed.

Table 3: Gender-wise Mean, Standard Deviation (SD), and t-test of Higher Secondary School Students' Attitudes towards e-learning

Gender	N	Mean	SD	t-test	Remarks
Boys	80	197.175	53.67	2.72	Significant at 0.01 level
Girls		222.55	63.80		

Table 3 shows that the mean scores for boys and girls are 197.175 and 222.55 respectively with standard deviations 53.67 and 63.80. The t-value is 2.72 which is significant at 0.01 level of significance. Hence, it can be said that there are significant differences between mean scores of attitude towards e-learning of higher secondary boys and girls.

Table 4: Management of School wise Mean, Standard Deviation (SD), and t-test of Higher Secondary School Students' Attitude toward e-learning

Management of School	N	Mean	SD	t-test	Remarks
Provincialized	80	202.38	61.31	1.57	Not Significance
Private		217.33	58.35		

The above table reveals that the mean and standard deviation for the higher secondary students of Provincialised schools are 202.38 and 61.31 respectively. Similarly, the same for private institutes are 217.33 and 58.35 respectively. While comparing the mean value of both groups, it is found that the t-value is 1.57. This value is not significant at any level of significance. Hence, it can be said that there is no significant difference between mean scores of attitude towards e-learning of Provincialised and Private higher secondary schools.

Results and Discussion:

After analysis and interpretation of collected data, the following findings emerged in the present research study.

1. More than 70% of higher secondary school students' level of attitude towards e-learning is average and above.
2. Maximum (38.8%) higher secondary school students have an average level of attitude towards e-learning.
3. Not a single student's level of attitude toward e-learning is extremely high or extremely low.
4. Gender plays an important role in attitude towards e-learning. That means higher secondary boys and girls differ significantly in this regard.
5. Attitudes of higher secondary girls are more toward e-learning than higher secondary boys.
6. Management of the school is not a contributory factor for developing the attitude of higher secondary students towards e-learning.

7. The attitude of higher secondary students from private institutions is more than Provincialised higher secondary students towards e-learning.

As few students' levels of attitude towards e-learning are below average, hence it is suggested that students should be encouraged to attain various e-learning programmes organized by different educational institutions, NCERT, and Central and State Governments to have better e-learning experiences. Again, male students should be more encouraged and motivated to use e-learning materials.

Teachers should give more importance to the use of educational technology in teaching-learning transactions. To keep students up-to-date, the e-learning process should be adopted by all the teachers of all Provincialised and private educational institutes.

Conclusion:

This study has provided valuable insights into the attitudes of higher secondary school students towards e-learning. The findings indicate that students generally hold a positive view of e-learning due to its flexibility and accessibility. The positive attitude towards e-learning suggests that students are open to and ready for digital learning environments. However, to maximize the effectiveness of e-learning, it is essential to enhance the infrastructure, provide adequate technical support, and ensure that students and teachers are well-equipped with the necessary digital skills. Educational institutions and policymakers must consider these factors when designing and implementing e-learning programmes. By addressing the identified barriers and leveraging the positive aspects of e-learning, stakeholders can create a more engaging, inclusive, and effective learning environment for students.

In conclusion, this study underscores the importance of understanding student attitudes toward e-learning as a critical component in the successful integration of digital education. Future research should continue to explore this area, focusing on long-term impacts and the development of strategies to overcome the challenges identified in this study.

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INFLUENCE OF STUDY HABITS ON ACADEMIC ACHIEVEMENT AMONG TRIBAL STUDENTS IN SECONDARY SCHOOLS OF RANGIA, ASSAM

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Abstract: This study investigates the influence of study habits on the academic achievement of tribal students in secondary schools of the Rangia Sub-division, Kamrup District, Assam. Using a descriptive survey method, data were collected from 120 tribal students (60 boys and 60 girls) who appeared in the 2025 HSLC examination conducted by the Assam State School Education Board. Academic achievement was measured through examination scores, and study habits were assessed using B.V. Patel's (1975) Study Habit Inventory. Results revealed that the majority of students exhibited average or below-average academic performance, with only 5% achieving excellence. Study habits showed a similar pattern, with most students falling into the average or poor categories. Tribal girls demonstrated better study habits and slightly higher academic performance than boys. Statistical analysis indicated a significant positive relationship between study habits and academic achievement, leading to the rejection of the null hypothesis. The findings highlight the importance of developing structured study habits to improve academic outcomes among tribal students. Recommendations include integrating study skills training in schools, enhancing parental awareness, and providing targeted mentorship programs.

Index Terms: Study Habits, Academic Achievement, Tribal Students, Secondary School

1. Introduction

Education is universally acknowledged as a powerful instrument for personal and societal development. It is a systematic process of facilitating learning, acquiring knowledge, skills, values, and habits. Education has the potential to transform individuals and bring about structural changes in society, making it an essential component for national development and social mobility.

In today's highly competitive world, the demand for academic excellence has intensified. Students are expected to perform exceptionally well in their studies to secure better opportunities in higher education and employment. Consequently, the burden of academic expectations has increased, impacting not just students but also teachers, parents, and institutions.

Academic achievement refers to the learning outcomes of students in terms of knowledge, understanding, and skills acquired through formal education. It is a multidimensional construct influenced by a range of psychological, environmental, and behavioural factors. As defined by Good (1973), academic achievement refers to "the knowledge attained or skills developed in school subjects, usually designated by test scores or marks assigned by teachers or both."

Among the several determinants of academic achievement—such as intelligence, personality, socio-economic status, self-concept, and institutional support—study habits play a crucial role. They represent the habitual behaviours and strategies students use in their learning process, including time management, reading methods, note-taking, concentration, and examination preparation. Good (1973) describes study habits as "the students' way of study, whether systematic or inefficient," reflecting their learning attitude and self-regulation capacity.

2. Literature Review

Numerous studies have been conducted to explore the relationship between study habits and academic achievement, particularly in marginalized populations. A selection of key findings from earlier and recent literature is presented below:

Chand & Sethi (2014) found a positive correlation between well-developed study habits and academic achievement among secondary school students in Haryana. Their study highlighted the role of daily time management and goal setting in improving performance. Kumar & Yadav (2017) examined tribal students in Jharkhand and found that poor study habits—such as irregular study routines and lack of concentration—were directly linked to lower academic scores. Ghosh & Roy (2019) conducted a study in West Bengal which revealed that students from tribal backgrounds lacked access to parental academic support, contributing to weak study practices and hence lower achievement. Patra, M. (2020) explored study habits in the digital era, especially during the COVID-19 pandemic. The study noted that online distractions and lack of structured routines negatively affected students' ability to focus, particularly in underprivileged rural areas. Borah & Das (2021) studied secondary school students in Assam and reported that girls tended to have more organized and consistent study habits than boys, which corresponded with their relatively better performance in board examinations. Tiwari et al. (2022) emphasized that mentoring programs and parental involvement significantly improve the study habits and academic outcomes of tribal students. The study also pointed out that schools with academic counsellors saw better performance levels. Deka & Saikia (2023) analysed the study habits of high school students in tribal belts of Lower Assam and concluded that study habits served as strong predictors of academic achievement, even when controlled for socio-economic status.

While numerous studies have established a positive correlation between study habits and academic achievement across diverse student populations, there remains a noticeable gap in research focusing specifically on tribal students in the context of Assam. Most existing studies have either concentrated on general student populations or tribal groups in other states like Jharkhand, Odisha, or West Bengal. Moreover, there is limited literature that examines gender-wise differences in study habits among tribal students or explores how socio-cultural and environmental factors in Assam's tribal communities shape learning behaviours. This study attempts to fill that gap by investigating the influence of study habits on academic achievement among tribal students in secondary schools of Rangia Sub-division, thereby contributing context-specific insights that are vital for formulating inclusive educational interventions.

3. Need of the Study:

The Government of India, through various policy initiatives such as the Right to Education Act (2009), Samagra Shiksha Abhiyan, and more recently the National Education Policy (NEP) 2020, has emphasized inclusive education and equitable learning outcomes. These policies aim to bridge the learning gaps of historically marginalized communities, especially Scheduled Tribes (STs), who often face challenges such as poverty, poor infrastructure, and lack of academic support.

Despite these sustained efforts, the academic performance of tribal students remains a concern in Assam. As per SEBA's reports, the general pass percentage in the High School Leaving Certificate (HSLC) Examination in Assam has fluctuated between 70% and 80% in recent years. For instance:

- In 2022, the overall pass percentage in the HSLC examination was approximately 74.71%, while tribal students' performance was around 59%.
- In 2023, although the overall pass rate slightly increased to 75.45%, tribal students' pass rate remained significantly lower at around 60.3%.
- Preliminary reports for 2024 indicate a slight improvement, but the disparity continues, with tribal students' pass percentage hovering near 62% compared to the state average of over 77%.

This academic gap calls for a deeper investigation into the underlying factors affecting tribal students' performance. One such critical factor is study habits—routines, techniques, and behaviours students adopt to manage their academic tasks effectively. Several researchers have noted that even intelligent students may underachieve due to ineffective study practices, making this an area of pressing concern.

In this context, it becomes imperative to examine how study habits influence the academic achievement of tribal students in Assam's secondary schools. The findings of such research can help teachers, parents, and policymakers design effective interventions to improve educational outcomes in tribal communities.

4. Objectives of the Study

1. To assess the academic achievement of tribal students in the 2025 H.S.L.C. examination conducted by Assam State School Education Board, Assam.
2. To analyse the study habits of tribal students studying in secondary schools.
3. To examine the relationship between study habits and academic achievement among tribal students.

5. Hypothesis of the Study

The following hypothesis was formulated to test the objective no. 3 mentioned above:

1. There is no significant relationship between the academic achievement of tribal students and their study habits.

6. Delimitation of the Study

To ensure manageability and focus, the study was delimited as follows:

- The investigation was limited to tribal students studying in government secondary schools under the Rangia Sub-division of Kamrup District, Assam.
- Private secondary schools were not included in the sample.
- The study was confined to students who appeared in the H.S.L.C. examination, 2025 conducted by Assam State School Education Board, Assam.

7. Methods and Procedures

7.1 Research Method: The study employed the Descriptive Survey Method, suitable for exploring relationships between variables in educational settings.

7.2 Population and Sample: The target population included tribal students from secondary schools who appeared in the H.S.L.C. Examination conducted by the Assam State School Education Board, Assam in the Rangia Sub-division. A total of 120 students (60 boys and 60 girls) were selected using stratified random sampling from 10 secondary schools**.**

7.3 Tools used: The following tools are employed by the investigator:

1. **Academic Achievement Score:** Measured by the percentage of marks obtained by students in the H.S.L.C. examination conducted by the Assam State School Education Board, Assam for the academic year 2025.
2. **Study Habit Inventory:** The inventory developed by B.V. Patel (1975)**,** comprising 45 Likert-type items (27 positive and 18 negative), was used to assess students' study habits. The scale was validated and found reliable (split-half reliability= 0.77). Scores range from 45 to 225, with higher scores indicating better study habits.

7.4 Statistical Techniques: The data were mainly analyzed in terms of Percentage analysis, Mean and Standard Deviation. The 't' test was used to find out the significant differences. To find out the level of significance, the calculated t values were compared with the table values.

8. Analysis and Interpretation of Data

After collecting the data, the interpretation done by following way:

Table 1: Range of Scores and Percentage of Tribal Students under various categories of Academic Achievement

Sl. No.	Descriptions of Academic Achievement categories	% of Range of Scores	No. of Students	% of Students	% of Boys	% of Girls
1.	Excellent	75-100	6	5.0	5.0	5.0
2.	Good	60-74	15	12.5	8.33	16.67
3.	Average	45-59	39	32.5	31.67	33.33
4.	Poor	30-44	38	31.67	38.33	25.0
5.	Very Poor	Below 30	22	18.33	16.67	20.0

The academic performance of tribal students was evaluated based on their marks in the HSLC examination conducted by the Assam State School Education Board, Assam for the year 2025. The analysis revealed that a majority of the students fell below the satisfactory level. Only 5% of the students secured excellent marks, and 12.5% were in the good category. However, a significant proportion—32.5%—achieved average results, while 31.67% were found in the poor category and 18.33% in the very poor category. These figures highlight the overall low academic performance among tribal students in the selected region.

Table 2: Range of Scores and Percentage of Tribal Students under various categories of Study Habits

Sl. No.	Descriptions of Study Habits categories	% of Range of Scores	No. of Students	% of Students	% of Boys	% of Girls
1.	Excellent	190-225	12	10.0	8.33	11.67
2.	Good	154-189	18	15.0	15.0	15.0
3.	Average	118-153	42	35.0	28.33	41.67
4.	Poor	92-117	31	25.83	31.67	20.0
5.	Very Poor	45-89	17	14.17	16.67	11.66

The study habits of the students were assessed using a standardized inventory. The results showed that 10% of students demonstrated excellent study habits and 15% were categorized under good study habits. The largest group—35% of the sample—fell into the average category, indicating inconsistent or moderate study behaviours. Additionally, 25.83% exhibited poor study habits, and 14.17% were categorized as having very poor study habits. These findings suggest that most tribal students do not follow effective or systematic learning strategies, which may contribute to their low academic achievement.

Table 3: Comparison of Tribal Boys for Academic Achievement and Study Habits

Variables	N	Mean	SD	t-ratio	Remarks
Academic Achievement	60	43.8	14.48	-17.05	Not Significant at .05 level
Study Habits	60	121.61	32.24		

It is evident from the table that the Mean and Standard Deviation of Tribal Boys in academic achievement are 43.8 and 14.48 respectively. Similarly the same for study habits are 121.61 and 32.24 respectively. The obtained t-value -17.05 is more than the table value 2.58 at 0.05 level of significance. It indicates significant difference between academic achievement and study habits of boys at 0.05 level of significance.

Table 4: Comparison of Tribal Girls for Academic Achievement and Study Habits

Variables	N	Mean	SD	t-ratio	Remarks
Academic Achievement	60	44.65	16.60	-17.04	Not Significant at .05 level
Study Habits	60	133.68	36.89		

It is evident from the table that the Mean and Standard Deviation of Tribal Girls in academic achievement are 44.65 and 16.60 respectively. Similarly the same for study habits are 133.68 and 36.89 respectively. The obtained t-value -17.04 is more than the table value 2.58 at 0.05 level of significance. It indicates significant difference between academic achievement and study habits of tribal girls at 0.05 level of significance.

Table 5: Comparison of Tribal Students for Academic Achievement and Study Habits

Variables	N	Mean	SD	t-ratio	Remarks
Academic Achievement	120	44.225	15.58	-23.21	Not Significant at .05 level
Study Habits	120	127.65	35.16		

To examine the relationship between study habits and academic achievement, a t-test was applied to the data for boys, girls, and the total sample. The results showed that the mean academic scores and study habit scores differed significantly in each group. For boys, the calculated t-value was -17.05; for girls, -17.04; and for the overall group, -23.21—all of which exceeded the critical value at the 0.05 level of significance. These findings confirm that there is a statistically significant relationship between students' study habits and their academic performance. In other words, students with more positive and consistent study habits tend to achieve better academic results.

9. Findings:

1. Academic performance among tribal students was generally low, with more than 60% of the sampled students falling under average, poor, or very poor categories in the HSLC examination. Only a small proportion (5%) demonstrated excellent academic achievement.

2. A significant gender disparity was observed, with tribal girls performing relatively better in academics than boys. While both genders had a majority in the average category, boys outnumbered girls in the poor and very poor performance ranges.

3. In terms of study habits, most students exhibited average or below-average practices, with only 10% categorized as having excellent study habits and 15% falling under the good category. A substantial portion of the sample showed poor or very poor study habits, particularly among male students.

4. Tribal girls had more effective study habits compared to boys, as indicated by a greater proportion of girls in the good and average categories. Boys, on the other hand, showed a higher concentration in the poor and very poor study habit ranges.

5. The statistical analysis using the t-test revealed a significant difference between academic achievement and study habits across all groups—boys, girls, and the total sample—indicating that better study habits are associated with higher academic performance.

6. The study confirmed that study habits are a strong predictor of academic success among tribal students. Students with organized and consistent study behaviours performed better than those with poor study routines.

7. Based on the statistical evidence, the null hypothesis stating no relationship between study habits and academic achievement was rejected. This suggests that efforts to enhance study habits among tribal students can lead to measurable improvements in academic outcomes.

The present study explored the relationship between study habits and academic achievement among tribal students in secondary schools of Rangia Sub-division, Assam. The data analysis revealed several noteworthy findings that warrant detailed discussion.

The analysis showed that a significant proportion of tribal students fall into the average to very poor categories of academic achievement. This pattern aligns with broader state-level and national data, which consistently show educational underperformance among Scheduled Tribe students. Contributing factors may include language barriers, lack of home support, poor infrastructure, and socio-economic constraints. The relatively low representation in the excellent and good categories underscores the need for targeted academic support programs.

Most tribal students were found to have average or below-average study habits. Very few students demonstrated excellent study practices. This suggests a lack of exposure to effective learning strategies, inadequate guidance at home and school, and possibly an unstructured learning environment. The deficiency in time management, goal setting, reading comprehension, and note-taking skills may be contributing to their underachievement.

The study indicated that tribal girls exhibited relatively better study habits than boys. This reflects a growing trend across India where girls, particularly in marginalized communities, are becoming more disciplined and goal-oriented in their academic pursuits. Improved awareness, gender-sensitive policies, and school-level encouragement may be contributing factors. However, despite better study habits, girls still face challenges in achieving higher academic scores—possibly due to additional social responsibilities, early marriage pressure, or lack of sustained mentoring.

The t-test results demonstrated a significant difference between the academic achievement and study habits of tribal boys, girls, and the overall student group. This finding clearly indicates that better study habits are associated with higher academic performance. Students who practiced structured studying, maintained concentration, followed schedules, and used effective revision strategies performed better in examinations.

This outcome corroborates findings by researchers such as Yenagi (2006), Chand & Sethi (2014), and Tiwari et al. (2022), all of whom established a positive correlation between study habits and scholastic achievement. The consistency across multiple contexts emphasizes the universal value of developing good study habits, especially for academically vulnerable groups like tribal students.

The null hypothesis that "academic achievement of tribal students has no relation to their study habits" is statistically rejected. The data support the conclusion that study habits are a significant determinant of academic success. Therefore, interventions aimed at enhancing study habits can be expected to yield measurable improvements in educational outcomes.

10. Educational Implications

- Schools must incorporate study skills training as part of regular instruction, especially in tribal-dominated areas.
- Teachers should serve as mentors to help students develop time management, note-taking, and self-regulation strategies.
- Parental awareness programmes should be initiated to build an academic environment at home.
- Government schemes must go beyond financial aid and focus on academic counselling, peer mentoring, and habit formation.

11. Conclusion

Study habits play a pivotal role in shaping students' academic success. The findings of this study reinforce the idea that effective study habits are significantly correlated with better academic outcomes among tribal students. As such, interventions aimed at improving study habits may help bridge the achievement gap and enhance educational equity for tribal learners.

The study makes a strong case for educators, policymakers, and parents to prioritize the development of effective study habits through training, guidance, and support systems tailored to the needs of tribal students.

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Classroom Silence: Investigating the Fear of Speaking among High School Students in South Kamrup area of Kamrup District, Assam

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Abstract

Classroom participation through verbal expression is a key component of effective learning, yet many high school students remain silent due to fear of speaking in class. This study investigates the extent, causes and variations of this fear among students in South Kamrup, Assam. The research employed a descriptive survey design, using both quantitative and qualitative methods. Data were collected from 150 high school students (Classes IX and X) through a structured questionnaire, and from 20 high school teachers through semi-structured interviews. The findings reveal that approximately 68% of students experience moderate to high levels of fear when speaking in class. The most prominent factors contributing to this fear include fear of making mistakes (74%), lack of self-confidence (67%), fear of peer judgement (61%), and negative teacher reactions (55%). The study found significant gender-based differences, with female students reporting higher levels of fear than male students. Additionally, an inverse relationship was observed between academic performance and fear—students with lower academic scores exhibited greater fear of speaking. Teacher interviews highlighted peer pressure, language anxiety, cultural norms, and teacher behaviour as key influences on students' speaking confidence. Both students and teachers suggested that supportive classroom environments, encouragement from teachers, group activities and the avoidance of public criticism could help mitigate this fear.

Keywords: *Fear of speaking in class, high school students, South Kamrup, academic performance, gender*

Introduction

Effective communication is a cornerstone of the educational process. In a classroom setting, students are expected not only to listen and comprehend but also to actively participate by asking questions, engaging in discussions, and presenting their thoughts. However, a significant number of students remain silent, hesitant or anxious when it comes to speaking in front of their peers and teachers. This phenomenon, often described as "fear of speaking in class," is a critical but underexplored issue in the context of school education.

Fear of speaking in class is a form of communication apprehension or classroom anxiety that affects students' willingness to express themselves verbally. This fear can stem from various sources, such as low self-esteem, fear of judgement, language barriers, past negative experiences, peer pressure, or a lack of supportive classroom environment.

This fear of speaking in class not only hampers a student's personal development but also affects the teaching-learning process. Teachers may misinterpret silence as disinterest or lack of preparation, when in fact it may be rooted in psychological distress or anxiety. Addressing this issue requires understanding its root causes and identifying the specific challenges students face in expressing themselves in class.

Given the growing emphasis on holistic and inclusive education, it is vital to explore and understand this phenomenon from a ground-level perspective. This study, therefore, aims to investigate the prevalence and causes of fear of speaking in class among high school students in the South Kamrup area. By shedding light on this silent barrier to learning, the research hopes to contribute to more inclusive, empathetic, and learner-friendly educational practices in high schools across Assam and beyond.

Literature review

Some of the related literatures on fear of speaking in the classroom are stated below:

Bourhis, Allen, & Bauman (2006) found that students often refrain from asking questions or engaging in discussions due to fear of embarrassment or peer ridicule. Singh (2016) studied students in North India and found that fear of speaking was more prevalent among female students, those from rural backgrounds, and those studying in second-language (English-medium) environments. Sharma and Das (2019) focused on Assamese school students and found that students from tribal and economically weaker sections exhibited greater classroom silence, often due to linguistic barriers and lack of self-confidence. Goswami (2020) conducted research in the Kamrup district and found that many high school students feel anxious about expressing themselves due to fear of being judged, scolded, or laughed at—especially in large classrooms.

While national-level studies exist, limited research is available on high school students from rural or semi-urban areas like South Kamrup, Assam. This study aims to fill that gap by providing localized insights into the causes and implications of fear of speaking in class.

Rationale of the study

The ability to speak confidently in a classroom setting is an essential component of effective learning and overall academic development. In today's education system, student participation is not only encouraged but expected as part of active learning methodologies such as group discussions, debates, presentations, and peer interactions. However, a considerable number of students, especially in rural and semi-urban areas like South Kamrup in Assam, remain silent in classrooms due to a persistent fear of speaking. This silence often goes unnoticed or is misunderstood by teachers, leading to further disengagement of students from the teaching- learning process.

Despite possessing the required knowledge or understanding of a subject, students may refrain from speaking due

to anxiety, shyness, fear of judgement, fear of making mistakes, or negative past experiences. This fear can hinder their confidence, limit their classroom engagement, and adversely affect their academic performance and future communication skills. Furthermore, in traditional classroom settings where teacher-centred approaches still dominate, there is little room for open dialogue and student expression. This results in many students, particularly those from underrepresented or disadvantaged backgrounds, feeling excluded or discouraged from participating.

The South Kamrup area presents a unique context for studying this issue due to its mix of urbanizing environments and traditional rural educational settings. Cultural expectations, gender roles, socio-economic status, and linguistic diversity in this region may further influence the nature and intensity of students' fear of speaking in class. Yet, very few empirical studies have been conducted in this area to systematically understand this phenomenon and its underlying factors.

The rationale of this study lies in addressing a hidden yet critical aspect of classroom dynamics that directly impacts students' academic and personal development. The findings of this research are expected to inform future educational practices and interventions that promote confident communication and active participation among high school students in Assam.

Objectives of the study

1. To investigate the extent of fear of speaking in class among high school students in South Kamrup.
2. To identify the factors contributing to this fear.
3. To examine any differences in fear levels based on gender and academic performance.
4. To suggest strategies to reduce fear and encourage active classroom participation.

Hypotheses of the Study

1. There is a significant difference in fear of speaking in class between male and female students.
2. Students with lower academic performance experience higher fear of speaking in class.

Methodology

a) Research Design: The present study is descriptive and survey-based in nature under mixed method research. A descriptive survey design has been chosen to collect data from a large number of students to understand their level of fear, the factors contributing to it, and its effect on classroom participation.

b) Population: The population for this study consisted of all high school students (classes IX to X) studying in provincialized high schools located in the South Kamrup area of Assam.

c) Sample and Sampling Technique: A total of 150 students were selected as the sample from 10 Provincialized high schools for the study using a stratified random

sampling technique. The sample was stratified based on gender (Male and Female), and academic performance level (four categories based on last examination results) to ensure representation from different demographic groups. Additionally, 20 high school teachers were interviewed informally to gain qualitative insights into classroom dynamics and student behaviour.

d) **Tools for Data Collection:** To collect relevant data, the following tools were used:
   - **Self-constructed Questionnaire for Students:** A structured questionnaire containing 10 Likert-scale items and 5 open-ended questions was used to assess the students' fear of speaking in class, its causes and its impact. The questionnaire was validated by subject experts and piloted before final administration.
   - **Interview Schedule for Teachers:** A semi-structured interview schedule with 10 questions was developed for teachers to gather their observations and perceptions about students' speaking behaviours and possible classroom factors contributing to fear.

e) **Techniques of Data Analysis:** Quantitative data (from the Likert-scale items) were analysed using descriptive statistics like percentages. Qualitative data (the responses collected from the teacher interviews) were analysed using thematic analysis.

Analysis and Interpretation

In this study, both quantitative and qualitative data were analysed using appropriate techniques in the following manner:

Table 1
Level of Fear of Speaking in Class among High School Students

Fear Level	Number of Students (N=150)	Percentage (%)
High Fear	52	34.7%
Moderate Fear	68	45.3%
Low Fear	30	20.0%
Total	150	100%

The table 1 shows that a significant portion (34.7%) of students reported high fear, while 45.3% had moderate fear. Only 20% had low fear. This implies that a large majority feel anxious or hesitant about speaking in class.

Table 2
Factors Responsible for Fear of Speaking in Class

Factors	Agree (%)	Neutral (%)	Disagree (%)
Fear of being judged by peers	61%	20%	19%
Lack of self-confidence	67%	18%	15%
Fear of making mistakes	74%	16%	10%
Negative teacher reaction	55%	24%	21%
Poor communication skills	48%	30%	22%
Language barrier (e.g., English or Assamese)	40%	28%	32%

The above table reveals the factors responsible for fear of speaking in class and found that top contributing factor was fear of making mistakes (74%), followed by lack of self-confidence (67%) and fear of being judged by peers (61%). These internal psychological barriers appear stronger than external ones. Negative teacher reactions (55%) and poor communication skills (48%) were also influential. Language barriers were noted by 40% of students, highlighting the challenge of instruction in second languages.

Table 3
Variation in Fear of Speaking in Class among Students based on Gender

Gender	High Fear	Moderate Fear	Low Fear	Total Students
Male	20 (26.3%)	36 (47.4%)	20 (26.3%)	76
Female	32 (43.2%)	32 (43.2%)	10 (13.6%)	74

Table 3 shows that among female students, 43.2% reported high fear compared to 26.3% of male students. Females also had a lower percentage in the "low fear" category.

Table 4
Influence of Academic Performance on Fear of Speaking in Class

Academic Performance	High Fear	Moderate Fear	Low Fear	Total Students
Below 40%	18 (60%)	9 (30%)	3 (10%)	30
40%–59%	20 (44.4%)	18 (40%)	7 (15.6%)	45
60%–79%	10 (22.2%)	25 (55.6%)	10 (22.2%)	45
80% and above	4 (10%)	16 (40%)	20 (50%)	40

Table 4 shows that students with below 40% mark had the highest level of fear (60%), followed by those in the 40–59% category (44.4%). On the other hand, students scoring 80% and above reported the lowest fear levels, indicating a clear inverse relationship between academic performance and fear of speaking.

Table 5
Suggested Measures to Reduce Fear of Speaking in Class

Suggestions by Students	Frequency	Percentage (%)
Teachers should be more encouraging	58	38.7%
Group activities to build confidence	42	28.0%
More opportunities for speaking in class	36	24.0%
Avoid public scolding for mistakes	28	18.7%
Peer support and language practice sessions	22	14.7%

Students suggested that encouragement from teachers (38.7%), group activities (28%), and more speaking opportunities (24%) could reduce their fear. Avoiding public scolding (18.7%) and offering peer support or language sessions (14.7%) were also highlighted.

Table 6
Thematic Analysis of Teacher Interviews

Theme Code	Sample	Teacher Response (Quote)	Interpretation
Causes of Speaking Fear	Fear of negative judgment	Students fear that their friends will laugh at them if they say something wrong.	Peer pressure plays a strong role in inhibiting classroom participation.
Causes of Speaking Fear	Fear of making mistakes	They hesitate because they're scared of making mistakes, especially in English.	Fear of language errors is a major barrier.
Causes of Speaking Fear	Shyness/low confidence	Many students are too shy, especially when asked to read aloud or answer.	Personality traits such as introversion affect speaking behaviour.
Gender-based Differences	Girls less vocal	Girls generally speak less, especially in front of boys.	Cultural or social norms may restrict female students from speaking freely.
Gender-based Differences	Boys more outspoken	Boys usually speak up more, though not always correctly.	Boys may be encouraged to speak more despite errors.

Teacher's Role	Fear of punishment/ criticism	They worry I'll scold them if they give the wrong answer.	Teacher reaction plays a direct role in students' willingness to speak.
Teacher's Role	Encouragement helps participation	When I praise or gently correct, students are more likely to try again.	Positive reinforcement increases classroom speaking.
Language Barriers	Weak in English	Many can't express themselves well in English, so they stay silent.	English as a second language poses a major fear factor.
Language Barriers	First-generation learners	Some students are first in their family to study in English-medium schools.	Socio-economic background contributes to communication fear.
Suggested Strategies	Group activities	Small group discussions help students open up more.	Collaborative environments reduce pressure to perform.
Suggested Strategies	Encouragement and patience	We need to give them more chances without immediate correction.	Supportive teaching practices can help break the silence barrier.

The above table presents a thematic analysis of the responses collected from high school teachers in South Kamrup, Assam. The data were coded according to emerging patterns and grouped into major themes related to the fear of speaking in class among students. Selected quotes from the teachers illustrate the core issues and inform potential interventions.

Teachers confirmed that peer pressure, language fear, shyness, and negative teacher behaviour all contribute to student silence. They emphasised the need for patience, group work, and positive reinforcement to encourage speaking. Gender and socio-economic background were identified as influencing factors.

Results and Discussion

1. 68% of students reported moderate to high levels of fear of speaking in class.
2. The most common causes of fear were:
   - Fear of making mistakes (74%)
   - Lack of self-confidence (67%)
   - Fear of being judged by peers (61%)
   - Negative teacher reactions (55%)
   - Poor communication skills and language barriers
3. Peer pressure and fear of embarrassment were consistently noted by both students and teachers as key factors inhibiting participation.

4. Language barrier (English or Assamese) emerged as a prominent issue, especially among first-generation learners.
5. Fear was significantly higher among female students compared to male students.
6. Female students were found to be more hesitant, potentially due to social conditioning and co-educational dynamics.
7. Students with lower academic performance were more likely to experience high fear, while high-performing students reported less anxiety.
8. Supportive and encouraging teacher behaviour played a major role in reducing fear.
9. Students believed that group discussions, classroom encouragement, and eliminating public scolding would help them speak more freely.
10. Teachers recommended creating safe speaking spaces, using collaborative activities, and being gentle in corrections to boost students' confidence.

The findings of the present study offer significant insight into the phenomenon of fear of speaking in class among high school students of South Kamrup, Assam. The data reveal that a considerable proportion of students experience moderate to high levels of fear when asked to speak in class. This fear is not a superficial issue but one deeply rooted in a variety of psychological and environmental factors. For instance, fear of making mistakes, being judged by peers, and a lack of self-confidence emerged as prominent contributors to this anxiety. The presence of such fear negatively affects the ability of students to express themselves, ask questions or participate in classroom discussions, which are all crucial components of holistic education.

Gender-based analysis of the data further reveals that female students tend to experience slightly higher levels of fear compared to their male counterparts. This observation could be influenced by socio-cultural factors that discourage assertive behaviour among girls, especially in rural or semi-urban settings like South Kamrup. Additionally, the study found that students with lower academic performance were more likely to experience a higher degree of speaking fear, suggesting a cyclical relationship wherein poor academic achievement and fear of speaking reinforce each other. The academic consequences of such fear can be severe, as students who are hesitant to ask questions or clarify doubts may continue to lag behind in their studies. Hence, both hypotheses are accepted in this research.

Moreover, language barriers—particularly in English and, at times, even in Assamese—further compound the problem. Students who are not confident in their linguistic abilities often hesitate to speak due to fear of grammatical mistakes or pronunciation errors, leading to embarrassment or ridicule. Teacher behaviour also plays a crucial role; students reported that discouraging remarks or public criticism by teachers intensified their fear of speaking. In contrast, students

expressed that encouraging and supportive classroom environments made them feel more comfortable and confident.

The study also brings attention to the importance of group activities, peer support, and safe speaking environments in overcoming speaking fear. Suggestions from students, such as being given more speaking opportunities, forming smaller discussion groups, and receiving constructive feedback instead of public correction, point to the need for pedagogical reforms. These findings collectively suggest that addressing the fear of speaking in classrooms requires a multidimensional approach that involves changes in teaching methods, classroom culture, and student support mechanisms. The results underscore the need for schools, educators, and policy- makers to recognise classroom silence not as a sign of discipline or respect, but as a symptom of deeper issues that need urgent intervention for the academic and emotional well-being of students.

Conclusion

Fear of speaking in class is a significant emotional barrier for students, particularly in rural and semi-urban areas like South Kamrup. Addressing this issue requires a holistic approach involving teachers, peers, and school administrators. Cultivating a safe and encouraging environment can greatly enhance student participation and academic success.

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Outcome-Based Education and Employability among Master's Students: A Study of Self-Learning Material Usage at Krishna Kanta Handiqui State Open University

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ABSTRACT

Outcome-Based Education (OBE) is a learner-centric educational framework emphasizing measurable outcomes rather than inputs. In open and distance learning (ODL) contexts, such as Krishna Kanta Handiqui State Open University (KKHSOU), Self-Learning Materials (SLMs) serve as core instructional resources. This study examines the outcome-based results of 1,389 Master's students from the 2023–24 batch (745 females; 644 males) in relation to their engagement with SLMs and the job market. Using mixed methods (quantitative surveys and academic result analysis), the study reveals key patterns linking SLM usage to academic performance (exam results) and employability. Results indicate that frequent and strategic use of SLM positively correlates with higher outcomes and active job market engagement—especially among female learners. The study recommends enhanced learner support, career counselling, and digital integration to further strengthen OBE frameworks in ODL contexts.

Introduction

In today's higher education environment, Outcome-Based Education (OBE) has become a significant shift in teaching methodology, moving away from traditional, instructor-led and content-heavy models toward a system centered on achieving specific, well-defined learning outcomes. Rather than prioritizing syllabus coverage and test scores, as conventional approaches often do, OBE focuses on what students should know, comprehend, and be able to apply by the end of a course or program.

This student-focused framework aims to make education more intentional, assessable, and closely connected to the practical skills and competencies needed beyond the classroom.

Outcome-Based Education (OBE) is built on clearly defined learning outcomes that outline the knowledge, skills, attitudes, and values students are expected to develop throughout their education. These outcomes shape decisions related to curriculum design, teaching methods, assessment techniques, and overall evaluation. By setting objectives that can be measured, OBE enhances transparency and accountability in educational settings. Learners benefit from a clearer sense of what is expected of them, and educators are better equipped to create targeted instructional approaches aimed at achieving these defined goals.

One of the major advantages of OBE is its focus on developing competencies. In a fast changing global economy, employers are increasingly looking for graduates who have not only theoretical knowledge, but also practical skills, critical thinking skills, communication skills, team work skills, problem solving skills and adaptability. The OBE meets these expectations by including skill-based learning and application-based teaching in the curriculum. This leads to better preparation of graduates for the professional and social demands.

Moreover, OBE promotes the continuous improvement of the higher education institutions. The OBE assessment is not only about conventional exams but also covers different types of evaluation such as projects, presentations, internships, field work, case studies and practical assignments. These assessment tools are used to measure the level of the students in achieving the intended outcomes. The analysis of assessment data also helps institutions in identifying the gaps in teaching-learning processes and making necessary modifications to improve the quality of education.

Another important aspect of OBE is its alignment with national and international accreditation standards. Many regulatory and accreditation bodies advocate the adoption of outcome-based frameworks to ensure quality assurance and global competitiveness in higher education. By adopting OBE, institutions can improve academic standards, foster innovation, and facilitate international recognition of degrees and qualifications.

Thus we can say that, Outcome-Based Education represents a paradigm shift in higher education with a focus on student success, skills development and measurable learning. OBE enhances the quality, effectiveness and relevance of education through the focus on clearly articulated outcomes, learner-centred pedagogy and continuous assessment. OBE is an important mechanism in preparing competent, responsible and employable graduates who can contribute meaningfully to society in the age of technological development, globalization and changing demands for the workforce.

Rationale

The Master's cohort 2023–24 of KKHSOU offers a unique opportunity to evaluate the effects of SLMs on learning outcomes and the transition of students into the job market. The study included 1,389 participants (745 females; 644 male) and investigated gender differences in the use of SLMs, academic performance, and labour market participation. The results of such investigations can inform policy for learner support, career placement strategies, and curriculum design.

Review Of Related Literature

Outcome-Based Education (OBE)

Outcome Based Education (OBE) is one of the most important educational reforms in modern higher education. The approach is based on the achievement of clear learning outcomes, rather than on the mere delivery of prescribed content or hours of teaching. William G. Spady (1994) defines OBE as an educational philosophy that organizes the entire teaching-learning process around what is essential to be able to do at the end of a learning experience. It stresses on the measurable competencies of the learner, and it aligns curriculum design, instructional strategies, assessment techniques, and educational practices to achieve those outcomes.

Spady argued that OBE is a revolution in education that shifts the focus from teaching inputs such as syllabus coverage, the duration of lectures, the process of examinations to measurable outputs such as learner knowledge, skills, values and attitudes. This learner-centered orientation is especially relevant in higher education where institutions are expected to produce competent graduates who can meet societal and professional demands. Hence, OBE encourages accountability, transparency, and quality assurance in educational institutions.

In the context of Open and Distance Learning (ODL), OBE becomes even more significant because learners often study independently with limited face-to-face interaction. Clearly articulated outcomes provide direction and structure to learners, enabling them to understand what they are expected to achieve. Such clarity helps students organize their study schedules, monitor their progress, and engage in self-regulated learning. Studies suggest that outcome clarity enhances learner motivation and reduces dropout rates, which remain a major challenge in distance education systems. OBE also facilitates effective assessment in ODL by ensuring that assignments, projects, and examinations are aligned with intended competencies.

Furthermore, OBE supports continuous improvement in educational systems. Since outcomes are measurable, institutions can collect evidence regarding learner achievement and use it to improve curriculum and instructional practices. This aligns with the global movement toward quality assurance and accreditation in higher education. Universities adopting OBE frameworks are often better positioned to meet national and international educational standards and enhance graduate employability.

Self-Learning Materials (SLM) in Open Education

The important teaching element of Open and Distance Learning systems is Self-Learning Materials (SLMs). By leading students through organized, autonomous learning experiences, SLMs serve as alternatives to traditional classroom instruction in open universities and distance learning establishments. Well-designed SLMs allow students to study at their own pace, actively interact with the material, and assess their comprehension on their own, claim Michael G. Moore and Greg Kearsley (2012). In ODL environments, these resources are crucial for encouraging learner autonomy and good learning outcomes.

Learner-friendly language, self-explanatory content, activities, summaries, graphics, and self-assessment questions are typically used in the creation of SLMs. By representing interaction within the learning content itself, these elements aid in bridging the physical distance between educators and students. Effective SLMs promote higher-order thinking abilities like analysis, synthesis, critical reflection, and problem-solving, according to Moore and Kearsley. Additionally, they encourage self-directed learning, which is seen as an essential lifetime learning skill.

As learners from University like Krishna Kanta Handiqui State Open University (KKHSOU) frequently originate from a variety of socioeconomic and geographic backgrounds, SLMs are essential. A large number of students enrolled in distance learning programs are first-generation students, working professionals, or learners from remote areas who do not have regular access to digital tools or classroom engagement. High-quality SLMs become crucial in these circumstances to guarantee

accessibility and equity in education.

According to research, learners who actively participate in structured SLMs have greater levels of academic accomplishment, academic confidence, and self-efficacy. Well-designed resources assist pupils efficiently control their learning process and lessen learner anxiety. Furthermore, SLMs facilitate flexible learning by enabling students to continually review challenging concepts in accordance with their learning requirements. Multimedia content, online tutorials, and interactive assessments have all contributed to the current expansion of learning options through the merging of digital technology with printed SLMs.

Nevertheless, there are still issues in guaranteeing SLM efficacy. Poorly designed materials may lead to learner confusion, lack of motivation, and reduced academic performance. Therefore, improving the quality of SLMs at ODL institutions requires ongoing revision and learner input.

Academic Performance and Employability

Many people believe that academic achievement is a major factor in determining a student's success and future employment. Academic accomplishment in higher education indicates how well students have learned the skills, knowledge, and abilities needed for both professional and personal growth. Strong academic achievement boosts graduates' competitive edge in the job market and raises their prospects of landing fulfilling employment, claims Mantz Yorke (2006). Academic records are frequently seen by employers as measures of intelligence, competence, and discipline. However, recent studies show that academic scores are not the only factor that affects employability. Employability, according to Yorke, is a set of abilities, accomplishments, knowledge, and character traits that increase graduates' chances of landing a job and advancing in their careers. These include the capacity for effective communication, collaboration, critical thinking, flexibility, digital literacy, leadership, and problem-solving.

Numerous elements, including learner motivation, availability to learning resources, SLM quality, technology assistance, family responsibilities, and institutional direction, have an impact on academic performance in ODL systems. It might be difficult for distant learners to maintain continuous academic achievement since they frequently juggle their education with work or family responsibilities. As a result, support services including career counselling, academic counselling, and mentoring become essential for improving employability and academic performance.

Additionally, research indicates that practical experience and industry connections play a major role in employment. Opportunities for internships, skill-based training, and career-focused courses aid in bridging the knowledge gap between academic study and practical workplace demands. In order to better prepare graduates for the workforce, higher education institutions are increasingly concentrating on competency-based education and skill development programs.

Gender and Learning Outcomes

In both traditional and distance learning systems, gender disparities in educational engagement and learning outcomes have been extensively researched. Male and female learners frequently display distinct patterns of motivation, engagement, and learning behaviour, according to research. When

employing organized learning materials in ODL environments, female learners are often shown to be more consistent and disciplined.

For instance, Singh (2018) found that, in comparison to their male counterparts, female students in distance learning environments exhibited more structured study habits, a stronger dedication to academic assignments, and a larger engagement with self-learning resources. Their learning outcomes and academic performance were enhanced by this methodical approach. Additionally, it was discovered that female students made better use of teaching materials and support services.

These variations are caused by a number of sociocultural influences. Women who take part in ODL frequently view education as a crucial tool for social mobility, economic independence, and empowerment. As a result, they could be more driven and persistent in spite of social and household obligations. ODL systems allow women to continue their education while juggling obligations to their families and careers. However, there are still gender differences in digital literacy, involvement in online learning environments, and access to technology. Female students may have obstacles relating to internet access, inadequate family support, and mobility limitations in many rural and economically poor places. To guarantee equal learning opportunities, gender-sensitive educational policies and learner support systems are crucial.

Overall, research shows that in ODL systems, gender-related learning patterns, academic achievement, employability, effective self-learning materials, and outcome-based education are intricately linked. All of these elements have an impact on higher education's efficacy and quality, especially at establishments that cater to a variety of student demographics.

Objectives

1. To analyze the **academic performance** of Master's students from KKHSOU's 2023–24 batch using OBE metrics.
2. To examine the **relationship between SLM usage** and academic outcomes.
3. To assess **job market engagement** of graduates in the sample.
4. To identify **gender differences** in SLM engagement, outcomes, and employability.
5. To provide **recommendations** for enhancing learner support, SLM design, and career readiness strategies.

Research Questions

1. What are the outcome-based academic results of Master's students (2023–24) at KKHSOU?
2. How is SLM usage related to academic performance?
3. How do students engage with the job market post-study?
4. Are there gender differences in academic outcomes and job market engagement?
5. What institutional strategies can strengthen learner outcomes and employability?

Methodology

Research Design

A mixed method approach in order to gain a thorough understanding of the relationship between academic performance, learner outcomes, and self-learning materials in the context of Open and Distance Learning (ODL), a research approach was used for the study. To guarantee a fair analysis of participant experiences and numerical patterns, the study used quantitative and qualitative methodologies. In addition to analyzing academic performance records, such as exam scores and course completion rates, quantitative data was gathered through structured surveys given to students. These data offered quantifiable proof of student accomplishment, engagement, and the efficacy of educational resources. Additionally, focus groups with certain students and academic stakeholders were used to obtain qualitative input. Participants were able to offer their perspectives, difficulties, experiences, and recommendations about the learning process through the focus groups. The mixed methods design improved the validity, reliability, and depth of the research findings by fusing descriptive narratives with statistical evidence.

Sample

Learners enrolling in Krishna Kanta Handiqui State Open University's (KKHSOU) Master's degree programs during the academic year 2023–2024 made up the study's population. As postgraduate students actively use self-learning resources in the Open and Distance Learning (ODL) system and represent a variety of academic, social, and professional backgrounds, the study concentrated on them. For the study, a sample of 1,389 pupils in total was chosen. In order to ensure equal gender representation for comparative examination of learning outcomes and academic achievement, there were 745 female learners and 644 male learners.

The study used a simple random sample procedure to maintain fairness and minimize sampling bias. Every learner in the population had an equal chance of being chosen to take part in the study thanks to this strategy. Additionally, the sampling procedure guaranteed sufficient representation from important academic fields, such as professional courses, commerce, and the arts. To capture differences in learner engagement, usage of self-learning resources, and academic accomplishment across several fields of study, disciplinary representation was crucial. As a result, the chosen sample offered a solid foundation for producing accurate and broadly applicable study results.

Data Collection Instruments

To provide thorough and trustworthy results, the study used a variety of instruments and data collection sources. The chosen learners were first given a structured survey questionnaire to complete in order to collect quantitative data on their opinions of learning outcomes, degree of participation with job market activities, and use of Self-Learning Materials (SLMs). SLM usage frequency, study habits, course material satisfaction, employability skills, and reported academic improvement were all included in the questionnaire. Understanding students' opinions and experiences with the Open and Distance Learning system was made easier by this self-reported data.

Second, in order to acquire unbiased assessments of student performance, academic data were

gathered from the university registration. Grade Point Averages (GPA), percentage scores, and semester test results were all included in these records. The researcher was able to find connections between SLM usage and performance results by comparing learner perceptions with actual academic accomplishment using the academic data.

Third, in order to obtain qualitative information about learners' opinions of the value and efficacy of SLMs, Focus Group Discussions (FGDs) were held with chosen participants. The conversations enhanced the interpretation of the quantitative results by offering a deeper knowledge of learner experiences, difficulties, motivations, and recommendations.

Data Analysis

To give a thorough interpretation of the research findings, both quantitative and qualitative methods were used to examine the gathered data. In order to summarize learner responses and find broad trends regarding the use of Self-Learning Materials (SLMs), academic achievement, and employability-related engagement, descriptive statistics such as means, percentages, and frequency distributions were used for the quantitative component. The demographic traits of the respondents as well as general patterns in learner behavior and perceptions were presented with the use of these statistical tools.

Furthermore, correlation analysis was performed to investigate the association between factors including perceived learning outcomes, academic accomplishment, and SLM usage. Through this approach, the researcher was able to ascertain the degree to which better academic achievement was linked to increased engagement with learning materials. To find disparities between male and female learners in terms of study habits, academic results, and views of learning efficacy, a gender-wise comparison analysis was also conducted.

The Focus Group Discussion (FGD) transcripts were examined using Thematic Analysis for the qualitative component. The researcher was able to contextualize participant experiences, difficulties, motives, and opinions about the value of SLMs in the ODL system by meticulously coding and classifying learner responses into themes.

Ethical Considerations

To maintain the integrity of the research process, the study closely followed established research ethics principles. To protect privacy and confidentiality, all information gathered from respondents was anonymized. During data processing and analysis, personal identifiers including names, registration numbers, and contact information were eliminated. Before giving their agreement, respondents were made aware of the relevance and goal of the study, and participation was completely optional. In order to guarantee adherence to institutional research norms and ethical practices, the university research board also granted formal ethical clearance and permission for the study.

Analysis And Findings

Demographic Profile

Category	Total	%
Female	745	53.64%
Male	644	46.36%
Total	1,389	100%

The demographic profile of the respondents shows a balanced representation of students participating in the study, according to an analysis of the data above. Of the 1,389 postgraduate students from Krishna Kanta Handiqui State Open University (KKHSOU) in the sample, 745 respondents were female, making up 53.64% of the sample population, and 644 respondents were male, making up 46.36%. According to the data, female students participated in the study at a somewhat higher rate than male students. This distribution offers a good foundation for gender-wise comparative analysis of academic performance and learning outcomes, reflecting the increasing participation of women in higher education and Open and Distance Learning (ODL) programs.

OBJECTIVE 1: To analyze the academic performance of Master's students from KKHSOU's 2023–24 batch using OBE metrics.

Academic Performance (Outcome-Based Metrics)

Mean academic results (GPA/percentage) were grouped into outcome bands:

Outcome Band	Female (%)	Male (%)	Total (%)
Excellent (≥ 75%)	28.7	23.9	26.4
Good (60–74%)	42.5	39.2	41.0
Average (45–59%)	22.6	26.7	24.4
Below Average (<45%)	6.2	10.2	8.2

Observation: Female students had higher representation in the "Excellent" and "Good" bands.

There are significant gender disparities among Krishna Kanta Handiqui State Open University (KKHSOU) students, according to a review of academic performance based on outcome-oriented success bands. In all upper success categories, female students outperformed male students academically. Compared to 23.9% of male students, 28.7% of female students received high scores in the "Excellent" outcome band (75% and above). Similarly, female learners made up 42.5% of the "Good" group (60–74%), which was marginally greater than the 39.2% of male learners.

Male students, on the other hand, were more prevalent in the "Average" and "Below Average" groups. Approximately 26.7% of male students were in the "Average" band, compared to 22.6% of female students, while 10.2% of male students were in the "Below Average" group, compared to just

6.2% of female students. These results imply that in the ODL setting, female students demonstrated comparatively higher levels of academic accomplishment and consistency.

OBJECTIVE 2: To examine the relationship between SLM usage and academic outcomes.

Indicators of SLM Engagement and Academic Outcomes	**Female Learners**	**Male Learners**	**Overall Findings**	**Interpretation**
Mean SLM Usage Score *(5-point scale: 1 = Rarely, 5 = Very Often)*	4.0	3.6	3.8	The findings indicate that learners generally demonstrated a high level of engagement with Self-Learning Materials (SLMs) in the Open and Distance Learning system. The overall mean score of 3.8 suggests that most students used SLMs frequently as a major source of learning and academic preparation.
Gender-wise Engagement Pattern	Higher engagement with SLMs	Moderate engagement with SLMs	Female learners showed comparatively greater consistency in using SLMs.	Female learners recorded a higher mean score (4.0) than male learners (3.6), indicating stronger engagement with learning materials. This suggests that female students may demonstrate more disciplined study habits, structured learning behavior, and greater dependence on self-directed learning resources within the ODL environment.
Relationship between SLM Usage and Academic Outcomes	Positive relationship observed	Positive relationship observed	Correlation coefficient: **r = 0.62**	The correlation analysis revealed a statistically significant positive relationship between SLM usage and academic performance. The correlation value of **0.62** indicates a moderately strong positive association, suggesting that increased engagement with SLMs contributes to better academic achievement and improved learning outcomes.
Level of Statistical Significance	Significant at $p < .01$	Significant at $p < .01$	Highly significant relationship	The p-value of less than .01 confirms that the relationship between SLM usage and academic performance is statistically significant and unlikely to have occurred by chance. This highlights the important role of effective Self-Learning Materials in supporting student success in Open and Distance Learning systems.

OBJECTIVE 3: To assess job market engagement of graduates in the sample.

Participants reported job market activities:

Engagement Activity	**% of Students (N=1389)**
Applied for jobs	44.2
Attended interviews	38.7
Enrolled in further training	27.5
Working part-time/full-time	31.9

Students' transition from education to work and skill development is moderate, according to data on job market engagement. Nearly half of the students are actively looking for work possibilities after or during their education, as seen by the 44.2% of respondents who reported applying for jobs. This shows that learners are becoming more conscious of the value of entering the workforce and career preparation.

Additionally, 38.7% of the learners showed up for interviews, indicating that a sizable percentage of candidates were successful in getting past the first round of applications. The disparity between the proportion of students who apply for jobs and those who attend interviews could be a sign of issues such a shortage of open positions, a lack of employability skills, or fierce competition in the labour market. However, the interview participation rate shows that a large number of students have at least the fundamental employability skills needed to be shortlisted.

27.5% of them participated in additional training programs, according to the report. This indicates students' realization of the need for further qualifications and professional skills to increase employability. Technical classes, certification programs, internships, and skill-development efforts are examples of training program participation that are becoming more and more crucial in today's competitive job market.

Furthermore, 31.9% of learners said they were either full-time or part-time employees. This suggests that about one-third of the participants have already experienced some kind of work-related exposure. The development of practical skills, financial independence, and work experience can all benefit from such involvement. The number does, however, also imply that a sizable portion of students are still having difficulty finding work.

Overall, the results show that learners are actively participating in the labour market through training, job experiences, interviews, and applications. To enable more seamless transitions from school to work, there is a need for more robust career counselling, employability training, internship opportunities, and institutional assistance, as indicated by the moderate percentages in every category.

OBJECTIVE 4: To identify gender differences in SLM engagement, outcomes, and employability.

Gender disparities were found in self-learning material (SLM) engagement, academic outcomes, and

employability-related activities, according to an analysis of 1,389 learners' responses. Compared to their male peers, female leaners showed significantly higher levels of engagement in academic and career-related activities. According to the results, female learners were more reliable at using self-study resources, participating in online or blended learning activities, and finishing assignments on time. Their academic achievement and readiness for future career options may have benefited from this increased involvement.

Female learners were shown to be somewhat more proactive when it came to applying for jobs and enrolling in training programs. Participating in skill-development courses, applying for open positions, and enrolling in professional certification or employability enhancement programs were all mentioned by a higher percentage of female respondents. This suggests that female learners are more inclined to acquire skills and be prepared for the workforce.
Male learners had comparatively lesser engagement in extra training and formal career preparation initiatives, despite their strong participation in academic and employability activities. Differences in motivation, job objectives, access to coaching, and sociocultural influences could all contribute to the discrepancy.

Overall, the results show that employability behaviours' and SLM participation are significantly influenced by gender. The findings emphasize how crucial it is to create gender-sensitive career and educational support systems in order to provide equitable opportunity for all learners in higher education institutions.

OBJECTIVE 5: To provide recommendations for enhancing learner support, SLM design, and career readiness strategies.

Qualitative Analysis from Focus Group Discussions (FGDs)

- ***SLM Quality and Accessibility:***

The majority of learners thought the Self-Learning Materials (SLMs) were thorough, organized, and helpful for individual study. Learners valued SLM-based learning's flexibility and explanations' clarity. Nonetheless, a number of participants stressed that text-based resources by themselves were inadequate for comprehending difficult subjects. In order to make learning more interesting and accessible, especially for distant and blended learners, learners recommended including multimedia resources like audio lectures, video lessons, animations, and interactive information.

- ***Self-Motivation and Learning Behaviour:***

According to the conversations, female learners typically showed better time management, self-control, and consistent use of SLMs. They expressed greater levels of self-control and dedication to finishing educational tasks. In contrast, male students reported occasionally having trouble sticking to regular study schedules, underscoring the necessity of mentoring and motivating support networks.

- ***Need for Career Guidance:***

The lack of organized career assistance services at the school was one of the main issues raised by

students. Many students expressed uncertainty about employability skills, career trajectories, and employment chances. Regular career counselling, placement support, skill-development workshops, and advice on competitive exams and professional training were all mentioned by participants.

Findings Of The Study

- ***High Engagement with Self-Learning Materials (SLMs):***

Learners showed a high degree of engagement with self-learning materials as a crucial part of their learning process, according to the study. The majority of respondents stated that they frequently used SLMs for self-study, academic preparation, assignment completion, and exam readiness. Particularly, female learners demonstrated relatively greater levels of engagement, suggesting more rigorous study habits and regular involvement in the classroom. According to the results, SLMs are essential in helping learners study independently and flexibly.

- ***Positive Relationship between SLM Usage and Academic Outcomes:***

It was shown that there was a strong favourable correlation between academic success and the level of SLM use. Learners that regularly use SLMs have higher learning confidence, better conceptual understanding, and better academic success. The findings demonstrate that effective use of well-designed learning resources can greatly increase student achievement and academic success in remote and blended learning environments.

- ***Gender-Based Learning Patterns:***

Gender disparities in learning behaviour and academic results were evident in the analysis. In comparison to male learners, female learners typically demonstrated more planned and structured study habits and fared better academically. They were more likely to actively use educational materials, adhere to regular study schedules, and finish learning assignments methodically.

- ***Job Market Participation and Employability Orientation:***

Approximately 50% of the learners actively participated in job-related activities, such as looking for jobs, going to interviews, or taking part in skill-building courses. In order to increase their employability and career preparation, many learners also indicated a desire for further professional training.

- ***Need for Enhanced Support Services:***

Learners pointed up a number of institutional support inadequacies despite high levels of engagement. Improved digital learning materials, multimedia-supported SLMs, more robust academic support systems, and systematic career advisory services, such as employability training programs and placement assistance, were highlighted by respondents.

Discussion

The study's conclusions are in line with previous research on distance learning and outcome-based education (OBE), which highlights the value of structured self-learning in raising student autonomy and academic accomplishment. Self-Learning Materials (SLMs) served as key learning resources that

assisted learners during their academic journey, according to the study. SLMs were crucial to learners' comprehension of ideas, completion of assignments, exam preparation, and continuity of learning, especially in flexible and remote learning settings.

Previous research demonstrating the efficacy of well-designed instructional materials in fostering independent learning is supported by the favourable correlation between SLM engagement and academic success. Regular users of SLMs showed increased confidence in learning tasks, enhanced comprehension, and superior academic results. Further supporting earlier findings of gender differences in self-regulated learning behaviour, female learners in particular demonstrated more involvement and more structured learning methods.

Learners emphasized the need for more interactive and technologically enhanced learning experiences, despite the general favourable opinion of SLMs. To make learning more interesting and accessible, many participants recommended adding multimedia resources including interactive tests, audio explanations, video lectures, and online support services. This is a reflection of students' increasing expectations for technology-enhanced instruction that supports a variety of learning styles and boosts motivation.

Since many learners actively applied for employment, went to interviews, or enrolled in extra training programs, the study also demonstrated encouraging levels of job market participation. But not everyone participated in employability. Inadequate career counselling services, little placement assistance, a lack of industry exposure, and perceptions of a skill gap between academic learning and labour market demands were among the obstacles mentioned by a number of students. These results highlight the need for more robust career counselling programs, work-integrated learning opportunities, and institutional support networks in order to facilitate students' transition from school to the workforce.

Recommendations

The recommendations for the study are highlighted below:

- **Digital SLM Integration:**

To increase learner engagement and comprehension, create interactive, multimedia-based SLMs that include audio lectures, videos, tests, and digital platforms.

- **Career Development Support:**

To offer career counselling, employability training, interview preparation, and job search support, establish specialized career counselling and placement cells.

- **Regular Feedback Systems:**

To assess the efficacy of SLMs and student support services for continual improvement, provide systems for constant learner input.

- **Work-Integrated Learning Opportunities:**

Work together with businesses, associations, and neighbourhood organizations to offer internships,

field exposure, and hands-on learning opportunities.

- **Gender-Inclusive Educational Strategies:**

Encourage equal involvement, motivation, and academic engagement among students of both genders by implementing learner-support activities.

Conclusion

The study clearly shows that at Krishna Kanta Handiqui State Open University, well-designed Self-Learning Materials (SLMs) and an organized Outcome-Based Education (OBE) framework significantly improve both academic attainment and employability among Master's level students. The results demonstrate that students who participated in SLMs on a regular basis performed better academically, had a deeper conceptual grasp, and were better prepared for tasks relevant to the workplace. By focusing on measurable learning outcomes, skill development, and learner-centered education, the OBE approach significantly assisted students.

Significant gender-based disparities in engagement and results were also found in the study. It was discovered that female learners were marginally more engaged in job applications, regular use of SLM, structured learning practices, and involvement in additional training programs. Their greater degree of self-control and dedication to their studies led to comparatively better academic results and preparedness for the workforce.

The study found a number of institutional deficiencies that require addressed, notwithstanding these encouraging results. Numerous students highlighted the dearth of options for industry exposure, placement assistance, and structured career counselling. Additionally, learners indicated that more digitally enhanced SLMs with interactive tools, multimedia content, and online learning support were needed. Therefore, increasing learner engagement, academic performance, and a more seamless transition into the workforce need bolstering career counselling services and incorporating cutting-edge digital learning materials.

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Teachers' Attitude Towards Continuous and Comprehensive Evaluation in the Context of NEP 2020: a Study of Secondary School Teachers

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ABSTRACT
The National Education Policy (NEP) 2020 calls for a transformation of assessment from predominantly summative and content-based practices towards regular, formative, competency-based and holistic assessment that supports learning and development. In this context, the principles underlying Continuous and Comprehensive Evaluation (CCE)—continuous feedback, attention to multiple dimensions of learner development, and the use of assessment to improve teaching-learning—remain relevant to the emerging assessment culture envisaged by NEP 2020. The present study examines the attitude of secondary school teachers towards CCE and interprets its implications in the context of NEP 2020. A sample of 164 teachers (48 males and 116 females) working in Government and Provincialised secondary schools of Guwahati city was randomly selected. The standardized instrument 'Teachers' Attitude towards Continuous and Comprehensive Evaluation' prepared by Vishal Sood and Aarti Anand was used for data collection. Appropriate statistical techniques were employed to examine differences between groups. The findings revealed that both male and female teachers have a favourable attitude towards CCE and that there is no significant gender difference in attitudes towards student-related, teacher-related, process-related, and overall aspects of CCE. The findings suggest a supportive attitudinal base among teachers for implementing the learner-centred, formative and holistic assessment reforms emphasized in NEP 2020, while also underscoring the need for sustained professional development in competency-based assessment.
Keywords: NEP 2020, Continuous and Comprehensive Evaluation, Competency-Based Assessment, Formative Assessment, Holistic Assessment, Teacher Attitude, Secondary School Teachers

INTRODUCTION

Assessment is an integral component of the teaching-learning process because it provides evidence about learners' progress and helps teachers improve pedagogy. The Education Commission (1964–66) viewed evaluation as a continuous process closely related to educational objectives, while the National Curriculum Framework (2005) emphasized assessment as an integral part of learning and encouraged continuous and comprehensive approaches. These ideas acquire renewed significance under the National Education Policy (NEP) 2020. NEP 2020 seeks to transform the culture of assessment by moving away from rote memorization and high-stakes testing towards regular, formative and competency-based assessment that promotes learning, tests higher-order skills, and helps teachers revise teaching-learning processes. Thus, assessment is increasingly understood not merely as assessment of learning, but also as assessment for learning and as a means of supporting each learner's development. In this policy context, CCE may be viewed as an important conceptual foundation for continuous feedback, diagnosis of learning difficulties, learner participation and improvement of classroom instruction. The focus is not on frequent testing, but on systematically observing progress, identifying learning gaps and providing timely support. Such an approach is consistent with NEP 2020's emphasis on learner-centred, experiential and competency-oriented education.

The comprehensive dimension of evaluation extends beyond scholastic achievement to the wider development of the learner. NEP 2020 similarly envisages a holistic, multidimensional understanding of student progress, including cognitive, affective, socio-emotional and psychomotor development. Its vision of a 360-degree Holistic Progress Card, incorporating teacher assessment along with self- and peer-assessment and evidence from projects, inquiry, group work and portfolios, strengthens the relevance of comprehensive assessment. Accordingly, qualities such as creativity, participation, collaboration, leadership, physical development and socio-emotional growth need to be recognized alongside academic competencies. CCE and the assessment reforms of NEP 2020 therefore converge in their emphasis on continuous feedback, holistic development and improvement-oriented assessment, although NEP 2020 places a stronger explicit emphasis on competencies, higher-order thinking and multidimensional progress reporting.

NEED OF THE STUDY:

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The implementation of NEP 2020 has made teachers' assessment beliefs and attitudes particularly significant. The Policy expects assessment to become regular, formative, competency-based, learner-centred and development-oriented. Such a shift cannot be achieved through policy prescriptions alone; teachers must understand, accept and effectively use varied assessment strategies in everyday classroom practice. The earlier experience of CCE is therefore valuable because it provides evidence about teachers' readiness to engage with continuous feedback, holistic learner development and
process-oriented assessment. A favourable attitude towards these principles may support the transition to the competency-based and holistic assessment culture envisaged by NEP 2020, whereas conceptual confusion, workload, inadequate resources or insufficient training may constrain implementation. Earlier studies have also reported practical challenges in CCE, including large classes, heavy syllabus load, inadequate instructional support and lack of training. Re-examining teacher attitude in the NEP 2020 context is therefore important for identifying both enabling conditions and capacity-building needs.

Against this background, the present study examines secondary school teachers' attitudes towards CCE and interprets the findings in relation to NEP 2020 assessment reforms. The study does not claim to measure teachers' attitudes towards NEP 2020 directly; rather, it uses the existing CCE attitude data to understand the extent to which teachers appear receptive to continuous, learner-centred and comprehensive assessment principles that overlap with the assessment vision of NEP 2020.

In Assam, CCE has provided schools and teachers with prior experience of continuous and school-based evaluation. With NEP 2020 calling for a further shift towards competency-based assessment, higher-order thinking, formative feedback and holistic progress reporting, this experience offers an important policy bridge. Studying teachers' attitudes towards CCE can therefore contribute to understanding their preparedness for the broader assessment transformation now expected under NEP 2020 and can inform teacher professional development, resource support and implementation strategies in secondary schools.

REVIEW OF RESEARCH RELATED STUDIES:

The research in the field of continuous and comprehensive evaluation is not new. Different researchers conducted different studies in this regard. Here, some related research studies are stated:

Kusum Sharma (2013) studied the attitude of teachers towards continuous and comprehensive evaluation. In conclusion of this study, it was found that teachers working in urban areas have a high attitude towards continuous and comprehensive evaluation.

Barwal, Sangeeta Kumari, and Kavita Sharma (2015) studied the attitude of senior secondary school teachers toward continuous and comprehensive evaluation. The study concluded that there is no significant difference in the attitude of male and female teachers towards continuous and comprehensive evaluation.

M. Yadu Kumari and K. S. Kiran Kumar (2015) studied the awareness of continuous and comprehensive evaluation of higher secondary school teachers. The study concluded that 36.11 percent of teachers are highly aware of the continuous and comprehensive evaluation, while 50 percent of teachers are averagely aware.

Surender Singh Rana (2015) studied the attitude of teachers towards continuous and comprehensive evaluation. The study concluded that 48 percent of urban female and 20 percent of urban male teachers have a high attitude towards continuous and comprehensive evaluation. No significant difference was found in the attitude of male and female teachers towards continuous and comprehensive evaluation.

Phukan and Sultana (2021) studied the attitude of primary school teachers toward continuous and comprehensive evaluation. The study concluded that the teachers are having a highly favorable attitude towards Continues and Comprehensive Evaluation (CCE).

The reviewed studies show that teachers' attitudes and awareness are central to the effective implementation of continuous assessment practices. However, limited empirical work in Guwahati city has examined these attitudes in relation to the changing national assessment discourse. The present study therefore retains its empirical focus on teachers' attitudes towards CCE while locating the findings within NEP 2020's wider vision of competency-based, formative and holistic assessment. This provides scope for interpreting established CCE-related attitudes as an indicator of the enabling conditions and professional-development requirements for contemporary assessment reform.

NEP 2020 and the Transformation of School Assessment:

NEP 2020 proposes a fundamental change in the purpose and practice of school assessment. Assessment is expected to be regular, formative and competency-based; to promote learning and development; to assess higher-order capacities such as analysis, critical thinking and conceptual clarity; and to provide feedback for improving teaching-learning processes. The Policy also envisages a holistic, 360-degree progress card reflecting the uniqueness and progress of each learner across multiple domains, with scope for self-assessment, peer-assessment and varied classroom evidence. PARAKH, established within NCERT as the national assessment centre, further supports standards, norms and guidelines for competency-based and holistic assessment. These developments

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make teachers' assessment literacy, attitudes and classroom practices central to successful policy implementation. The present study's evidence on attitudes towards CCE is therefore interpreted as a relevant empirical lens for understanding the transition from continuous and comprehensive evaluation towards the broader competency-based and holistic assessment framework of NEP 2020.

Objectives of the Study:

In the context of the assessment reforms envisaged under NEP 2020, the objectives of this research were:

To study the level of attitude of secondary school teachers towards Continuous and Comprehensive Evaluation and interpret its relevance to the formative and holistic assessment orientation of NEP 2020.

To compare the attitude of male and female secondary school teachers towards the student-related, teacher-related and process-related aspects of Continuous and Comprehensive Evaluation, with reference to the learner-centred assessment principles emphasized in NEP 2020.

Hypotheses of the Study:

Based on above mentioned objective no. 2, the following hypotheses are framed for this research-

There is no significant difference in the attitude of male and female teachers towards student aspects in continuous and comprehensive evaluation.

There is no significant difference in the attitude of male and female teachers towards teacher aspects in continuous and comprehensive evaluation.

There is no significant difference in the attitude of male and female teachers towards process aspects in continuous and comprehensive evaluation.

There is no significant difference in the attitude of male and female teachers towards continuous and comprehensive evaluation.

PLAN AND PROCEDURE:

Selection of Research Method:

This research study falls under the descriptive survey method. It is descriptive because it describes the present phenomenon of the attitude of teachers towards continuous and comprehensive evaluation. All the required data is also collected through field surveys. Hence, the descriptive survey method is employed in this study.

Sample:

All the teachers of Government and Provincialised secondary schools of Guwahati city of Kamrup (M) district constitute the population of the study. Out of the total schools, two (02) Government and eight (08) Provincialised schools were selected to collect the necessary data from the respondents. There are 546 teachers in these selected schools out of that, 161 teachers were male and 385 teachers were female. Out of this population, 30% of the proportionate sample i.e. 164 teachers (48 male and 116 female) working in government and Provincialised secondary schools of Guwahati city of Kamrup (Metro) district were selected by random sampling method.

Research Tool Used:

In this research study, the standardized tool 'Attitude of teachers towards Continuous and Comprehensive Evaluation' prepared by Dr. Vishal Sood and Dr. (Mrs.) Aarti Anand (2011) was used for the data collection. There are three aspects namely Child related, Teacher related, and Process related in this scale and a total of 48 items are there. The Items are scored in such a way that if the answer to a positive item is 'Strongly Agree', a Score of 5 is given, for 'Agree' option- 4, for 'Undecided'- 3, for "Disagree"-2, and for "Strongly Disagree"-1. In the case of negative items, the above scoring method is entirely reversed. The reliability of this scale is measured by the Split-half method, Test-Retest, and Internal Consistency Technique. And the validity of the scale was established using content validity item validity, Intrinsic validity, Face validity, and Cross validity.

Statistical Support:

Collected data were analyzed by proper statistical techniques viz. Z-score, Mean, Standard deviation, and Critical ratio test.

Delimitation of the Study:

This research study was limited to teachers working in Government and Provincialised secondary schools located in Guwahati city of Kamrup (Metro) district of Assam.

Ethical Approval and Informed Consent

The study was conducted in accordance with accepted ethical principles for educational and social science research. Prior to data collection, the researchers personally approached the selected secondary school teachers and explained the purpose and nature of the study. Informed consent was obtained from all participating teachers before administering the research tool. Participation in the study was entirely voluntary, and the respondents were informed that the information provided by them would be used solely for academic and research purposes.

The researchers personally met the participating teachers for the collection of data and ensured that they had adequate opportunity to understand the purpose of the research and respond to the instrument voluntarily.

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Confidentiality and anonymity of the participants were maintained throughout the study, and no personally identifiable information was disclosed in the analysis, interpretation, or reporting of the findings. The study involved no intervention, experimentation, or procedure posing physical or psychological risk to the participants. The dignity, privacy, and rights of all participants were respected throughout the research process.

DATA ANALYSIS AND INTERPRETATION:

The collected data are analyzed with proper statistical techniques and interpreted in the following way:

Level of Attitude of Secondary School Teachers towards Continuous and Comprehensive Evaluation:

The level of attitude of secondary school teachers towards continuous and comprehensive evaluation is measured by the norms set by the constructors of the scale which is mainly analyzed with the help of the Z-score.

Table 1: Level of Attitude of Male and Female Teachers towards Continuous and Comprehensive Evaluation

Range of Z-Scores	Level of Teachers' Attitude	Total Teachers (164)		Male Teachers (48)		Female Teachers (116)	
		f	%	f	%	f	%
+2.01 and above	Extremely Favourable	9	5.49	3	6.25	6	5.17
+1.26 to +2.00	Highly Favourable	30	18.29	8	16.67	22	18.96
+0.51 to +1.25	Above Average Favourable	47	28.66	15	31.25	32	27.59
-0.50 to +0.50	Average Favourable	66	40.24	19	39.58	47	40.52
-0.51 to -1.25	Below Average Favourable	12	7.32	3	6.25	9	7.76
-1.26 to -2.00	Highly Unfavourable	-	-	-	-	-	-
-2.01 and below	Extremely Unfavourable	-	-	-	-	-	-

It is clear from the results displayed in Table 1 that 5.49%, 18.29%, 28.66%, 40.24%, and 7.32% of total secondary school teachers' attitude towards continuous and comprehensive evaluation is extremely favorable, highly favorable, above average favorable, average favorable and below average favorable respectively. In the case of male teachers 6.25%, 16.67%, 31.25%, 39.58 and 7.32% of teachers' attitude towards continuous and comprehensive evaluation is extremely favorable, highly favorable, above average favorable, average favorable, and below average favorable respectively. Again in female teachers, 5.17%, 18.96%, 27.59%, 40.52%, and 7.76% of teachers' attitude towards continuous and comprehensive evaluation is extremely favorable, highly favorable, above average favorable, average favorable, and below average favorable respectively.

Comparison of Attitude of Secondary School Teachers in the aspect of Student/Teacher/Process in Continuous and Comprehensive Evaluation

The attitude of secondary school teachers towards continuous and comprehensive evaluation is measured in terms of three aspects stated in the tool viz. student, teacher, process, and overall in the following way:

Table 2: Gender wise Mean, S.Ds. and Critical Ratio for Different Aspects of Attitude towards Continuous and Comprehensive Evaluation of Secondary School Teachers

Aspects	Group	Number	Mean	Standard Deviation	Critical Ratio	Remarks
Student related	Male	48	78.06	10.91	0.26	NS
	Female	116	78.46	7.95		
Teacher related	Male	48	44.94	4.80	1.88	NS
	Female	116	43.26	4.13		
Process related	Male	48	49.50	5.78	1.57	NS
	Female	116	50.77	4.21		
Overall attitude	Male	48	181.12	14.39	1.28	NS
	Female	116	178.58	10.14		

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NS= Not significance

It is clear from the results displayed in Table 2 that the values of critical ratio obtained for male and female teachers in student/teacher/process aspects as well as the overall attitude of continuous and comprehensive evaluation are 0.26, 1.88, 1.57, and 1.28 respectively at 162 degrees of independence at 0.05 levels of significance. These critical ratio values are less than 1.98. Therefore, the hypotheses made based on the above results, that 'there is no significant difference in the attitude of male and female teachers towards student aspects in continuous and comprehensive evaluation', 'there is no significant difference in the attitude of male and female teachers towards teacher aspects in continuous and comprehensive evaluation', 'there is no significant difference in the attitude of male and female teachers towards process aspects in continuous and comprehensive evaluation' and 'there is no significant difference in the attitude of male and female teachers towards continuous and comprehensive evaluation' are accepted.

Findings and Discussion in the Context of NEP 2020:

The major findings are interpreted below in relation to the assessment reforms envisaged under NEP 2020:

The attitude of secondary school teachers towards continuous and comprehensive evaluation implemented in secondary schools was found to be favorable as a maximum number of teachers' attitude levels are under average favorable, above average favorable, highly favorable, and extremely favorable categories.

Both male and female teachers demonstrated a favourable attitude towards CCE. This finding is significant in the context of NEP 2020 because the Policy requires teachers to play a central role in regular formative assessment, competency-based evaluation and the use of feedback to improve learning. A favourable disposition towards continuous and comprehensive assessment principles may provide an enabling foundation for this transition. However, favourable attitude alone should not be treated as evidence of full preparedness for NEP 2020, since competency-based assessment also requires teachers to design authentic tasks, assess higher-order skills, use rubrics and varied evidence, provide developmental feedback, and interpret assessment information for pedagogic improvement.

No significant difference was found in the attitude of male and female teachers towards the student-related aspect, teacher-related aspect, process-related aspect, and overall attitude of continuous and comprehensive evaluation implemented in secondary schools of Guwahati city of Kamrup (M), Assam.

The absence of significant gender differences across student-related, teacher-related, process-related and overall attitude suggests that receptiveness to CCE principles is broadly shared among the male and female teachers in the sample. From an NEP 2020 perspective, this indicates that professional development for assessment reform need not be differentiated by gender on the basis of these findings. Greater attention may instead be given to teachers' assessment literacy, competency mapping, formative feedback practices, use of self- and peer-assessment, project and portfolio assessment, and the development of holistic progress records. These interpretations should remain within the limits of the study, as the original instrument measured attitudes towards CCE rather than direct knowledge or implementation of NEP 2020.

Educational Implications in the Context of NEP 2020:

Teacher education and in-service professional development should connect teachers' prior understanding of CCE with NEP 2020 concepts such as competency-based assessment, assessment for learning, higher-order thinking, authentic tasks, rubrics and constructive feedback.

School assessment should support holistic development by generating evidence not only of academic achievement but also of competencies, creativity, socio-emotional growth, participation and other dimensions of learner development envisaged through holistic progress reporting.

Teachers should be encouraged to use diverse and innovative assessment practices such as projects, portfolios, inquiry tasks, quizzes, group work, observation, self-assessment and peer-assessment rather than relying predominantly on written tests.

Assessment evidence and student feedback should be used diagnostically to identify learning gaps, plan remedial support and modify teaching-learning processes, thereby strengthening the principle of assessment for learning.

Awareness and orientation programmes for parents and other stakeholders should explain the purpose of competency-based and holistic assessment so that progress is understood beyond marks and examination scores.

Schools should provide adequate assessment resources, exemplars, digital support and sustained mentoring. Capacity building should also familiarize teachers with the Holistic Progress Card and the broader standards and guidance emerging under PARAKH and related NEP 2020 assessment reforms.

CONCLUSION

The study concludes that secondary school teachers in the selected Government and Provincialised schools of Guwahati demonstrate a favourable attitude towards Continuous and Comprehensive Evaluation, with no significant gender differences across student-related, teacher-related, process-related and overall dimensions. Reinterpreted in the context of NEP 2020, these findings are relevant because CCE and the new assessment vision share important principles: continuity of assessment, learner-centred feedback, attention to holistic development

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and the use of evaluation to improve teaching and learning. NEP 2020, however, extends this orientation through a more explicit focus on competency-based assessment, higher-order thinking, assessment for learning and multidimensional progress reporting. The favourable teacher attitudes identified in this study may therefore be regarded as a useful enabling condition, but not as sufficient evidence of readiness for NEP 2020 implementation. Effective transformation will require sustained professional development, practical assessment resources, institutional support and opportunities for teachers to develop competency-based assessment literacy. The study thus highlights the value of building upon teachers' existing acceptance of continuous and comprehensive assessment while strengthening the knowledge and practices required for the assessment culture envisioned by NEP 2020

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As per NEP Course

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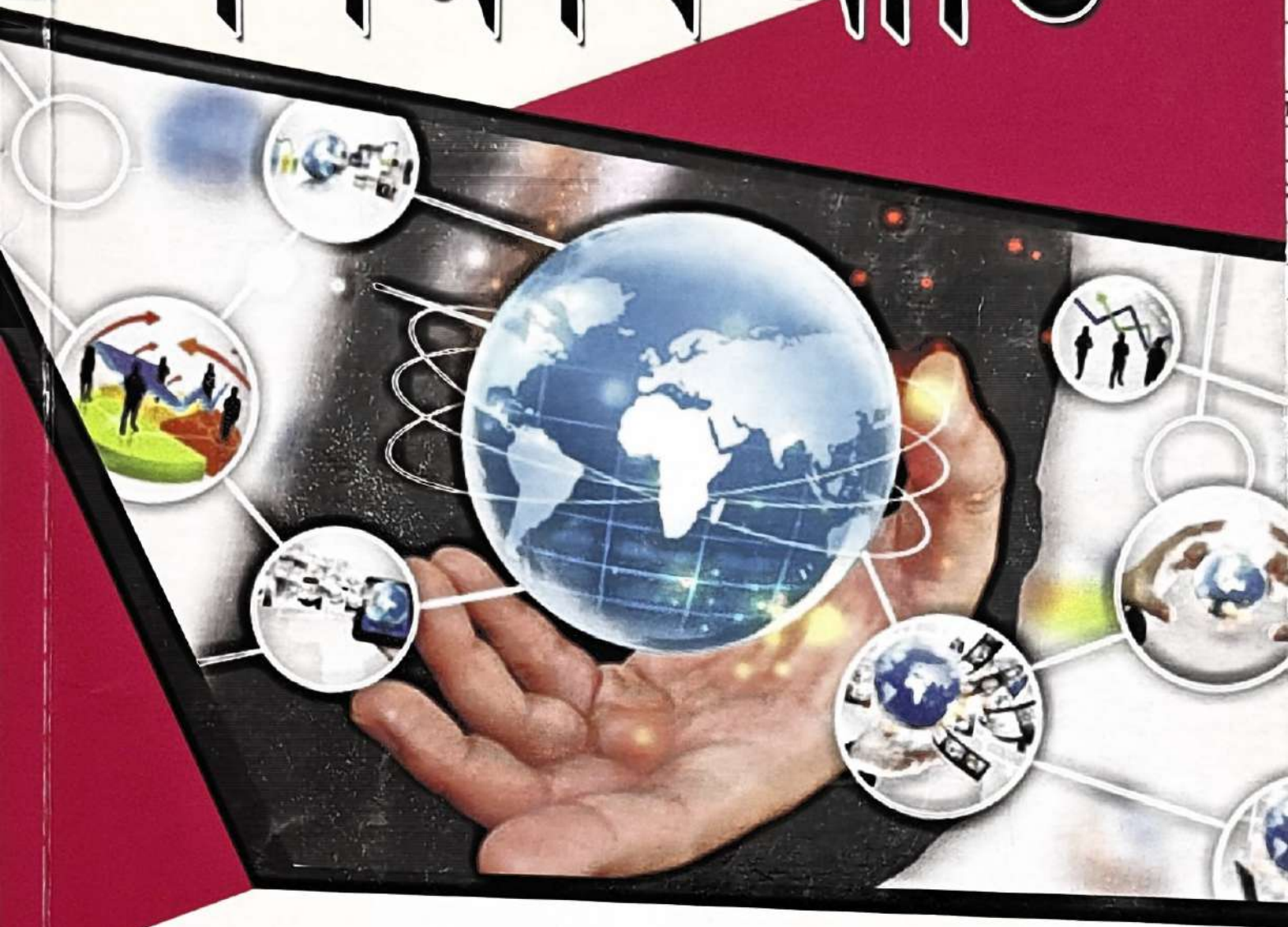

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ড° সোণালী বৰা চহৰীয়া
অপৰাজিতা শর্মা

শা shanti prakashan

Sikshar Niti : A Textbook of Education for 4 years under graduate course, 1st semester of Gauhati University, written by Dr. Utpal Kalita, Dr. Sonali Borah Saharia & Aparajita Sarma and published by Shri Sujit Kanti Bhattacharyya on behalf of **SHANTI PRAKASHAN**, Guwahati.

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পাণবজাৰ, গুৱাহাটী-১

পৰিবেশক ঃ
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প্ৰথম প্ৰকাশ ঃ জুলাই, ২০২৩

অক্ষৰ বিন্যাস ঃ
অৰোৰা ফাইন আৰ্টছ্
বামুনীমৈদাম
গুৱাহাটী-২১

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বামুনীমৈদাম
গুৱাহাটী-২১

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মূল্য ঃ ৩২৫.০০ টকা

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As per NEP Course

শিক্ষণ অনুশীলনৰ দক্ষতা

(Skills on Practice Teaching)



ড° উৎপল কলিতা
ড° ইন্দিৰা শইকীয়া
অপৰাজিতা শর্মা

শা prakashan

SKILLS ON PRACTICE TEACHING : A Textbook of Education for 4 years under graduate course, 1st semester of Gauhati University, written by Dr. Utpal Kalita, Dr. Indira Saikia & Aparajita Sarma and published by Shri Sujit Kanti Bhattacharyya on behalf of **SHANTI PRAKASHAN**, Guwahati.
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নোৱাৰিব

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অক্ষৰ বিন্যাস ঃ
অৰোৰা ফাইন আর্টছ্
বামুনীমৈদাম
গুৱাহাটী-২১

ছপাওতা ঃ অৰোৰা ফাইন আর্টছ্
বামুনীমৈদাম
গুৱাহাটী-২১

ISBN No. 978-93-84466-93-0

মূল্য ঃ ১৭৫.০০ টকা

A Textbook of Education for B. A. 1st Semester (Interdisciplinary Course: EDNIDC-101-3) based on NEP Syllabus under Four Years Undergraduate Degree Programme under Bodoland University, Assam

As per NEP Course

MENTAL HEALTH AND HYGIENE



Dr. Utpal Kalita
Dr. Haimya Gohain

shanti prakashan

Mental Health & Hygiene : A Textbook of Education for B. A. 1st Semester (Interdisciplinary Course: EDNIDC-101-3) based on NEP Syllabus under Four Year Undergraduate Degree Programme under Bodoland University, Assam

First edition : August, 2023.

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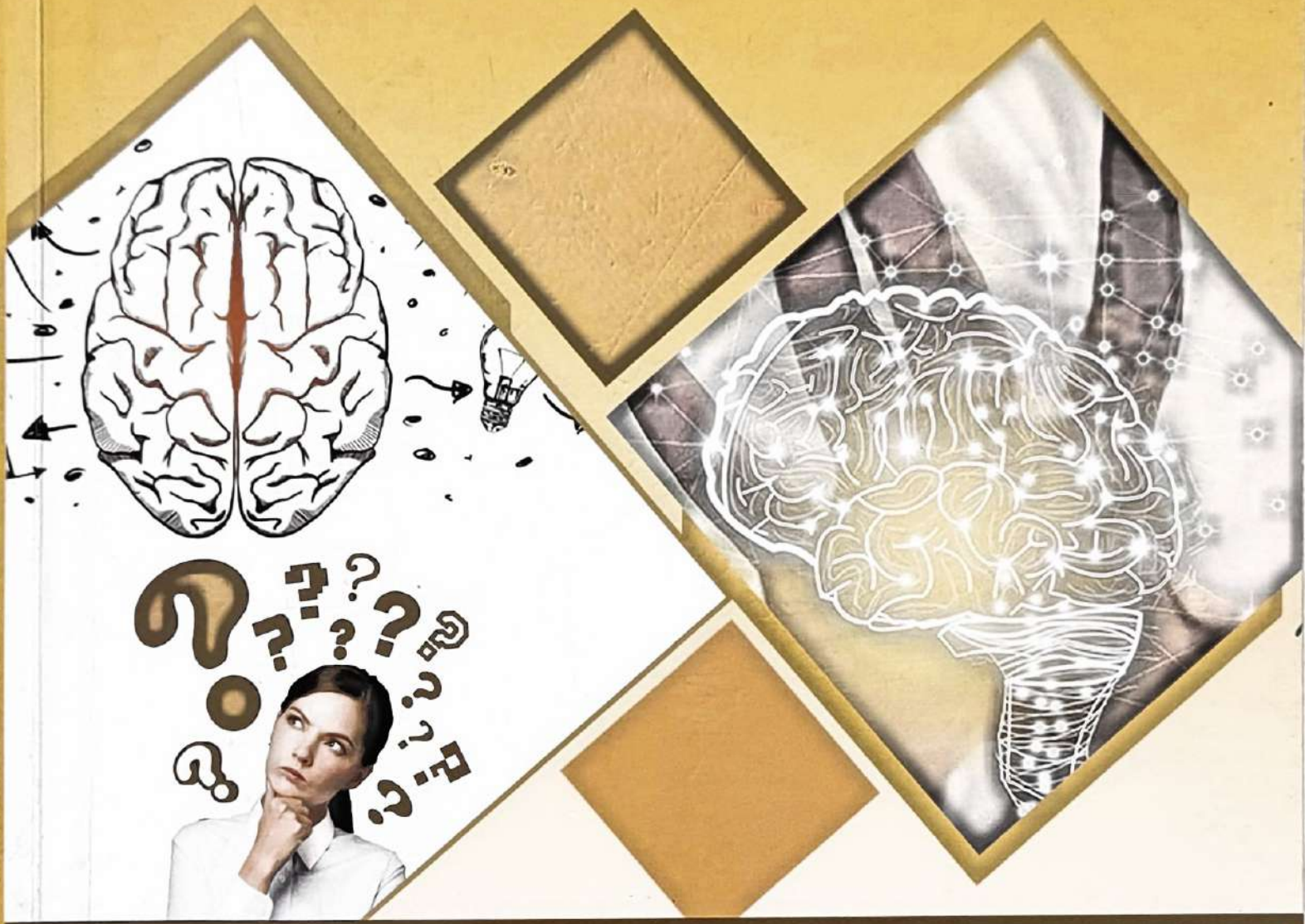
As per NEP Course

শিক্ষা মনোবিজ্ঞান



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ড° সোণালী বৰা চহৰীয়া
অপৰাজিতা শৰ্মা

শা prakashan

Educational Psychology : A Textbook of Education for BA 2nd Semester based on NEP Syllabus un Four Year Undergraduate Degree Programme of Gauhati University, written by Dr. Utpal Kalita, Dr. Sonali Bora Sahariya & Aparajita Sharma, and published by Shri Sujit Kanti Bhattacharyya on behalf of **SHANTI PRAKASHAN**, Guwahati. Price : Rs.350/-only.

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কৰিব নোৱাৰিব

প্রথম প্রকাশ ঃ জানুৱাৰী, ২০২৪

অক্ষৰ বিন্যাস ঃ
অৰোৰা ফাইন আর্টছ্
বামুণীমৈদাম, গুৱাহাটী-২১

ছপাওতা ঃ অৰোৰা ফাইন আর্টছ্
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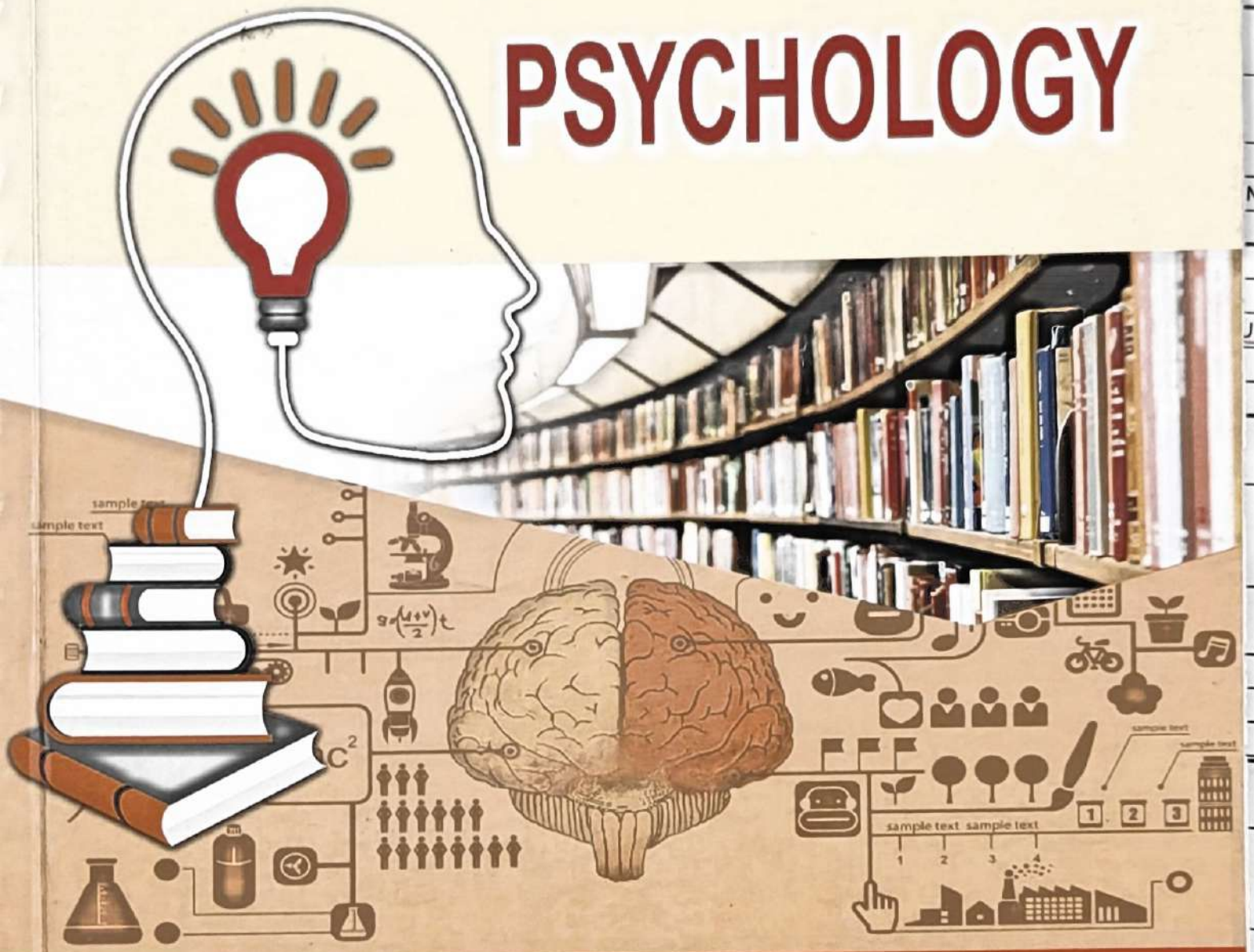
ISBN No. 978-81-19829-38-5

মূল্য ঃ ৩৫০.০০ টকা

A Textbook of Education for B. A. 2nd Semester based on NEP Syllabus under Four Year Undergraduate Degree Programme of Gauhati University

As per NEP Course

EDUCATIONAL PSYCHOLOGY



Dr. Utpal Kalita
Dr. Haimya Gohain

shanti prakashan

Educational Psychology : A Textbook of Education for B. A. 2nd Semester based on NEP Syllabus under Four Year Undergraduate Degree Programme of Gauhati University, Assam

First edition : January, 2024. **Price : Rs.350/-only.**

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As per **NEP Course**

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শিক্ষা সমাজবিজ্ঞান

(EDUCATIONAL SOCIOLOGY)



ড° উৎপল কলিতা

শা shanti prakashan

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প্রতিলিপি অথবা নকল কৰিব
নোৱাৰিব

প্রথম প্রকাশ ঃ জুন, ২০২৪

ছপাশাল ঃ
ছানবিম, ১ শংকৰদেৱ পথ,
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মূল্য ঃ ২৫৫.০০ টকা

As per NEP Course

A Textbook of Education for B. A. 3rd Semester based on NEP 2020 Syllabus under Four Year Under Graduate Programme of Gauhati University

EDUCATIONAL SOCIOLOGY



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DR. UTPAL KALITA

shanti prakashan

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জীৱন দক্ষতা শিক্ষা

(LIFE SKILLS EDUCATION)



ড° উৎপল কলিতা
ড° সোণালী বৰা চহৰীয়া
ড° অপৰাজিতা শৰ্মা

শাকুন্তল প্ৰকাশন
Shakuntal Prakashan

Jeevan Dakshata Shiksha : A Textbook of Education for Four Years Under Graduate Programe 3rd semester Gauhati University, written by Dr. Utpal Kalita, Dr. Sonali Bora Saharia & Dr. Aparajita Sarma and & published by Shri Sujit Kanti Bhattacharyya on behalf of **SHANTI PRAKASHAN**, Guwahati.

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উত্তৰ গুৱাহাটী, শিলসাকোঁ
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মূল্য ঃ ১৫০.০০ টকা

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শৈক্ষিক দৰ্শন

(Educational Philosophy)



ড° উৎপল কলিতা
ড°ইন্দিৰা শইকীয়া
সুমন বৰ্মন

pratiksha prakashan

Saikshik Darsan : A Textbook of Education for Four Years Under Graduate Programe 4th semester Gauhati University, written by Dr. Utpal Kalita, Dr. Indira Saikia & Suman Barman and published by Shri Sujit Kanti Bhattacharyya on behalf of **SHANTI PRAKASHAN**, Guwahati.

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নোৱাৰিব

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দ্বিতীয় প্রকাশ ঃ জানুৱাৰী, ২০২৬

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পিন-৭৮১০৩০

ছপাওতা ঃ
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ভাস্কৰ নগৰ, গুৱাহাটী- ২১

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মূল্য ঃ ২৯৫.০০ টকা

As per NEP Course

নির্দেশনা আৰু পৰামর্শদান

(Guidance and Counselling)

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ড° উৎপল কলিতা





শা prakashan

Nirdesana Aaru Paramarsha Dan : A Textbook of Education for Four Years Under Graduate Programe 4th semester Gauhati University, written by Dr. Utpal Kalita published by Shri Sujit Kanti Bhattacharyya on behalf of **SHANTI PRAKASHAN**, Guwahati.

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পানবজাৰ, গুৱাহাটী-৭৮১০০১

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নোৱাৰিব

প্ৰথম প্ৰকাশ ঃ জানুৱাৰী, ২০২৫

অক্ষৰ বিন্যাস ঃ
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উত্তৰ গুৱাহাটী, শিলসাকোঁ
পিন-৭৮১০৩০

ছপাওতা ঃ
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বামুনীমৈদাম, গুৱাহাটী-২১

ISBN No. 978-81-19829-50-7

মূল্য ঃ ২৫০.০০ টকা

As per NEP Course

ৰাষ্ট্ৰীয় শিক্ষা নীতি, ২০২০ (NEP, 2020) ৰ আধাৰত গুৱাহাটী বিশ্ববিদ্যালয়ৰ চাবি বছৰীয়া স্নাতক পাঠ্যক্ৰম (FYUGP) ৰ শিক্ষা বিষয়ৰ চতুৰ্থ ষান্মাসিক শ্ৰেণীৰ বাবে যুগুত কৰা গ্ৰন্থ

মানৱ অধিকাৰ, মূল্যবোধ আৰু শান্তি শিক্ষা

(Human Rights, Value and Peace Education)

ড° উৎপল কলিতা
ড° সোণালী বৰা চহৰীয়া
ড° অপৰাজিতা শৰ্মা
ড° দীপান্বিতা চহৰীয়া

প্ৰকাশ

Manab Adhikar, Mulyabodh aaru Santi Siksha : A Textbook of Education for Fo
Years Undergraduate Programme, 4th semester Course of Guahati University, written by D
Utpal Kalita and Dr. Sonali Bora Sahariah, Dr. Aparajita Sarma, Dr. Dipannita Sarma and pu
lished by Shri Sujit Kanti Bhattacharyya on behalf of **SHANTI PRAKASHAN**, Guwahati.
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প্ৰথম প্ৰকাশ ঃ ফেব্ৰুৱাৰী, ২০২৫

অক্ষৰ বিন্যাস ঃ
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উত্তৰ গুৱাহাটী, শিলসাকোঁ
পিন-৭৮১০৩০

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বামুনীমৈদাম, গুৱাহাটী-২১

ISBN No. 978-81-19829-42-2

মূল্য ঃ ২৯৫.০০ টকা

As per NEP Course

গুৱাহাটী বিশ্ববিদ্যালয়ৰ স্নাতক মহলাৰ চাৰিবছৰীয়া পাঠ্যক্ৰমৰ
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শিক্ষাত উন্মেষিত বিচাৰ্য বিষয়

(EMERGING ISSUES IN EDUCATION)



ড° উৎপল কলিতা
সুমন বৰ্মন
ড° সমীৰণ কলিতা

শা prakashan

Sikshat Unmesita Bicharya Bisay : A Textbook of Education for 3 Years B.A. course, 5th semester of Gauhati University, written by Dr. Utpal Kalita, Suman Barman and Dr. Samiran Kalita and published by Shri Sujit Kanti Bhattacharyya on behalf of **SHANTI PRAKASHAN**, Guwahati.

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নোৱাৰিব

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ISBN No. 978-81-19829-12-5

মূল্য ঃ ২৯৫.০০ টকা

As per NEP Course

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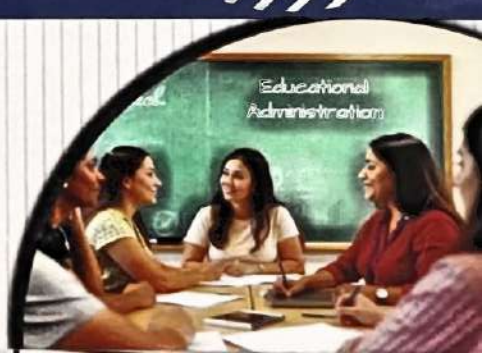
শৈক্ষিক ব্যৱস্থাপনা
(EDUCATIONAL MANAGEMENT)



ড° উৎপল কলিতা
ড° সোনালী বৰা চহৰীয়া

শা prakashan



Saikshik Byabasthapana : A Textbook of Education for 4 Years FYUGP, 3rd semester written by Dr. Utpal Kalita, Dr. Sonali Borah Saharia and published by Shri Sujit Kanti Bhattacharyya on behalf of **SHANTI PRAKASHAN**, Guwahati.

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অংশৰে যিকোনো ধৰণৰ
প্ৰতিলিপি অথবা নকল কৰিব
নোৱাৰিব

প্ৰথম প্ৰকাশ ঃ জুলাই, ২০২৫

অক্ষৰ বিন্যাস ঃ
আৰ. চি., ডি.টি.পি. চেণ্টাৰ
উত্তৰ গুৱাহাটী, শিলসাকোঁ
পিন-৭৮১০৩০

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ISBN No. 978-81-19829-15-6

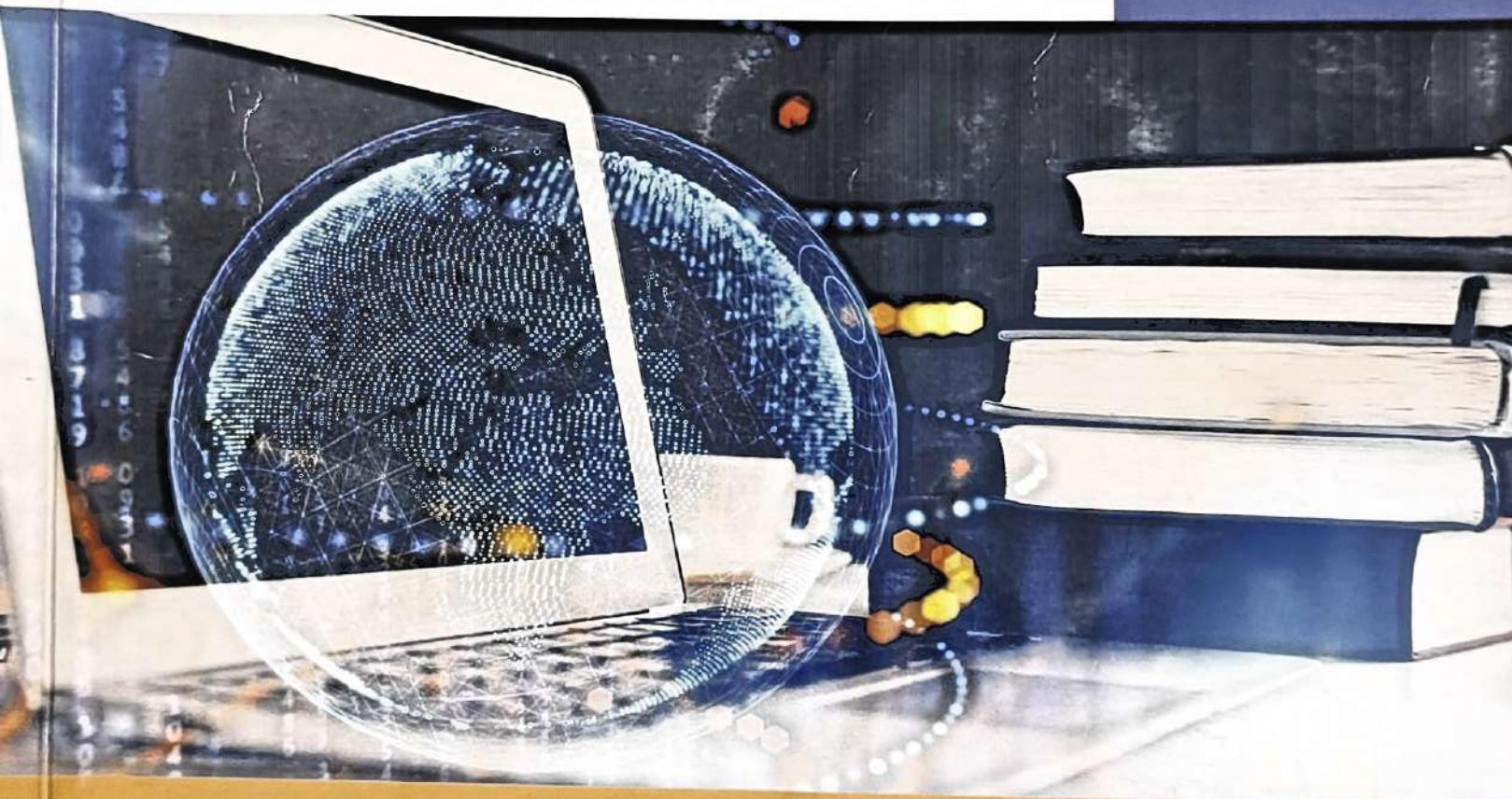
মূল্য ঃ ২৯৫.০০ টকা

As per NEP Course

ৰাষ্ট্ৰীয় শিক্ষানীতি, ২০২০ অনুসৰি গুৱাহাটী বিশ্ববিদ্যালয়ৰ চাৰিবছৰীয়া স্নাতক পাঠ্যক্ৰমৰ আধাৰত শিক্ষা বিষয়ৰ পঞ্চম ষান্মাসিক শ্ৰেণীৰ বাবে প্ৰণীত

শৈক্ষিক প্ৰযুক্তিবিজ্ঞান

(EDUCATIONAL TECHNOLOGY)



ড° উৎপল কলিতা
ড° ইন্দিৰা শইকীয়া

শা prakashan

Saikshik Prajuktibignan : A Textbook of Education for Four Years Undergraduate course, 5th Semester Major course of Gauhatu University, written by Dr. Utpal Kalita and Dr. Indira Saikia and published by Shri Sujit Kanti Bhattacharyya on behalf of **SHANTI PRAKASHAN**, Guwahati.

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প্ৰতিলিপি অথবা নকল কৰিব
নোৱাৰিব

প্ৰথম প্ৰকাশ ঃ জুলাই, ২০২৫

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পৰিৱেশ শিক্ষা

(ENVIRONMENTAL EDUCATION)



ড° উৎপল কলিতা
ড° সোণালী বৰা চহৰীয়া
ড° অপৰাজিতা শৰ্মা

pratyasha

PARIBESH SIKSHA : A Textbook of Education for Four Years Under Graduate Programme, 5th Semester (Major) course of Gauhati University, written by Dr. Utpal Kalita, Dr. Sonali Borah Saharia, Dr. Aparajita Sarma and published by published by Shri Sujit Kanti Bhattacharyya on behalf of **SHANTI PRAKASHAN**, Guwahati.

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প্ৰতিলিপি অথবা নকল
কৰিব নোৱাৰিব

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অক্ষৰ বিন্যাস ঃ
ৰুবুল ডেকা
এন. এ, ডিজাইন

ছপাওতা ঃ অৰোৱা ফাইন আর্টছ্
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ISBN No. 978-81-19829-80-4

মূল্য ঃ ২২৫.০০ টকা

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মানসিক স্বাস্থ্য আৰু স্বাস্থ্যবিজ্ঞান

(Mental Health and Hygiene)

ড° উৎপল কলিতা
ড° জাহ্নৱী লহকৰ বৰুৱা
সুমন বৰ্মন

শা prakashan

Manashik Swasthya Aaru Swasthyabijnan : A Textbook of Education for 4 Years B.A. course 6th semester Major written by Dr. Utpal Kalita, Dr. Janhabee Lahkar Baruah and Suman Barman and published by Shri Sujit Kanti Bhattacharyya on behalf of **SHANTI PRAKASHAN**, Guwahati.
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প্ৰতিলিপি অথবা নকল
কৰিব নোৱাৰিব

প্ৰথম প্ৰকাশ ঃ জানুৱাৰী, ২০২৬

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ছপাওতা ঃ
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মূল্য ঃ ২৭৫.০০ টকা

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লিংগ অধ্যয়ন

GENDER STUDIES



ড° উৎপল কলিতা
ড° অপৰাজিতা শর্মা
ড° বর্ণালী ৰাভা
ড° সোনমণি ৰয়
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প্রকাশ

LINGO ADHYAYAN : A Textbook of Education for Four Years Under Graduate Programme, 6th Semester (Major) course of Gauhati University, written by Dr. Utpal Kalita, Dr. Aparajita Sarma, Dr. Barnali Rabha, Dr. Sonmoni Ray, Abinash Neog and published by published by Shri Sujit Kanti Bhattacharyya on behalf of **SHANTI PRAKASHAN**, Guwahati.

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কৰিব নোৱাৰিব

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এন. এ, ডিজাইন

ছপাওতা ঃ
তাজ প্রিণ্টিং প্রেছ
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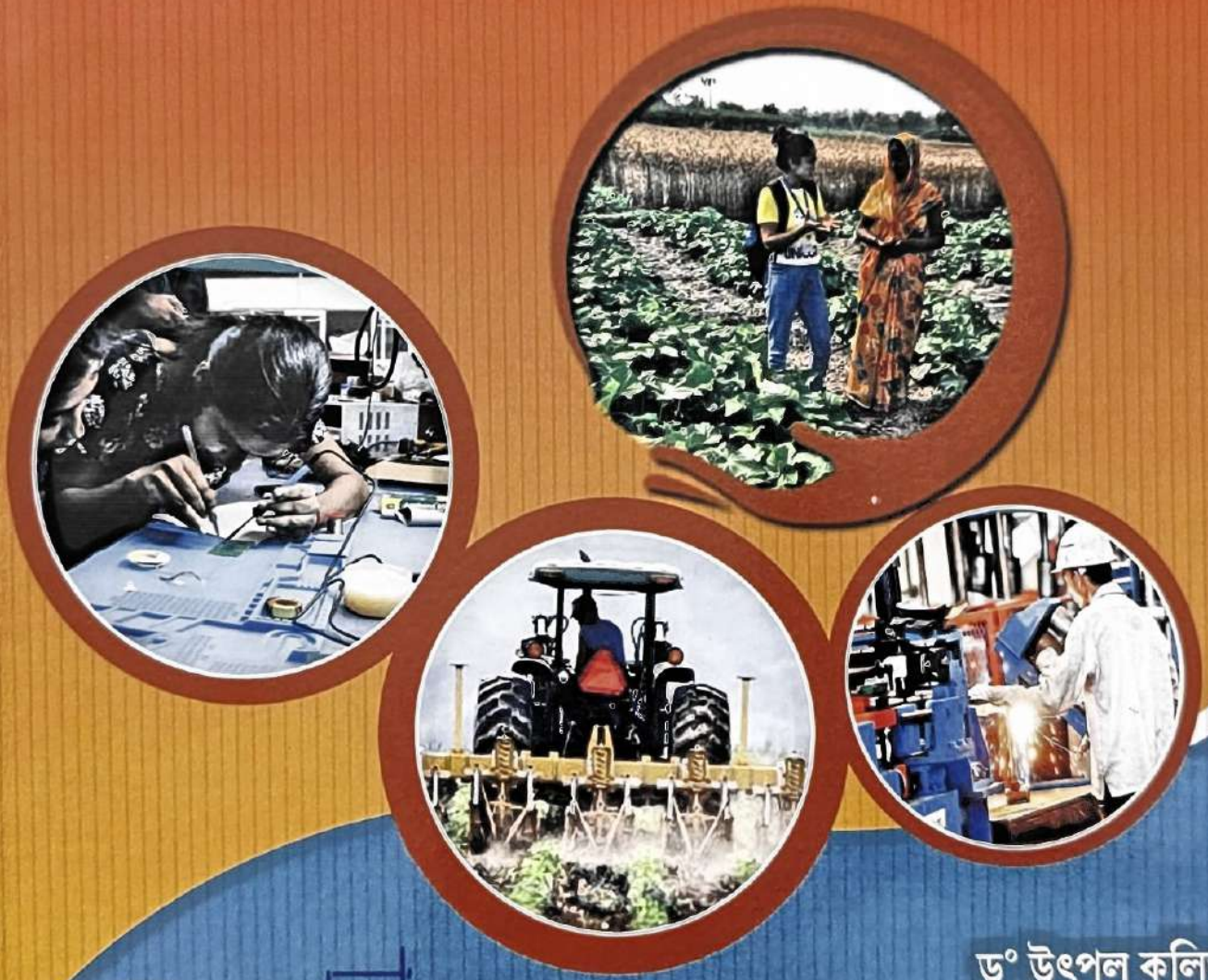

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