Gender and Society

(Vol- III)

Editors
Dr. Lubhawani Tripathi
Dr Abul Foyes Md Malik

Contents

Chapter 1	The Evolution of Feminist Media Criticism from the Second Wave of Feminism to Online Activism/ Ayushi Yadav/9
Chapter 2	Modern Ideas and Challenges in Gender Fairness/ Bibieta Nunisa/18
Chapter 3	Empowering Women: Gandhi's Legacy and Vision/ Hemanta Borah/24
Chapter 4	A Study on Perception of Married Women towards Domestic Violence in the Tribal areas of Bihpuria and Narayanpur Block of Lakhimpur District, Assam/ Dr Ishmirekha Handique Konwar, Sudeshna Paul, Kalpana Sarkar/32
Chapter 5	Development of Rural Women through Accessing Education: A Case Study in Kakojan, Jorhat/ Mallika Monjuri Saikia/40
Chapter 6	Unraveling Gender Violence and Patriarchy in Chimamanda Ngozi Adichie's Purple Hibiscus/ Mintu Kumar Konch/52
Chapter 7	A Dichotomous Women's Struggle: Juggling between Personal and Professional/ Mudang Onju/57
Chapter 8	Feminism and Its Evolution/ Munme Baruah/55
Chapter 9	Her Trauma and "My Husband Disease"/ Palash Nath/74
Chapter 10	Education and Gender Equality/ Pankoj Borman/79
Chapter 11	Influence of Media on Gender Stereotype/ Prarthana Devi/87
Chapter 12	Dismantling Heteronormative Society through South Korean Gender-Neutral Fashion/ Sangeeta Boruah/95
Chapter 13	Offences Relating to Marriage and Indian Laws-A Birds' Eye View/ Dr. Sanjay Dutta/101
Chapter 14	Chasing their Dreams: An Analysis of "The Hyenas and Coach Number One" in The Black Magic Women/ Sumi Bora/107
Chapter 15	Gender and Media/ Uddipta Majumder/114
Chapter 16	Press, Society and Gender: The Vernacular Print Media of Banaras during Nineteenth Century/ Dr. Vinod Kumar/120
Chapter 17	Gender-Based Violence and Its Impact on Society/ Ankita Goswami/129

17

Gender Based Violence and Its Impact on Society

Ankita Goswami

Introduction

The term violence means the behaviour which harms or damages somebody or something. Violence has a long lasting effect on survivors and their families. Impacts can range from physical harm to long-term emotional distress to the victims. Violence is relatively common type of human behaviour that occurs throughout the world. Violence has a number of negative effects on those who witness or experience it.

Gender-based violence refers to any type of harm that is perpetrated against a person or group of people because of their factual or perceived sex, gender, sexual orientation and/or gender identity.

Gender-based violence is based on an imbalance of power and is carried out with the intention to humiliate and make a person or group of people feel inferior and/ or subordinate. This type of violence is deeply rooted in the social and cultural structures, norms and values that govern society, and is often perpetuated by a culture of denial and silence. Gender-based violence can happen in both the private and public spheres and it affects women disproportionately. Gender-based violence is a global problem that affects women and girls of all races, colors, and creeds. It occurs across all socioeconomic and cultural backgrounds, and in many societies.

Gender-based violence can be sexual, physical, verbal, psychological (emotional), or socio-economic and it can take many forms, from verbal violence and hate speech on the Internet, to rape or murder. It can be perpetrated by anyone: a current or former spouse/partner, a family member, a colleague from work, schoolmates, friends, an unknown person, or people who act on behalf of cultural, religious etc. Gender-

based violence, as with any type of violence, is an issue involving relations of power. It is based on a feeling of superiority, and an Intention to assert that superiority in the family, at school, at work, in the community or in society as a whole.

Causes of Gender – based violence

Gender-based violence, and in particular violence against women, is one of the most pronounced expressions of the unequal power relations between women and men. Statistically, 35% of women around the world have experienced either physical or sexual violence, and often it's because certain conditions make it easy for gender based violence to go unnoticed—or even be encouraged. Some of the causes of gender based violence are:-

1. **Poverty:-** When families are pushed into poverty, harmful practices like child marriages increase. Young girls may be pulled out of education for marriage, to help with domestic tasks or to generate an income. Unemployment and economic distress in the household can increase violence in families
2. **Conflict and war:-**Rising numbers of conflicts globally are driving an increase in conflict-related sexual violence. Without the rule of law, conflict related sexual violence is often carried out with impunity. Other forms of these kind of violence include sexual slavery, forced prostitution, forced pregnancy, forced abortion, enforced sterilization, forced marriage and other forms of sexual violence.
3. **Stress in the home:-**Intimate partner violence is the most common form of violence women experience in humanitarian settings. IRC research suggests that intimate partner violence and child maltreatment and abuse occur more frequently when families experience an inability to meet their basic needs, alcohol and substance abuse and inconsistent income.
4. **Harmful gender stereotypes and patriarchal cultures:-**Gender stereotypes and cultural norms are often used to justify violence against women: Men are aggressive, controlling, and dominant, while women are docile, meek, and subservient. Or, men are providers and women are their property. These norms can become culturally ingrained attitudes that lead to high rates of abusive relationships, and abusive impulses when a crisis hits. Some of these cultural traditions are backed

by religious practices, which codify physical punishment of women or the idea of girls as the property of their fathers and women of their husbands.

5. **Lack of legal protections:**-In many cases, the reason that so many types of gender based violence are allowed to continue in some countries is because there aren't laws in place to criminalize them, as well as legally codify other rights that would stem gender inequality. According to UN Women, of the 195 nations represented in the UN, roughly 33 have no laws against domestic violence and 48 do not have laws on sexual harassment in the workplace.

Prevention of Gender based violence

- Empowering women and girls across their lifetime bykeeping girls in school, empowering women economically, including women in decision making at leadership level, etc.
- Stop stereotyping men's and women's roles. Social roles and expectations may affect our decisions about relationships. Men are taught that expressing feelings is not "masculine." Examine the social roles and learn ways to express feelings directly and non-violently to create more meaningful interpersonal relationships.
- Work to change attitudes, or questioning gender roles and stereotypes that make gender-based violence acceptable in society. This can be done through organising campaigns, training, peer-to-peer education
- Providing accessible information about what gender-based violence is, about its different forms, possible remedies and existing support measures.
- Awareness raising campaigns and policies to address gender inequality and gender-based violence can also help to raise the importance of the problem in the public eye.

Effects of Gender–based violence on Society

The effects on society of violence against women and girls are both direct and indirect. Gender-based violence negatively impacts the world of work. It is described by many as the most prevalent human rights violation in the world, with at least one in three women globally estimated to have been coerced into sex, physically beaten, or otherwise abused in her lifetime. A national survey conducted in Canada on violence against women reported that 30% of abused married women

could not carry out their daily activities due to the injuries they sustained. Their children who witnessed such abuse were themselves victims of abuse and performed poorly at school. A study of abused women in Managua, Nicaragua, found that abused women earned 46% less than women who did not suffer abuse, even after controlling for other factors that affect earnings. One of the reasons for this was their frequent absenteeism from work as a result of the physical and mental trauma sustained by them. A survey conducted in Nagpur in India found that 13% of working women missed work due to abuse, and this led to a decrease in their earnings. The above examples are just one of the effects of violence and the economic impact on global society. Social and economic fall out from it can lead to a loss of livelihood and increased gender inequalities in the long term. Reporting or seeking services for GBV can lead to furtherthreats of violence, social stigma and ostracization. GBV is also a key barrier to womenand girls accessing other life saving services, such as food, shelter and healthcare.

Conclusion

Gender-based violence has become a serious cause of global common concern for all. In fact, it can be considered as one of the most pervasive international human rights violations in the world. As an evil crime against women, gender based violence needs to be stamped out through a concerted timely process. Real and lasting change to end violence against women and girls needs to be grounded at the community level, where acts of abuse occur and where women should be able to demand their rights to justice, protection and support. Involving men and boys in actions to prevent and respond to violence against women is critical in finding a meaningful solution.

Works Cited

- Gender based violence, www.worldbank.org
- Violence against women https://medicamondiale.org
- Why gender based violence is a problem https://www.coe.in

******

NEP 2020

Implementations and Challenges-I

Edited by
Dr. Asadullah Khan
Dr. Abul Foyes Md Malik

THINK PEN

THINK PEN PUBLICATION
Under Sarv Bhasha Trust
www. sarvbhasha. in

INDEX

• Editorial		11
Chapter-1	Features, Objectives and Role of Teachers in view of NEP 2020 : *Abdulla Hussain Laskar*	13
Chapter-2	Reimagining Teacher Education: Roadmap of NEP 2020 : *Abinash Neog*	22
Chapter-3	Adult Education and Lifelong Learning : *Anamika Bora*	*29*
Chapter-4	Gender Inclusivity in NEP 2020: A Critical Analysis : *Anamika Patowary*	36
Chapter-5	A Comparative Study between the National Education Policy 2020 and the Constitutional Rights for Women in Empowering Women Education and Promoting Gender Equality in India : *Anannya Hazarika*	47
Chapter-6	Role of Teachers And Professionals In NEP 2020 : *Dr. Anjani Kumari Singh*	57
Chapter-7	Teacher Education & NEP 2020: *Ankita Goswami*	62
Chapter-8	Entrepreneurship, Research and Innovation: NEP 2020 : *Ayushmita Bora*	67
Chapter-9	Impact of NEP 2020: Implementation and Challenges for Higher Education in India : *Babuli Chandra Nayak*	75

7

Teacher Education & NEP 2020

• *Ankita Goswami*

Introduction

NEP 2020 is the first education policy of the 21st century and the successor to its 34-year-old National Policy on Education (NPE) in 1986. NEP 2020 is based on Draft National Education Policy, 2019. Dr. K. Kasturirangan was the Chairperson for the purpose. The NEP system aims to offer essential value to all levels of education, from school to higher education levels. It follows an academic reformation model that will take hold of the existing education system and raise it to higher levels. The system is developed and published with the view that all elements of education and academic branches should receive value and the brightest prospects when it comes to dealing with core features. These include quality, affordability, equity, access and accountability.

The primary aim of the NEP system is to raise the standards of efficient teacher training, reforms in the existing examination process, childhood care at an early stage and remodeling of the regulatory framework policies in the education system. NEP also intends to create value for factors like public investment in education, setting up of National Education Commission (NEC) , strengthened use of technology and vocational/ adult education provision schemes.

Teachers are the frontline providers of quality education and considered to be the most vital single factor in the system of education. But the quality of training, recruitment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the standards where it could be. The high respect for teachers and the high status of the teaching profession must be revived and restored for the very best to be inspired to enter the

7

Teacher Education & NEP 2020

• *Ankita Goswami*

Introduction

NEP 2020 is the first education policy of the 21st century and the successor to its 34-year-old National Policy on Education (NPE) in 1986. NEP 2020 is based on Draft National Education Policy, 2019. Dr. K. Kasturirangan was the Chairperson for the purpose. The NEP system aims to offer essential value to all levels of education, from school to higher education levels. It follows an academic reformation model that will take hold of the existing education system and raise it to higher levels. The system is developed and published with the view that all elements of education and academic branches should receive value and the brightest prospects when it comes to dealing with core features. These include quality, affordability, equity, access and accountability.

The primary aim of the NEP system is to raise the standards of efficient teacher training, reforms in the existing examination process, childhood care at an early stage and remodeling of the regulatory framework policies in the education system. NEP also intends to create value for factors like public investment in education, setting up of National Education Commission (NEC) , strengthened use of technology and vocational/ adult education provision schemes.

Teachers are the frontline providers of quality education and considered to be the most vital single factor in the system of education. But the quality of training, recruitment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the standards where it could be. The high respect for teachers and the high status of the teaching profession must be revived and restored for the very best to be inspired to enter the

profession, for teachers to be well motivated and empowered to innovate, and for education to therefore reach the heights and levels that are truly required to ensure the best possible future for our children and our nation. In order to ensure quality in learning, it has become imperative to prepare teachers to face the challenges of the dynamic society and impart quality education. The quality and excellence of the entire process of teacher education lie in its appropriateness of design, effectiveness of curriculum, soundness of structure, efficiency of transactional modes, appropriate integration of technology and above all its continuous commitment to meaningful research and innovation.

The Justice Verma Commission report, 2012 (JVC, 2012) set up by the Supreme Court to study the state of teacher education and the functioning of the National Council of Teacher Education (NCTE) have identified vast gaps in current perspectives and aspirations for education and the situation of teacher education institutions in several of the states put forward the major challenges before the nation to reflect and find out the way forward on the teacher education.

The National Education Policy 2020 has addressed the issues and concerns of Teachers and Teacher Education and made recommendations to ensure quality teachers at all levels of school education, their improved service conditions, career management, professional development, etc.

Pre-service and In-service teacher education

Teacher education will gradually be moved into multidisciplinary colleges and universities by 2030. The NEP, 2020 recommended introduction of 4-year integrated B. Ed. as a dual-major holistic Bachelor's degree, in Education as well as a specialized subject and will be offered in multidisciplinary Institutions/ Universities by 2030. Apart from this programme, policy has also suggested the introduction of a 2-year B. Ed. programme for students who have already received a Bachelor's degree in a specialized subject and a 1-year B. Ed. for candidates who have received a 4-year undergraduate degree in a specialized subject or a post-graduation in school subject who wish to become subject teacher in that specialty.

For subject teaching for children with disabilities/ divyang children at the Middle and Secondary school level,

specializations will be offered during or after pre-service teacher preparation with greater synergy between the course curriculum of NCTE and RCI.

To ensure that truly excellent students enter the teaching profession especially from rural areas, a large number of merit-based scholarships shall be instituted across the country for the students studying in 4-year integrated B. Ed. programme. To ensure objective and transparent selection of excellent and efficient candidates in the teaching profession, policy also recommends a common entrance test at national level for admission to all Institutions of Education. It shall be through suitable subject and aptitude tests conducted by the National Testing Agency (NTA) , and shall be standardized keeping in view the linguistic and cultural diversity of the country.

In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives, these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/ DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time. A National Mission for Mentoring shall be established, with a large pool of outstanding senior/ retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/ professional support to university/ college teachers.

Continuous Professional Development:

In acknowledgment of the evolving nature of the world and education, NEP 2020 introduces Continuous Professional Development (CPD) in teacher training initiatives. Teaching is framed as a lifelong journey of learning, necessitating regular training programs, workshops, and opportunities for educators to remain updated with the latest educational practices, technological advancements, and subject matter expertise.

The collaborative spirit of NEP 2020 is evident in its call for cooperation between central and state governments, education boards, and teacher education institutions. Initiatives

like the UGC's Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching exemplify this collaborative effort.

Providing Quality Teachers in the School System while ensuring their Stability

The policy recommends that for ensuring adequate number of teachers across subjects, teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/ UT governments. The selection of teacher's classroom demonstration or interview will be an integral part apart from TET or NTA test scores. TET will be strengthened to inculcate better test material, both in terms of content and pedagogy and will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education in both public and private schools.

For subject teachers, suitable TET or NTA test scores along with a classroom demonstration will be utilized for recruitment. A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. The policy has made suggestions for stopping the harmful practice of excessive teacher transfers and recommended that, it will be conducted through an online computerized system that ensures transparency.

Challenges Faced by Teachers in NEP System

The main challenges faced by teachers in the NEP system are as follows:

- Getting a grasp of the entire syllabus segments is a bit difficult, especially for beginner-level teachers.
- There will be a problem of teacher selection.
- A faulty curriculum is another issue that teachers could face.
- Teacher training programs could be more competent and less compatible.
- If science and technology are not properly used, it could cause harm to the training system.
- It could also be an issue if you stick to traditional teaching methods alone.

- A lack of creative potential might hurt active training programs.
- In some cases, lack of funding or legal troubles poses an issue.
- It could be hard to adapt to changing academic and educational trends.
- Textbook exposure might not be enough for modern education systems.
- Issues could arise related to the delegation of tasks, undertaking of responsibilities and lack of inspiration.

Conclusion

Teacher education has an important contribution to the development of real knowledge, factual information, meaningful learning, positive thinking, quality knowledge, personal cognitive development, attitude, teaching skills development, and various types of life skills. The learning achieved through a skillful teaching process is permanent, practical, and never forgotten. Teacher education is the cornerstone of any level of education, which provides direction to the child to move forward based on his ability and interest according to the immediate time and circumstances. In the National Education Policy 2020, meaningful discussions and initiatives have been taken on the expectations, challenges, and measures to solve them according to the present time in teacher education. Teachers will play an important role in implementing policies related to teacher education and solving challenges and problems. Keeping these things in mind, overall changes will have to be made in teacher education.

Works Cited

- National Education Policy, https:// www. education. gov. in
- NEP 2020: Reforms for teachers and teacher training, https:// www. skoolbep. com
- National Education Policy and Teacher Education, https:// shikshapress. com
- Teacher Education in National Education Policy 2020, https:// www. lingayasidyapeeth. edu. in

Recent Concerns in
Humanities and Social Sciences

(A Research Based Peer Reviewed Book)

Volume II

Edited by:

Md. Aktar Hussain
Simismita Borah
Biman Dutta

Department of Economics
Bir Raghab Moran Government Model College,
Doomdooma

16 Nature and Pattern of Employment among Vocational Trainees in Assam: Evidence from PLFS — 97
Pabitra Borah

17 The Challenges of Political Accountability in India: Structural Issues, Systemic Corruption, and Democratic Resilience — 108
Parvin Sultana

18 Reimagining Higher Education: Integrating English and Indigenous Languages in India's Educational Framework — 114
Mridusmita Gharphalia

19 An Overview of Tribal Migration in India with special reference to Madhya Pradesh, Chhattisgarh and Jharkhand — 119
Sandesh Bandhu, Kunvar Chandra Verma, Anand Kumar & Vishwambhar Nath Sharma

20 National Education Policy-2020 on Equitable and Inclusive Education — 127
Ankita Goswami

21 The Spectrum of Exam Stress: Impacts and Strategies for Mitigation — 130
Dimpi Nath

22 India's Small Car Market: Understanding Consumer Needs and Preferences — 135
Anjan Kumar Bordoloi & Prof. (Dr.) Anil Kumar Sharma

23 Ethnicity and violence with reference to Bodo ethnic assertion — 138
Buddha Dev Basumatary

24 The Role of Media in Shaping Political Discourses and Public Opinion on Minority Communities in India Since 2014 — 143
Safa Ahmad

25 Role of Media in the Politics of Assam — 148
Dr. Nasirul Hoque

26 Mental Health — 152
Dr. Nandeswari Boro

27 Climate Change Impact on Plant Pathogenic Activities: A Review — 157
Nibedita Baruah & Priyakshi Buragohain

28 Teacher Attributes in NEP 2020: Crucial Elements for India — 162
Dr. R.D.Padmavathy & Hima Chetri

29 Evaluating the Status of Welfare Facilities among Labourers in Tea Plantation Sector of Assam — 168
Dr. Yograj Sharma

ISBN: 978-93-93092-86-1

National Education Policy-2020 on Equitable and Inclusive Education

Ankita Goswami
M.A student, department of education, Cotton University, Guwahati

Abstract

An innovative and forward-thinking education policy is essential for every nation, as education plays a crucial role in advancing both economic growth and social development. India's commitment to the global education development agenda is evident in the Sustainable Development Goals established in 2015. As stated in SDG 4: "Provide inclusive and fair access to quality education and encourage lifelong learning opportunities for everyone" by the year 2030. The NEP 2020 aims to close social disparities in access, participation and learning outcomes within school education, and this initiative will be integrated into all education sector development programs. It will lead to a fundamental change in India's education system, transforming it into an enlightened, modern, progressive, and equitable framework.

Keywords: NEP 2020, equitable, inclusive education.

Introduction

NEP 2020 is the first education policy of the 21st century and the successor to its 34-year-old National Policy on Education (NPE) in 1986. NEP 2020 is based on Draft National Education Policy, 2019. Dr. K. Kasturirangan was the Chairperson for the purpose. The NEP system aims to offer essential value to all levels of education, from school to higher education levels. The system is developed and published with the view that all elements of education and academic branches should receive value and the brightest prospects when it comes to dealing with core features. These include quality, affordability, equity, access and accountability.

Every child has the right to access education and they should be given equal opportunities providing quality education. No child at the age group of 6-14 years should be derived to access education on the basis of age, language, ethnicity, poverty, religion, geographic etc. The 86th constitutional amendment in 2000, made education a fundamental right of a child which was inserted in Article-21 (A) of Indian Constitution. In other words, free and compulsory education is to be made reachable to every child in every society across the land without any discrimination. The focus of NEP is on learning how to learn. Less content was taught.

In favour of critical thinking, problem-solving skills, creativity, multidisciplinary, innovative adaptation, and the ability to take in new information in rapidly evolving disciplines. Education ought to be flexible, fun learner centered, inquiry driven, holistically integrated, learner centered, and discussion based. For holistic development, the curriculum needs to cover fundamental humanities, arts, drafts, games, sports, language, literature, culture, values, science, and arithmetic (MHRD, 2006).

The nation of India is democratic. The goals and ideologies of its people are reflected in the constitution. Its residents are assured of justice, freedom, equality, and fraternity. It is equality to treat all people equally. It encourages equity, but it can only function if all parties are starting from the same position and require the same assistance. "Education is the single greatest tool for achieving social justice and equality," according to NEP 2020.

By creating a world-class educational system that is based by Indian culture and values, the NEP seeks to transform India into a knowledge powerhouse. Giving everyone everything they need to succeed is what is meant by equity. By taking into account socioeconomic background and individual needs, it offers educational possibilities to all citizens. Pre- and post-metric scholarships are offered, along with free and high- quality education, rural Navodaya schools, specialized coaching for SC and ST students in university courses, and competitive examination.

The National Educational Policy (NEP), 2020 attempts to address the growing inequality and inequity plaguing country's education system today. Among others, the NEP 2020 recognizes

ISBN: 978-93-93092-86-1

high dropout rates among socio-economic strata and vulnerable minorities. More importantly, there is recognition of barriers that lead to inefficient resource allocations such as small school campuses and causes for lesser participation of the girl child in rural areas. It also recognizes the unmet educational needs of children living in geographically difficult regions. The analysis piece takes a quick tour of key recommendations on inclusive education and records some of the key challenges that the NEP has to take head on.

Highlights of NEP 2020:

- Curriculum and pedagogical structure: This policy reorganized the 10+2 education system and created the 5+3+3+4 curriculum and pedagogical system, which serves students in grades 3 through 8.
- It Is divided into four age groups: basic (ages 3-8), preparatory (ages 7-11), middle (ages 11-14) and secondary (years 14-18).
- Flexible Curriculum: Use a flexible curriculum and teaching approach, project based learning and competency based assessment that take into account each student's aptitude, interests and capacities.
- Equitable and inclusive education learning for all: This policy bridging the social category gaps in access, participation and learning outcomes in school education.
- Financial support for students: Financial assistance shall be available to incentivize merits of students belonging to SC, ST, OBC and SEDG.
- Encouraging multilingualism and cultural diversity: multilingualism gives pupils a wider perspective and a greater awareness of many cultures, as well as improving their community skills. It fosters inclusivity and togetherness among pupils while assisting them in appreciating India's variety.

Socio-Economically Disadvantaged Groups (SEDGs)

The NEP 2020 recognises that certain groups are grossly underrepresented in the existing educational systems. To specially address their educational needs, the NEP has clubbed gender identities, sociocultural identities, geographical identities, disabilities, and socio-economic conditions to create a new social group called SEDGs. The policy bases most of its objectives on creating inclusivity around these groups. As mentioned earlier, these groups have higher dropout rates due to a plethora of reasons, ranging from lack of accessibility for tribal communities (geographic) to historical exclusion of communities from systems of education for the socio-cultural identities categorization. Recognising their special needs, the NEP 2020 recommends a series of policies and schemes such as targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport that have worked in the past to increase enrolment, to create more representation.

Recognition of gendered identities

The NEP 2020 recognises that female and transgender individuals across all the groups and socio-economic categories are the worst affected people. There are plans to implement schemes of giving out bicycles to form cycling groups and creating walking groups to schools to include community participation and make safety nets for these vulnerable students. Further, recognizing critical needs of education of the girl child, the new policy proposes the creation of 'Gender-Inclusion Fund' to create better educational spaces for women and transgender individuals. The fund will be accessible to states to create systems that will help the inclusion of thesestudents. The fund will initiate provisions of sanitation, conditional cash transfers, bicycle distribution schemes, etc. Additionally, funds will also enable states to support and scale up effective community-based interventions that address local context-specific barriers to female and transgender children's access to and participation in education. In this regard, the policy recommends establishment of Kasturba Gandhi BalikaVidyalayas to provide better boarding

facilities for students to tackle geographical barriers to education. Despite these innovative ideas and proposals, the NEP is far from addressing core issues of inclusivity and conversations that are missing in the existing schooling systems. Historically, school curriculums have remained silent on discrimination based on sexual identification and orientation of individuals and specific discrimination that transgender individuals face in workspaces. These individuals are not accorded the basic respect that citizens deserve, and even though there has been a judicial abolishment of Article 377, conversations around identity are still considered a taboo and have led to multiple cases of discrimination in the past against these individuals.

Recognition of individuals with special needs

The policy recognizes children with special needs and believes in incorporating them into the mainstream education systems. It broadly aligns with the objectives of The Rights of Persons with Disabilities (RPWD) Act 2016. The policy also aims to recruit special educators in all school complexes to make sure that teaching is more inclusive and cognizant of the needs of children. Children with benchmark disabilities will be allowed to opt for home schooling and would be provided with skilled home schooling educators so that they can still learn and acquire the best educational facilities. Further, teachers will be trained to identify learning disabilities in children early on and to help children with learning disabilities succeed in education and take care of their mental health. National Assessment Centre, PARAKH will be formulated to create equitable systems of assessment for children with learning disabilities. Alternate models for schooling are proposed to advance this objective.

Need of Equitable and Inclusive Education

The benefits of quality education outweigh those of quantity education. If there are equal educational possibilities, it might be feasible. To provide high- quality education, inclusive education is required. The requirements for inclusive education are as follows:-

Students that get inclusive education are more likely to exhibit tolerance, adaptability, and cooperation. It offers an inclusive atmosphere that makes it simple for students with disabilities to engage in class activities and express their opinions to other students. It encourages parity and justice. It fosters appreciation for everyone's individuality and special contribution to society. It encourages social integration and the development of a feeling of identity. It aids in the learner's self-concept development. Aids in carrying out the obligation under the constitution. It facilitates the achievement of education universalization. It aids in children's development of positive citizenship traits.

Conclusion

An important turning point in the development of Indian higher education is the NEP 2020. It prioritizes quality, equity, and accessibility. It guarantees that postsecondary education turns into a ray of hope for everyone. The success of inclusive education can be attributed to its ability to remove barriers from learning environments, make information easily accessible, improve administrative skills, develop curriculum and evaluation methods, and employ highly qualified teachers. Schools must change their current policies, teaching methods, beliefs, values, and attitudes in order to execute this policy. There will be the establishment of multidisciplinary education and research universities all over the country, similar to the IITs and IIMs. Academic organizations that are both public and private will be subject to the same set of accreditation and control regulations. More will be done to promote online learning so that pupils are better prepared.

References

National Education Policy – http://dsel.education.gov.in

Inclusive Education and NEP 2020- https://www.irjmets.com

Equitable and Inclusive Education through NEP- https://www.bjvm.ac.in

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 03:2024
DOI: 10.5281/zenodo.10868415

TEST ANXIETY AMONG SECONDARY LEVEL STUDENTS: EVIDENCE FROM GUWAHATI CITY OF ASSAM

ANKITA GOSWAMI*
Ex-Student, Department of Education, Cotton University.

Dr. ANGITA SARMAH BORUAH
Assistant Professor, Department of Education, Cotton University, Assam.

Abstract

The present study includes various information regarding the test anxiety among the students of secondary level. Anxiety before taking a test is similar to the anxiety, some people feel before performing in front of an audience. Anxiety about tests and evaluations causes undue stress and distress. Students' degrees of test anxiety are revealed in the present study. The purpose of the research was to learn how many pupils suffer from test anxiety and how those levels vary by gender. Descriptive survey methodology was employed for this investigation. Fifteen boys and fifteen girls (as a sample) were chosen. The "Test Anxiety Scale" developed by Richard Driscoll serves as the standard instrument for data collection. The results of the data analysis show that the majority of students suffer from high levels of test anxiety, with the percentage of anxious girl students being significantly greater than that of anxious boy students.

Key terms: Test Anxiety, Students, Guwahati City, Assam.

INTRODUCTION

Emotion is a crucial part of the human experience and an integral part of the human psyche. Emotions like anger, fear, and worry can become significant roadblocks to progress in life. If we can't get rid of things like these, it will be bad for people's character growth.

Feeling anxious is an emotion. We are all aware of how high our expectations and standards are, and we make an effort to meet them. Anxiety stems from a failure to meet high expectations despite exerting considerable effort. Anxiety and other negative emotions arise when a person struggles to meet his own standards and ultimately concludes that he has no control over the situation.

There are numerous forms of worry that people experience throughout their lives, as described by Joshi (1975). For example, a young child may worry about whether or not his or her needs will be met, while a young adult may worry about his or her ability to find gainful employment or succeed in business.

Depending on the specific anxiety disorder, a wide range of symptoms may be experienced. Concerns about one's future as a student, the amount of work assigned, the cost of education, whether or not one will be accepted to a particular college, how well one will perform academically, and so on are all examples of educational anxiety. They are not equipped to handle tough situations, and as a result, their self-assurance gradually declines.

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 03:2024
DOI: 10.5281/zenodo.10868415

Students typically experience at least some test-related anxiety. Anxiety before taking a test is a sort of performance anxiety, which is a common reaction when the stakes are high.

A headache or stomach-ache is two symptoms of test anxiety. Some test-takers may experience palpitations, perspiration, and a rapid heart rate as they wait for the exam to be administered. While little nervousness or stress may help one perform to his or her full capacity by making him or her feel alert and focused, excessive worry can stifle creative problem solving, induce a pessimistic frame of mind, trigger panic attacks, and negatively impact academic achievement.

Anxiety about tests and evaluations causes undue stress and distress. Many average pupils have had this experience. It's not obscure or hard to grasp. If you stick to a strategy based on sound advice, you can handle it.

In spite of the fact that everyone experiences anxiety, few will ever confess it. Everyone tries to pretend that it doesn't exist and ignore it because they think it is a show of weakness.

Students today experience a plethora of negative emotions due to the intense level of competition. Several high-profile suicides have been reported in the media during exam seasons, making exam anxiety a major public health concern.

The moment has come to give some thought to students in the hopes of relieving their worry and anxiety. Those in the education sector teachers as well as stakeholders have a duty to foster an atmosphere where students treat exams like a celebration of learning.

Need of the Study

Career preparation increasingly takes precedence over general knowledge in today's schools. The educational institutions as a whole serve as a framework through which students are expected to excel. Students' IQs are determined by their performance on a battery of standardized examinations.

Students in such a scenario have to make greater sacrifices for their academic success, and as a result, focus only on improving their test scores to advance in their chosen fields. Consequently, it causes one to feel fear in response to testing circumstances and to have a variety of other undesirable mental, physiological, and emotional responses.

The current educational system has a serious problem with test anxiety that has to be addressed immediately. Students' awareness of their own exam anxiety has been raised by this study.

"This research will help guide recommendations made to the school's faculty, parents, and administration.

Students might also be given advice and strategies for coping with anxiety. Teachers and parents can benefit from advice on how to assist their children cope with anxiety. Then, both educators and parents will have a deeper understanding of their students and children.

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 03:2024
DOI: 10.5281/zenodo.10868415

Followings are the other importance of the study: -

- This study provides information about the level of test anxiety of the students can be known.
- Suicide cases of the students can be stopped.
- Students can become free from frustration, depression and stress.
- Students can become able to understand the real importance of examination that it is only an art to express their mental ability and thoughts.

Objectives of the Study

1. To investigate the levels of test anxiety among the students.
2. To study the levels of test anxiety on the basis of gender.

Method Used

To conduct the present study, the Descriptive Survey Method was selected as the complete data collection procedure is conducted under its natural setting. Here, the data is collecting by visiting selected institution personally and gathered the information.

Sample

As a sample 15 boys and 15 girls have been selected for the study from "Cotton Collegiate Government H. S. School".

Tools

In this study, a standardized tool is used to collect the data which is "Test Anxiety Scale" by Richard Driscoll.

Analysis and Interpretation of Data

The basic purpose of this stage of analysis and interpretation of data is to summarize the observations in order to draw some suitable results, which will again help to develop a new area of knowledge.

The analysis and interpretation of data gathered is an essential part of research study. The analysis and interpretation of collected data are elaborately discussed as follows: -

Analysis and Interpretation of Objective No. 1

Objective No. 1: To Investigate the Levels of Test Anxiety among the Students.

In order to find out the different levels of text anxiety among the students, we must find out what are the different levels of test anxiety. The test developer divided the Test Anxiety levels into Six categories i.e., "comfortably low"; "normal or average"; "high normal"; "moderately high"; "high"; and "extremely high".

Data were collected from each sample unit and then analysed to identify the respective level of test anxiety. The data collection is shown in the following table:

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 03:2024
DOI: 10.5281/zenodo.10868415

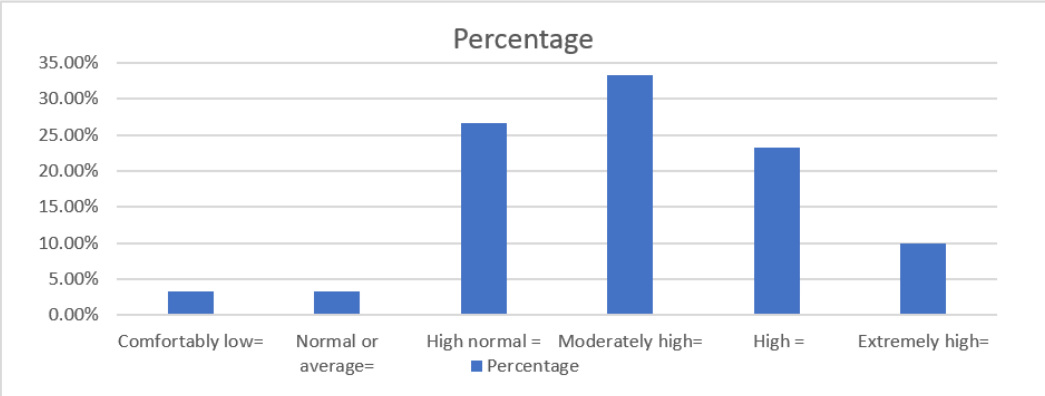
Table No. 1

Levels of Test Anxiety	Number of Students	Percentage (%)
Comfortably low	1	3.33%
Normal or average	1	3.33%
High normal	8	26.66%
Moderately high	10	33.33%
High	7	23.33%
Extremely high	3	10%
Total	30	100%

Interpretation

According to the data presented above, 33.3% of students fall into the "moderately high" category, while 26.66% do so in the "high normal" category, 23.33%% in the "high" category, 10.0% in the "extremely high" category, and 3.33%% in both the "comfortably low" and "normal or average" categories.

Students with "high normal," "moderately high," and "high" levels of test anxiety are in the majority, while those with "comfortably low" and "normal average" levels of test anxiety are in the minority. Since most students score in the "moderately high" range for test anxiety, this conclusion holds. Below is a visual representation of the pupils' average test-day worries-



1. Objective No. 2 To study the levels of test anxiety on the basis of gender.

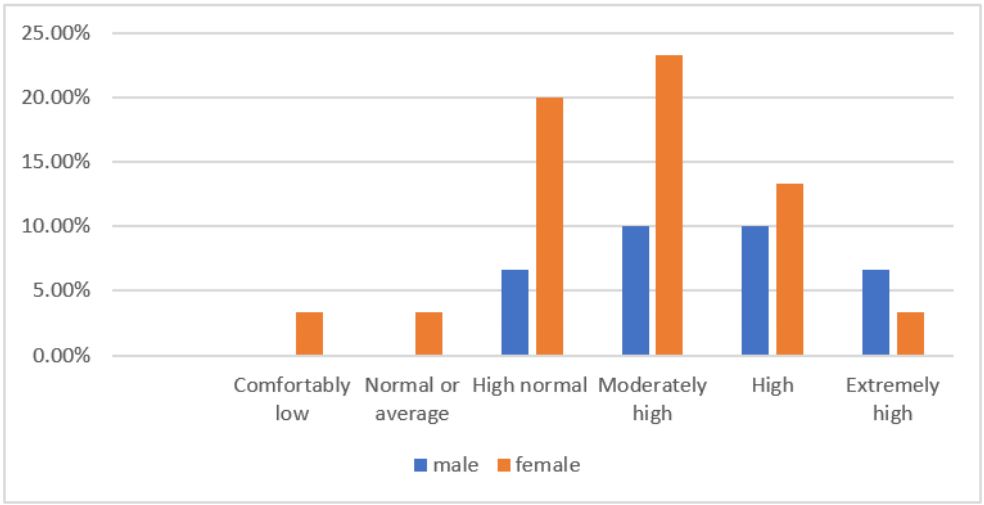
Table No. 2

Level of Test Anxiety	Number of Students		Percentage (%)	
	Male	Female	Male	Female
Comfortably low	0	1	0%	3.33%
Normal or average	0	1	0%	3.33%
High normal	2	6	6.66%	20%
Moderately high	3	7	10%	23.33%
High	3	4	10%	13.33%
Extremely high	2	1	6.66%	3.33%
Total	30			

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 03:2024
DOI: 10.5281/zenodo.10868415

Interpretation

The study was also conducted to understand the gender- based discrimination regarding the levels of test anxiety. The above-mentioned table shows that test anxiety is a bit higher in female students than in male students. In the level of "comfortably low" the percent of male students is 0% and female students is 3.33%; followed by 0% of male students and 3.33% of female students in "normal or average" level; 6.66% of male students and 20% of female students in "high normal" level; 10% of male students and 23.33% of female students in "moderately high" level; 10% of male students and 13.33% of female students in "high" level; and 6.66% of male and 3.33% of female students in "extremely high" level of test anxiety. The collected data shows that female students possess a higher level of test anxiety than male students. The collected data is graphically presented below –



FINDINGS OF THE STUDY

Objective wise findings of the study are-

1. Findings related to the study about the levels of test anxiety among the students of secondary level

- Students having "comfortably low" and "normal or average" level of test anxiety are very less in number. Only 3.33% students are there in these two categories, which is the lowest number among all the categories.
- 26.66% of students are under the category of "high normal".
- 33.33% of students are there in the category of "moderately high", which is the highest among all the categories.
- 23.33% of students are there in the category of "high" test anxiety.
- 10% of the students are there in the category of "extremely high"

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 03:2024
DOI: 10.5281/zenodo.10868415

- Most of the students are test anxious (including "high normal", "moderately high" and "high").

2. Findings related to the Test Anxiety and Gender-

- 0% of male students and 3.33% of female students fall into the "Moderately high" and "normal or average" categories, respectively.
- The "high normal" population consists of 6.66 percent of male students and 20 percent of female students.
- The "Moderately high" category includes 10% of male pupils and 23.33% of female students.
- The "high" category includes 10% of male students and 13.33% of female students.
- Finally, 3.33 percent of women and 6.66 percent of men fall into the "extremely high" category.

Suggestions

The results of this investigation into secondary school students' test-taking nerves are illuminating. Due to the paucity of research into the topic, it is essentially unproven. The following are a few recommendations-

- Only secondary school pupils are included in this analysis. It is also possible to do research along these lines on secondary and tertiary levels of education.
- Results are limited to those of "Cotton Collegiate Government H. S. School" only. It is possible to choose other educational institutions for the research.
- Students' test anxiety can be compared across a variety of demographic and contextual criteria, including socioeconomic position, community, instructional medium, academic discipline (e.g., science, arts, and commerce), and so on.
- The influence of educators and parents in reducing students' test-day nerves deserves careful consideration.
- The effect of extracurricular activities on anxiety reduction can also be investigated.
- Emotion, curiosity, intelligence, and other facets of one's personality are equally fertile ground for similar research.

CONCLUSION

The current research attempted to quantify the extent to which secondary school pupils worry about taking exams. The primary goal of this research was to distinguish between various degrees of test anxiety and how they relate to gender. The secondary school years are the most formative in a person's life because they not only usher in the next level of education but also encompass the formative years of adolescence. It's a time of change that can affect you on every level: physically, mentally, emotionally, socially, etc.

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 03:2024
DOI: 10.5281/zenodo.10868415

They need to be carefully cared for so that they can grow up to have a complete and well-rounded character. Simply put, test anxiety is a debilitating mental state that has a severe impact on pupils' academic performance. Finding the pupils that suffer from test anxiety is the first step in solving the problem. Anxiety is an emotion, so teachers need to take into account how emotionally developed their students are in order to effect positive behavioural changes. The negative effects of test anxiety can be greatly mitigated by fostering healthy emotional growth. Again, attention should be paid to assisting and guiding the kids towards maturing into well-rounded adults. Students can fare better in stressful situations if they have a healthy and optimistic outlook.

References

1) B. Tamilarasi. (2018). **"Study habits, learning difficulties, stress anxiety among the hearing impaired students"** Retrieved on 06/06/2022 from http://worldwidejournals.com

2) Devi, S. (2020). **"Frustration among professional college students in relation to their locus of control anxiety and social maturity",** Retrieved on 29/05/2022 from http://shodhganga.inflipnet.ac.in

3) Kothari, C. R. (2014). **Research Methodology, Methods and Techniques,** New Age International, New Delhi.

4) Koul, L. (2019). **Methodology of Educational Research,** Vikash Publishing House.

5) Mangal, S.K. (2019). **Advanced Educational Psychology,** Ashok K. Ghosh, New Delhi.

6) Prasanna, P. M. (2016). **"A study to find the relationship between parents stress and anxiety among students and its effect on academic achievement",** Retrieved on 11/05/2022 from http://www.mdsoar.com.

7) Ranji, D. (2019). **"A study of academic cheating among secondary school students in relation to learning style, home environment and educational anxiety",** Retrieved on 25/05/2022 from www.semantucscholar.com .