



# Samwaad

*Promoting Dialogue in Education*

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## Samwaad: e - Journal

Samwaad Educational Society registered under MP society act, is happy to launch Vol. 9 Issue 1 of its online e-Journal “**Samwaad: e-Journal**”. This journal is hosted on the “Samwaad” website <http://samwaad.in>

On this occasion, the entire team of Samwaad thanks all its board members, Site members, Technical team, Professors & Researchers for their valuable suggestions, input & guidance.

With all the very best wishes,

- Team “Samwaad”

**“EDUCATION IS A KIND OF CONTINUING  
DIALOGUE, AND A DIALOGUE ASSUMES  
DIFFERENT POINTS OF VIEW.”**

ROBERT M. HUTCHINS



### From the Desk of Chief Editor

Education is one of the intervening variables of social change. The role of Education as an instrument of social change and development is widely reorganized today. Education can bring changes in the outlook and attitudes of people; to change people means to change society. On the other hand society undergoes continuous changes over time. A nomadic society in the ancient past transformed into various forms in the progress of time to learning society , then agricultural society, industrial society and now as information society ,( though we call it as knowledge society) because information transferred is in such a faster rate, that it is very difficult to transform into knowledge in short span of time. Samwaad is prolonging encouragement of “digital dialogue” to set a Learning Community of knowledge society as a tool for transformation. In the light of rapidly expanding technology of this age, Education must become significantly more effective to retain its status and should be a progression towards excellence and wisdom. Our endeavor could be seen as wings for the progress of the educators and learning surroundings. Dialogue helps in shared learning for teacher’s to improve creation, acquisition, dissemination, and implementation of the knowledge.

I am happy to present this next volume of Samwaad to facilitate learning and enhance the knowledge about recent researches in humanities.

I intend to have an open interaction of all esteem Educationists, Teachers, Researchers and Learners in an ongoing fashion and welcome all for collaborative, encouraging, open-minded & accessible learning.

I welcome ongoing dialogue with you and can be contacted at [editor.samwaad@gmail.com](mailto:editor.samwaad@gmail.com)

Dr. Anshu Mathur

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## Effect of Parent Encouragement on Academic Achievement of Students of Different Types of Schools

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### ***Abstract***

*The present study was under taken to find out the effect of parental encouragement on the academic achievement of higher secondary school students. For this study, different types of schools were selected, which were categorized as Missionary, Private and Government schools. It has been observed that parents are the basic pillars of the learning in the life of a child. The child spends more of his time with his/her parents in comparison to time spent in school, as time goes by they start feeling the need of being encouraged in their path of life to choose what direction the need to be. As an adolescent, it is their crucial time of life, so parental encouragement makes an effect on their academic performance. This study was done to find out that is there any co-relation between parental encouragement and academic achievement of student and is there any difference between the parental encouragements towards their children in different types of school environment. The findings of the study reveal that Missionary and Private school students have more parent encouragement than the government school students. Parent encouragement was found to be positively correlated among student i.e. as the parent encouragement increases, the academic achievement also increases.*

**Keywords:** Parent Encouragement, Academic Achievement, Government, Private, Missionary, Higher Secondary Schools

**Introduction:**

There is a growing perception of the importance of engaging parents, families and communities in raising the educational achievement of pupil. It is evident that parent encouragement and their engagement in learning can significantly and positively affect educational achievement of students.

Studies done in the field of school environment have highlighted that parent and a school partnership is a critical component for students in their academic achievement. This is particularly true of schools where circumstances are challenging and socio-economic odds are often stacked against students. Schools that secure academic success with students from low socio-economic backgrounds tend to succeed chiefly through the support, engagement and partnerships between schools, families and communities (Chadwick 2004). The evidence is clear; parents support to their children in learning can have a substantial and positive impact upon achievement. In summary, parent encouragement in learning helps students most likely to secure high levels of student performance.

Although parent encouragement in learning is undoubtedly a commonly shared aspiration across all schools, it also brings many challenges. In our hectic 24/7 society means that many parents find difficult to maintain the balance in work and home. The nature of work has shifted and the composition of families has changed. But, the support of parents for learning and achievement is the single most important contributory factor to increased student achievement. To raise school performance of the students, parents matter significantly.

Effective parents encourage their children to broaden their experiences by participating in school clubs, sports and activities. They recognize that part-time work and community activities can be an effective way to expose their children to the real world. These personal experiences frequently motivate students to do better in school and can help them identify a potential direction. Parent encouragement is a significant contributory factor in developing psychological as well as academic achievement of students.

**Review of Literature:**

A literature review is an evaluative report of information found in the literature related to your selected area of study.<sup>1</sup>

According to Karter V. Good – “A Survey of related literature is necessary for proper planning, executing and right concept of the problem and its thesis suggestive methods of investigation and comparative data for interpretative purpose.”<sup>2</sup>

**Dr. Kusum (2016)** in her study found a significant difference between government and private high school students in their academic achievement but no significant difference was found between students of Government and private high school in their parent encouragement. She concluded the study finding that there is no significant difference between Boys and girls in their parent encouragement.<sup>3</sup>

A study done by **Bhawna & Mandeep Kaur (2015)** shows that Parent Encouragement contributes in Academic Achievement of students. There was a significant difference found in Parent Encouragement of Boys and Girls students, it manifested that parents encourage their boys more as compare to girls.<sup>4</sup>

In their research, **Anjana Negi, Rama Maikhuri (2016)** found that parent encouragement and academic achievement are positively and significantly correlated with each other. When students are encouraged by their parents they do better in their academic achievement.<sup>5</sup>

**Dr. Harvinder Kaur's (2018)** study shows a significant relationship between parent encouragement and academic achievement of secondary school students of rural and urban areas.<sup>6</sup>

**Asmita Dubey (2015)** in her research states that there is a significant difference in the effect of parent encouragement on rural and urban boys and girls of Govt. Higher Secondary schools but there is no difference in Parent encouragement in boys and girls of private higher schools of rural areas. On the other hand, significant difference was found in Parent encouragement on the boys and girls of Private Higher Secondary schools in urban areas.<sup>7</sup>



In his study **Dr. VimalKishor (2014)** showed that students of private high school have better parent encouragement and academic achievement in comparison to students from government high school.<sup>8</sup>

**Objectives:**

1. To find out the difference of parent encouragement between Government, Missionary and Private higher secondary school students.
2. To find out the correlation of parent encouragement with academic achievement of Government, Missionary and Private higher secondary school students.

**Hypothesis:**

1. There is no significant difference of parent encouragement between missionary and private school students.
2. There is no significant difference of parent encouragement between missionary and government school students.
3. There is no significant difference of parent encouragement between private and government school students.
4. There is no significant influence (correlation) of parent encouragement with academic achievement of missionary school students.
5. There is no significant influence (correlation) of parent encouragement with academic achievement of private school students.
6. There is no significant influence (correlation) of parent encouragement with academic achievement of government school students.

**Methodology**

In the present study researcher used descriptive survey method to find out the difference of parent encouragement in Government, Private and missionary schools and relationship between parent encouragement and academic achievement.

**Population:**

Population for the present study comprised all the higher secondary schools of Damohcity including missionaries, private and government schools. All the boys and girl students from schools randomly selected from the list of selected missionaries, private and government schools.

**Sample**

Researcher had selected 2 missionary, 2 private and 2 government higher secondary schools randomly from Damoh city of Madhya Pradesh. The sample unit for this study was class 11<sup>th</sup> students. 80 students from each school were taken randomly, forming a sample of 480 students for the study; proper care was taken to give proper and equal representation to boy and girl students.

**Tools:**

**The parent encouragement scale (PES)** has been developed to measure the degree or amount of encouragement which a child receives from his parents and also to categorize the students in the terms of degree of their parent encouragement. It has been designed for the student population of higher secondary stage.

**Preparation of items:** In the beginning, a list of 80 items was prepared by going through available tests and other relevant literature. The list was given to five judges to judge the suitability and relevance of these items for parent encouragement. The judges included the experienced teachers of education, psychology and sociology departments. On the basis of comments made by the judges, 30 items were deleted. Then the scale with 50 items was administered to a sample of 25 students of secondary classes to check the accuracy of the language and ambiguity of each item. In the light of opinion of the students, minor changes were made in the language of a few items.

**Item analysis:** The scale containing 50 items with three response alternatives was administered to a random sample of 100 students. Their response sheets were scored, then the popularity value of each items was calculated by means of the formula.

**Item selection:** The items were selected, if their popularity value was found to lie between .200 and .800. On the basis of the above criterion 40 items were selected for inclusion in the final form of the P.E.S.

**Final form:** The final form of P.E.S contains 40 items with three response alternatives.

### Statistical Techniques used

1. Mean and standard deviation calculated.
2. "T" test was applied to find out significance of differences.
3. Pearson's Product moment co-relation technique was used to find correlation between

### Analysis and Interpretation:

1. There is no significant difference of parent encouragement between missionary and private school students.

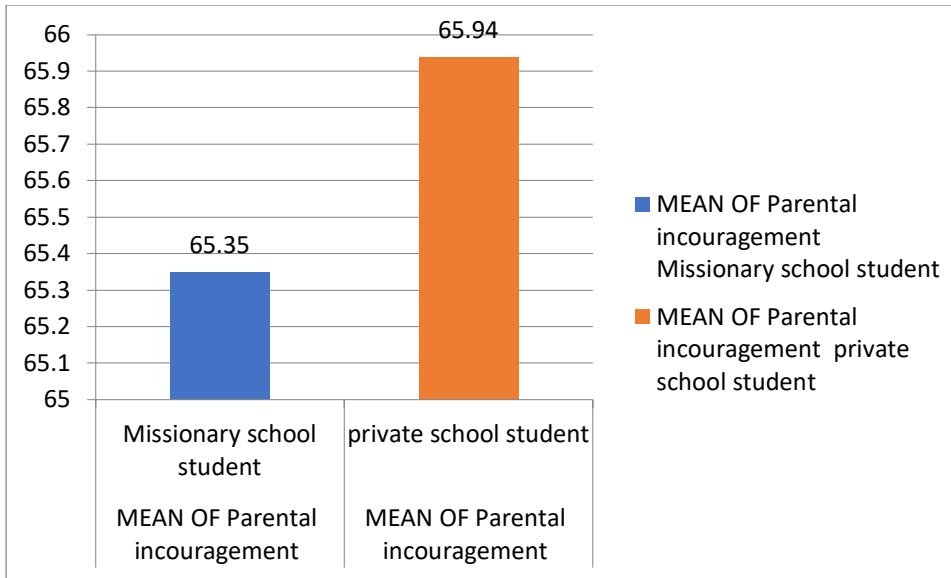
Analysis of 't' score of parent encouragement of missionary and private school student. (N = 320)

S.No.	Parent encouragement	M	SD	S.Ed	t	.05
1	Missionary school student	65.35	6.31	.69	.85	Not significant
2	private school student	65.94	6.08			

df=318

From the above table, obtained value of 't' is .85 which is found less than the table value and is not significant at .05 level of significance. So, the null hypothesis is accepted that in the both of the schools, students have no significant difference of parent encouragement towards their studies.

Mean score of parent encouragement between missionary and private school students.



2. There is no significant difference of parent encouragement between missionary and government school students.

Analysis of ‘t’ score of parent encouragement of missionary and government school student.

(N = 320)

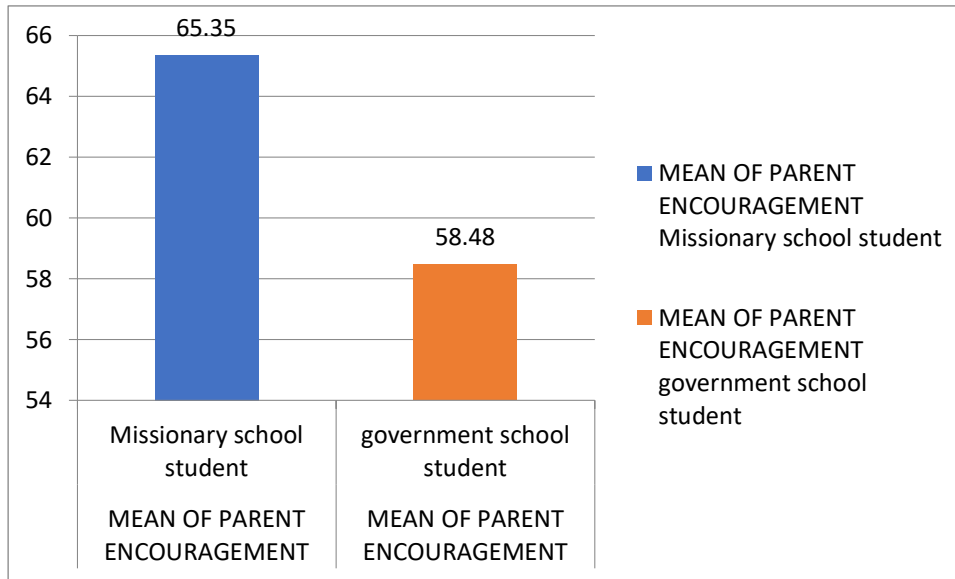
S.No.	Parent Encouragement	M	SD	S.Ed	t	.05
1	Missionary school student	65.35	6.31	580		Significant
2	government school student	58.48	4.23	6	11.45	

Df= 318

From the above table, obtained value of ‘t’ for parent encouragement is 11.45 which is found more than the table value and is significant at .05 level of significance. So, null hypothesis that “There is no significant difference of parent encouragement between missionary and government school students” is rejected. Therefore, we can interpret that missionary school students have more parent encouragement towards their academic performance and more parent involvement

in curricular, co-curricular activity and academic activity which leads to high academic achievement.

Mean score of parent encouragement between missionary and government school students.



3. There is no significant difference of parent encouragement between private and government school students.

Analysis of ‘t’ score of parent encouragement of private and government school students. (N = 320)

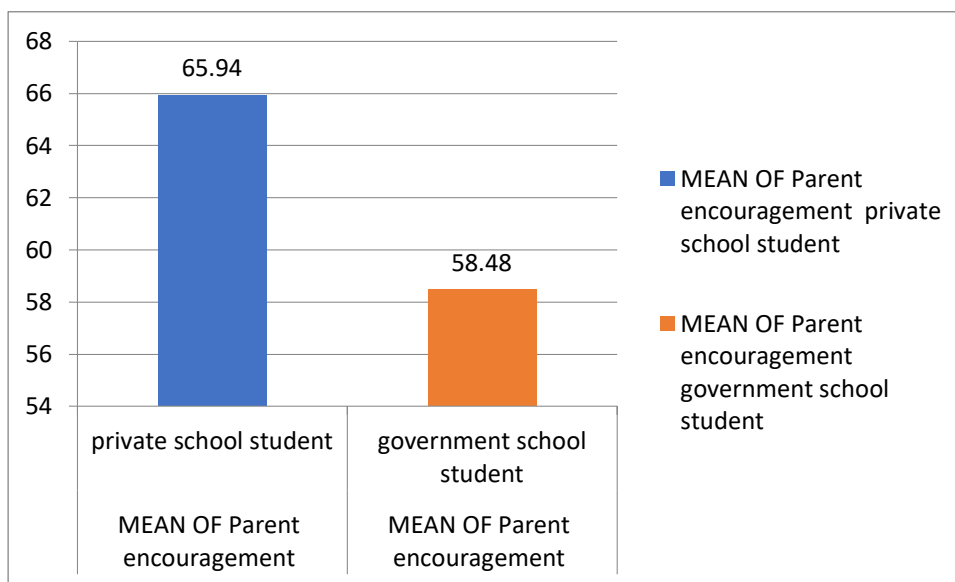
S.No.	Parent encouragement	N	M	SD	S.Ed	t	.05
1	private school student	160	65.94	6.08		12.86	Significant
2	government school student	160	58.48	4.23	.58		

Df=318

From the above table, obtained value of 't' is 12.86. It is found more than the table value and is significant at .05 level of significance. So, null hypothesis that "there is no significant difference of parent encouragement between private and government school students" is rejected.

We can interpret that the private school students have more parent encouragement than the government school students. The parent encouragement and involvement in private school student shows that parent care, parent' participation in P.T.M. and parent' motivation for participation in co-curricular and curricular activity in school increases the student's confidence and interest towards the academic learning which leads to high performance.

Mean score of parent encouragement between government and private school students



4. There is no significant influence (correlation) of parent encouragement with academic achievement of missionary school students.

Analysis of correlation of parent encouragement with the academic achievement of missionary school student

(N = 160)

S.No.	Parent encouragement	M	SD	r	.05
1	Academic achievement	381.36	61.27	+ 0.0798	Not significant
2	parent encouragement	65.35	6.31		

Above table reveals that the correlation of parent encouragement with academic achievement among missionary school students is +0.0798, that is positive and not significant at .05 level of significance.

The null hypothesis that “there is no significant influence of parent encouragement on academic achievement of missionary school students” is accepted. The present study shows that parent encouragement was found to be positively correlated among student i.e. as the parent encouragement increases; the academic achievement also increases vice-versa.

Above result concludes that the parent encouragement contributes positive role for enhancement of academic achievement in the students. Finally, we can say parent encouragement improves the performance of students, because parent encouragement is obviously a crucial factor in the child progress. The parent encouragement is the most vital aspect for child’s social and personal development.

5. There is no significant influence (correlation) of parent encouragement with academic achievement of private school students.

Analysis of Correlation of parent encouragement with academic achievement of private school students.

(N = 160)

S.No.	Parent encouragement	M	SD	r	.05
1	Academic achievement	354.50	42.35	+ 0.6450	Significant
2	Parent encouragement	65.94	6.080		

Above table reveals that the correlation between parent encouragement with academic achievement among private school students was found positive. Significant correlation value of  $r$  is .645 between parent encouragement and academic achievement among private school student at .05 level of significance.

The null hypothesis that “there is no significant influence of parent encouragement on academic achievement of private school student” is rejected in the present study as parent encouragement and academic achievement were found to be + moderate correlated among student i.e. as the parent encouragement increases the academic achievement also increased vice versa in student.

So, above result concludes that the parent encouragement contributes the positive role for betterment of academic achievement. Parent plays a role as a motivator for students which enhance the student’s self-confidence and interest towards their performance.

6. There is no significant influence (correlation) of parent encouragement with academic achievement of government school students.

Analysis of Correlation of parent encouragement with academic achievement of government school student

(N = 160)



S.No.	Parent encouragement	M	SD	r	.05
1	Academic achievement	356.16	33.26	+ 0.036	Not significant
2	Parent encouragement	58.48	4.236		

From the above table, it is evident that the value of 'r' is +.0361 between parent encouragement and academic achievement of government school students. This value shows positive insignificant correlation between parent encouragement and academic achievement among student .05 level of significance.

The null hypothesis that "there is no significant influence of parent encouragement on academic achievement of government school students" is accepted.

In the present study, as parent encouragement with academic achievement were found to be low positive and insignificant correlation between both states that if the parent encouragement is increased academic achievement also increased vice versa.

So, above result concludes that parent encouragement plays an important role for enhancement of the academic achievement of student. Finally, we can say parent support increases the performance of student.

#### Findings of the study:

On the basis of the analysis of hypothesis, following findings are made by the researcher.

1. Significant difference of parent encouragement is found between missionary and private school students.
2. Significant difference of parent encouragement is found between missionary and government school students.
3. Significant difference of parent encouragement is found between private and government school students.

4. There is positive and insignificant correlation of parent encouragement with academic achievement of missionary school students.
5. There is positive and significant correlation of parent encouragement with academic achievement of private school student.
6. There is insignificant correlation of parent encouragement with academic achievement of government school students.

### **Conclusion:**

Based on the findings of this study, it can be concluded that Missionary and Private school students have more parent encouragement than the government school students. The parent encouragement and involvement in missionary and private schools shows that parental care, their participation in P.T.M. and motivation to their wards for participation in co-curricular and curricular activities in school increases the student's confidence and interest towards the academic learning which leads to high performance.

Parent encouragement was found to be positively correlated among student i.e. as the parent encouragement increases, the academic achievement also increases.

It is evident that parent encouragement contributes positive role for enhancement of academic achievement in the students. It improves the performance of students, because parent encouragement is obviously a crucial factor in the child progress. It is the most vital aspect for child's social and personal development.

### **Suggestions**

Academic achievement of students may be enhanced, if parents take interest in curricular and co-curricular activities of their children. When parents take interest in educational activities of their children, they show better academic achievement. If parents take less interest in educational activity of their children, the children may show poor academic achievement. Parent involvement

with their children at home and in school brings great reward and may have a significant impact on all around development of their children.

Parent teaching association meeting should be compulsory in all schools. Especially in government schools because after having the PTM, teacher knows that there is how much the support by parent encouragement is towards their students.

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## Indian Education System Aftercovid 19: Threats and Opportunities

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### **Abstract**

*Coronavirus disease (COVID-19) being as an infectious disease caused by a newly discovered coronavirus. Coronavirus pandemic significantly disrupted various sectors in India, including employment, business, automobiles, social life, tourism, agriculture, retail, and industry. It also disrupted the Indian higher education system and brought crucial time for the higher education organization and universities. The state governments across the country have shut down schools and colleges for uncertain time. Large numbers of school closures have turned a spotlight on inequities and other shortcomings of our education system. This crisis seeks a well-rounded and effective educational practice for the capacity-building of young minds to develop skills that would drive their employability, productivity, health, and well-being in the decades to come. The past has already been gone; present is crucial and is able to influence the future of generations diversely. Considering the present situation and dark future there is a global challenge to bring all things back to their situation as they were earlier. World is looking India with the hope, and India relies on its youth to stand the nation once again. Youths are in dilemma and their entire potential needs to be edged by education. This study is an effort to spot the areas affected by COVID-19 pandemic and also the threats and opportunities before Indian higher education in the era of COVID-19 have been discussed.*

### **Introduction**

“A rare disaster, a coronavirus pandemic, has resulted in a tragically large number of human lives being lost. As countries implement necessary quarantines and social distancing practices to contain the pandemic, the world have been put in a Great Lockdown,”

Gita Gopinath (IMF’s chief economist)

The whole world is in a war, and the entire world is a war place now. A virus just six months old has brought the world's greatest economies on their knees. Every individual is now a part of this war; none knows the end of this war, but until the war is not over, everyone will have to fight. The path of the enemy relies upon the traditions of means of social interactions. With every infected touch, this virus is spreading. This coronavirus pandemic has also affected educational systems of the entire globe, leading to the near and total closures of schools, colleges and universities, most of the governments around the world have temporarily suspended all types of educational institutions in an attempt to break the chain of COVID-19 pandemic. With the coronavirus spreading rapidly across Asia, Europe, the Middle East, and the United States, countries have taken swift and decisive actions to mitigate the development of a full-blown pandemic. These nationwide closures are impacting over 90% of the world's student population. Several other countries have implemented localized closures impacting millions of additional learners. The coronavirus pandemic has also toppled Indian education system; to combat the spread of the virus, nearly all schools in every state have been closed their doors for extended periods. It is an independent subject of study on how schools are being impacted. In a matter of weeks, coronavirus (COVID-19) has changed how students are educated around the world. Those changes give us a glimpse at how education could change for the better - and the worse - in the long term.

In past during the Ebola outbreak, five million children in Africa faced school closures (Sifferlin, 2014). Schools in Sierra Leone were closed for nine months, and schools in Guinea and Liberia were closed for six (Sifferlin, 2014; Paye-Layleh, 2015). In Nigeria, schools that were supposed to open in August remained closed until October (BBC News, 2014). Now, these risk-control decisions have led millions of students into temporary 'home-schooling' situations, especially in some of the most heavily impacted countries, like China, South Korea, Italy, and Iran. These changes have certainly caused a degree of inconvenience, but they have also prompted new examples of educational innovation. Although it is too early to judge how reactions to COVID-19 will affect education systems around the world, signs are suggesting that it could have a lasting impact on the trajectory of learning innovation and digitization. Every crisis has two faces. It depends on the viewer what does he seek to see? The most negative word in 2020 is 'Positive' (Warrell, 2020). But none can forget that there exists an opportunity in every crisis.

In this pandemic situation, MHRD gave some critical instruction to all educational institutions, to maintain regular communication with the students and teachers through electronic means and keep them fully informed so that there would be no anxiety among the students, teachers and parents. In India all education agencies' efforts to mitigate the immediate impact of universities closures, particularly for more vulnerable and disadvantaged learners, and to facilitate the continuity of education for all through remote learning. Initiatives, taken by MHRD and the UGC, to continue the teaching-learning process using online modes such as Google Classroom, Google Hangout, Cisco WebEx Meeting, YouTube Streaming, OERs, SWAYAM Platform and SWAYAMPBHA (available on Doordarshan (Free dish) and Dish TV), has somehow helped the learners to minimize their study loss due to pandemic. The faculty members have contributed a lot for the benefit of students during the lockdown period by using several tools like WhatsApp groups, other social media tools and emails. MHRD also requested to educational organizations to notify help-line numbers/emails, which students can access for their queries. MHRD is committed to ensuring the safety and security of students as also the maintenance of the academic calendar and all possible steps will be taken. UGC has been framed many recommendations for the Examinations and the Academic Calendar in the Indian Universities. The guidelines are advisory in nature, and each university may chart out its plan of action, taking into consideration the issues of COVID – 19 Pandemic. Every university/ college has to ensure that it is prepared in all respects to carry out the academic activities following necessary advisories/guidelines/directions issued by the UGC or MHRD. Thus the rapid spread of COVID-19 has demonstrated the importance of building resilience to face various threats, from pandemic disease to extremist violence to climate insecurity, and even, yes, rapid technological change. The pandemic is also an opportunity to remind ourselves of the skills students need in this unpredictable world such as informed decision making, creative problem solving, and perhaps above all, adaptability. To ensure those skills remain a priority for all students; resilience must be built into our educational systems as well.

#### **Possible alternative measures for higher education during COVID-19**

- To provide support for digitalization to teachers and students.
- Attendance rule may be relaxed in the light of lockdown.
- Measures should be taken to mitigate the effects of the pandemic on job offers, internship programs, and research projects.

- Exploring options for remote learning and use of other educational resources like teachers, school staff and communities to ensure inclusive methods of distance learning are adopted and communicated
- Digital solutions are less accessible; consider low-tech and gender-responsive approaches.
- In contexts where digital solutions to distance learning and the internet are accessible, ensure that students are trained with the necessary digital skills, including the knowledge and skills they need to stay safe online.
- Development of strategies and policies around school closures and should be distance mode learning-based to meet their experiences and needs.
- Allow automatic promotion and appropriate opportunities in admissions processes that recognize the particular challenges faced by learners.
- Improve connectivity for schools that need it most—providing support for digitalization to teachers as well as students.
- Improve financing of digital curriculum and materials (digital libraries, lessons, learning items, etc.)
- Improve telecommunication capabilities for schools to be able to deliver education online.
- Heads of institutions should have the onerous responsibility of safeguarding the associated health interests of all stakeholders of their respective colleges/ institutions.

### **Threats and Opportunities in era of COVID-19**

There were substantial closings in many places during the 1918 Spanish Flu, some as long as four months, but not as widespread as those we see today. Managing Director of the International Monetary Fund, Kristalina Georgieva emphasized "Saving lives and saving livelihoods go hand in hand with stopping the pandemic," the managing director added. "We simply cannot restart the economy to the fullest, and without restarting the economy, finance ministers are not going to have the revenues they need, including for their health services."

The outbreak of the virus and lockdowns at the national level could be used as the best test for the education technology interventions for distance learning. Unfortunately, few systems arrived at

this point fully prepared. In a matter of weeks, coronavirus (COVID-19) has changed how students are educated around the world. Those changes give us a glimpse at how education could change for the better - and the worse - in the long term. As the coronavirus (COVID-19) pandemic has spread across the globe, it has hit hardest for education. The emerging Indian education system has also been affected a lot.

We are living amidst what is potentially one of the greatest threats in our lifetime to global education, a gigantic educational crisis (Saavedra, 2020). According to the World Bank report, as of March 28, 2020, the COVID-19 pandemic is causing more than 1.6 billion children and youth to be out of school in 161 countries. This is close to 80% of the world's enrolled students. We were already experiencing a global learning crisis, as many students were in school, but we're not learning the fundamental skills needed for life. The World Bank's "Learning Poverty" indicator – the % of children who cannot read and understand at age 10 – stood at 53% of children in low- and middle-income countries – before the outbreak started. This pandemic has the potential to worsen these outcomes even more if we do not act fast.

The Indian government is working with the country's regions to downsize the maximum limit of students; a suggestion is likely to set the limit for each class around 20, in each classroom for the upcoming school year, in order to minimize the risk of coronavirus transmissions. IMF has warned that the global forecast will be characterized by "extreme uncertainty." Within weeks, however, the virus was global; every country had to react. The immediate actions were roughly the same at India universities, technical colleges, and all forms of education provision in between: shut down campuses; send students home; deliver instruction remotely established online portals, conducts webinars, promote online learning. But there are many threats and questions are raised up. Can each student actually benefit from technology at home? Here we clearly have an equity issue. While financially well-off families can afford computers and multiple devices, students from struggling families can hardly afford simple devices and may likely not have the internet at home. Sometimes net connectivity has become widespread, and internet connections may enable students to connect to a different type of learning resources. Many organization systems do not become habitual to use digital content in education. Some of the universities lack adequate IT infrastructure for the effective delivery of education through eLearning mode.



### Threats

We tend to regard our school systems uniformly, but actually schools are widely different in their operations and impact on children, just as our students themselves are very different from one another. Children come from very different backgrounds and have very different resources, opportunities, and support outside of school. Now that their entire learning lives, as well as their actual physical lives, are outside of school, those differences and disparities come into vivid view. There are several issues that the Indian education system is undergoing and the major one is the poor rural education scenario.

- The big threat for India is the dropout rate of students. In given table it is showed that boys and girls quit school in equal measure. Considering the problem of COVID-19, in near future education is going to be costly.

Gender	Initial	Elementary	Secondary	Senior
Boys	100	94	75	70
Girls	100	94	75	70

- For example, Parman (2013) examines the impact of the 1918 influenza pandemic on the siblings of those children born during the outbreak and finds that older siblings received an additional three months of education while younger siblings received slightly less education relative to children who did not have a sibling born during the pandemic.
- Marcotte and Hemelt (2008) find that unscheduled school closings due to weather negatively affect student performance on third-grade state assessment exams. Middle-grade students may have lower rates of educational attainment if their learning is disrupted during key periods of development (Lloyd, 1978; Hernandez, 2011).
- Even when schools may not have been officially closed, there is evidence that parents worried about sending their children to school. For example, even after the delayed reopening in New York City, worried parents withheld their children from school; up to 200,000 students were absent the first

few weeks after schools opened, and the district announced "leniency" for parents who failed to send their children to school (The New York Times, 1916a).

- If a significant portion of the student population in 1916 did experience delays in starting school, and it may have resulted in individuals acquiring less education relative to those in their age group who were not impacted by illness and school closures.
- Studies shows that the polio pandemic of 1916 had different effects on educational attainment for children of different ages. School-aged children who were old enough to have labour market alternatives (those who were between ages 14 and 17), and who were living in areas more affected by the pandemic had lower educational attainment than similarly-aged children living in areas with lower polio morbidity rates.
- In urban India, the number of schools is way higher in number as compared to rural India. Almost all the patches of the city have schools which makes education more accessible. And with this it lacks of amalgamation of technology with education.

Following the above studies and findings, it can be said that the threat is not current pandemic only. It is also important to see the threats in after COVID-19 waves. Bringing back all the students is a big challenge. Considering the cost of education, less awareness of stakeholders, and numerous numbers of factors it is going to be a challenge for generations of generation.

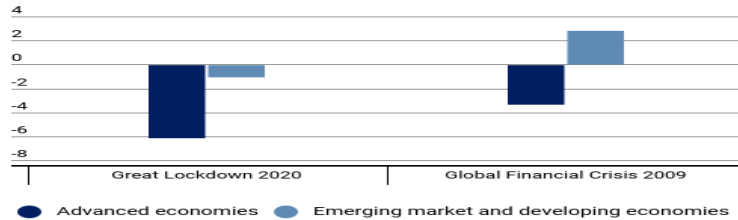
### **Opportunity**

World Bank's report claims that emerging Asia is projected to be the only region that grows in 2020, at a rate of 1.0% - still being more than 5 percentage points below the previous decade's average. In China, where the coronavirus's impacts were first recorded this year, first-quarter economic activity could have contracted by 8% year on year. China is projected to grow at 1.2% in 2020 and 9.2% in 2021. While the projection India's modest 1.9% in 2020, is supposed to be more than 8% in 2021. But here is a crucial clue for Asian countries including India. It depicts that India will have significant positive growth in year of 2021. It's an excellent opportunity amid the odds.

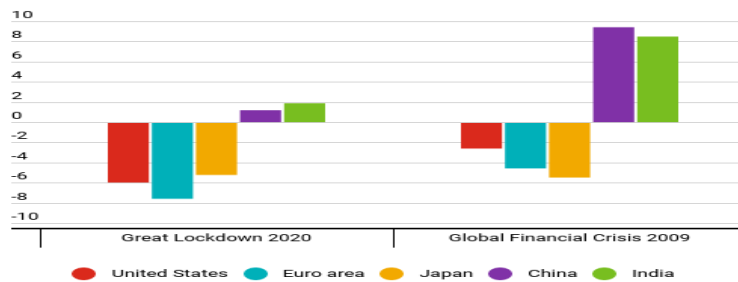
**Global crisis**

Both advanced economies and emerging market and developing economies are in recession. Major economies have also been significantly downgraded.

(real GDP growth, year-on-year percent change)



(real GDP growth, year-on-year percent change)



Source: IMF, *World Economic Outlook*.

Note: For India, data and forecasts are presented on a fiscal year basis, with FY2020/2021 starting in April 2020. India's growth is 0.5 percent in 2020 based on the calendar year.

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Now countries are shifting from globalization to localization of economy. India too can seek this perspective to make it's economy self-reliant and service sector-based.

- It is an excellent opportunity to excel the made in India movement along with start-up India.
- It is also revealed in reports released by various economic surveys that agriculture will be among the few sectors to gain profit amid COVID-19 crisis. So India can again promote
- Most of our large systems don't have a backup. Now, however, we're not only going to have to construct a backup to get through this crisis, but we're going to have to develop new, permanent systems, redesigned to meet the needs which have been so glaringly exposed in this crisis. For example, we have always had significant gaps in students' learning opportunities after school, weekends, and in the summer.
- This is the time to think how do we make our school, education, and child-development systems more individually responsive to the needs of our students? Why not construct a

system that meets children where they are and gives them what they need inside and outside of school to be successful? Let's take this opportunity to end the "one size fits all" factory model of education.

- This is the best time to put the agenda of universalization of education on the table. Moving outside the class may be helpful to make education child centred.
- Entire education system seeks a more informal and less formal pattern of interaction through the Cyber School or virtual classroom with more resilience structure.

The coronavirus pandemic has a lot of dark sides. No matter how serious and sad all of this is, there are upsides as well. However, Always look on the bright side of life" let's not forget those and make the best of what the crisis gives us. As the proper old SWOT analysis tells us, there are not only threats but also opportunities that are available in the higher education sector. Online education should see a considerable boost. Challenging times offer an excellent opportunity for learners social bonding and other ways of connecting. The current crisis provides us with an opportunity to reconsider to learners to reorganize a way that has less impact on our planet. A time of crisis is also an opportunity for all education systems to look into the future, adjust to possible threats, and build their capacity. We believe that the Indian system has enormous potential for this to happen, regardless of COVID-19.

### **Conclusion**

21<sup>st</sup> century has been divided into before and after corona (COVID-19)era. So many principles will be forgotten and so many new will be established. But there are some key areas which demand shared responsibility among Government agencies,educations institutions and students in responding to COVID-19.Firstly, there is a need to amplify cooperation in theaccessibility of education to all. Secondly, all educational agencies need to increase investment.They also need to have generated the resources and take action necessary to collect online materials and modules. Thirdly, it is important, now more than ever, educational institutions to become even more readily accessible to researchers, policymakers, media professionals, scientists and the community at large.The pandemic is also an opportunity to remind ourselves of the skills students need in this unpredictable world such as informed decision making, creative problem solving.Education may be slow to change, but the post-coronavirus economy will demand it.Time never waits; this tough time will also pass.The Chinese symbol for “Crisis” is a combination

of symbols of “Danger” and “Opportunity”. COVID-19 might be a trailer for several such challenges that await us. Till then stay safe, stay at home!

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**A Study on Role of Parents and Teachers in Switching of Streams among Science Students at Undergraduate Level**

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***Abstract***

*The study investigated on “A Study on Role of Parents and Teachers in Switching of Streams among Science Students” using a quantitative method, sample were chosen purposely from Bhopal undergraduate colleges. The data were collected by means close ended questionnaire. Questionnaire was designed by the investigators. The results of the present study indicate that the role of parents played a vital role in switching of streams among science students at undergraduate level.*

***Key words:*** Role of Parent and Teachers, Switching of Science, Undergraduate Students

**Introduction**

Science is defined as applied knowledge. It is a subject that has an impact on our everyday activities. It is also defined as a tool that is important to both individuals and to the nation as a whole in order to survive and to meet the global economic requirements (Kibet, Mbugua, Muthaa & Nkonke, and 2012:87). This implies that science subjects continue to be of the most important subjects, as the world is currently at a stage where its wealth and economic development is highly dependent to the science workforce (Laugksch, 1999:86; Muzah, 2011:1; Kibet et al., 2012:87). The poor performance in science subjects and the low enrollment rate in the science stream at higher education. This observation calls for an investigation into factors that cause switching from science subject to non science subjects.

The current problem faced by the country and in most parts of the world is the critically decreasing number of students opting for the science stream in secondary schools and higher education

institutes, regardless of high academic performance in science. The decrease in the number of students in science streams provoked a new polemic in the field of education in India. Like any other developing country,

It was found that students refused to opt for the science stream due to factors such as lack of budget and technology, lack of guidance from adults who are knowledgeable and involved in the field of science-related careers, psychological restraints whereby students believe that the field of science is difficult lack of role models in the field of science, and the assumption that science is an uncreative endeavor.

### Research Objectives

The main objective of the study was to investigate are factors for switching from science stream to non science streams at under graduate level in Bhopal District.

- To study the effect of economical status of parent on switching science stream.
- To study the effect of employment Sector of Parents on switching science stream.
- To study the effect of **Educational Background of the Parents** on switching science stream.
- To study the effect of science teacher on switching science stream.

### Literature Review

**Maria de Lourdes Mata** et al.(2012) studied to understand how certain different but interrelated variables such as background, motivation, and social support could lead to an explanation of student attitudes towards math and to an understanding of the defining characteristics of these attitudes in the school environment. The results revealed that the students held positive attitudes towards mathematics and also highlighted the main effects of grade and math achievement on these attitudes. No gender effect was identified although the girls showed a continuous decline in attitudes the further they progressed in school. A hierarchical analysis using structural equation modeling showed that motivation-related variables are the main predictors of attitudes towards



mathematics and that teachers and the social support of peers are also highly significant in understanding these attitudes.

**Helena Thuneberg et al (2017)** studied the current science, technology, engineering, art, math education (STEAM) approach emphasizes combination of abstract science and mathematical ideas for concrete solutions by art. The main objective was to find out how experience of learning mathematics differed between the terms of school and an informal Math and Art Exhibition. The finding based on General Linear Modeling and Structural Equation Path Modeling underline the motivational effects. The lowest achieving group favored the exhibition alternative for math learning compared to learning math at school. The boys considered the exhibition to be more fruitful than the girls as it fostered their science and technology attitudes. However, for the girls, the attractiveness of the exhibition, the experienced situation motivation, was much more strongly connected to the attitudes on science and technology and the worthiness of mathematics.

**Raja Bentaouet Kattan and Miguel Székely (2015)** studied detailed analysis of upper secondary education dropout patterns in Mexico, exploring its consequences and possible causes. To perform the analysis we combine different databases and statistical methods ranging from the use of surveys with information on specific individuals to data aggregated at the municipal and state level. The main value added is the simultaneous analysis of the influence of individual-family, community, and macro aggregate factors, on school dropout in the country.

**Kufakunesu Moses (2011)** studied the main thrust of this article was to explore the causes of dropouts in high school Mathematics in Masvingo urban secondary schools. The researchers got primed to delve into such a research study after realizing that a significant proportion of high school pupils were dropping Mathematics when paradoxically a pass in high school Mathematics is mostly a precondition for admission into many tertiary institutions in Zimbabwe. The phenomenological research design was used with individual interviews and focus group discussions as data collection instruments. The researchers used a random sample of 35 respondents comprising 10 Mathematics teachers and 25 high school Mathematics dropouts. The teachers mostly laid the blame on the pupils' lack of career foresight and frivolous attitudes coupled with lack of parental guidance. The pupils pointed fingers at the teachers and the nature of Mathematics as a subject. The major reason for dropping high school Mathematics from the pupils' viewpoint was the general belief that

Mathematics is an exceptionally difficult and tedious subject. The researchers recommended that teachers have to intensify their efforts in giving high school pupils academic guidance regarding the importance of Mathematics as an academic discipline especially for tertiary training.

### **Research Methodology**

The main aim was to describe the phenomena from more than one viewpoint. Quantitative methods research design was used for this study which includes quantitative data collection and analysis.

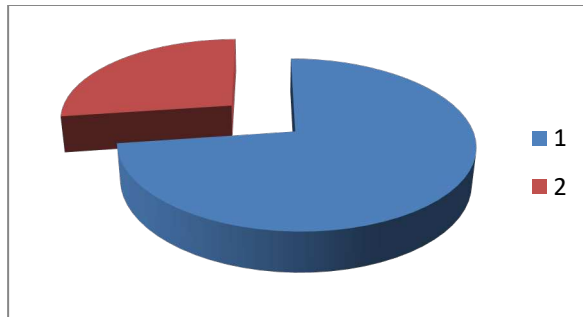
Researcher tool were used in this research were closed ended questionnaires which was made the researcher. Questionnaire was made on rating scale. This type of questionnaire is especially useful when conducting preliminary analysis. This research was done at five different department of BSSS College. A structured close ended questionnaire was selected by the researcher to gather information. It is easy to gather information from larger group. A close ended questionnaire is easy to understand and easy to analyze the results quantitatively.

Although there are many sampling methods, purposeful sampling was chosen for this research. The best part of purposive sampling is that participants who are relevant to the study are selected, hence reducing cost and saving time. This research applied sampling using the criteria of switching science results because research wanted to investigate the factors that caused for switching science stream after twelfth. This sampling method was chosen because it allowed the researcher to use a particular subject of respondents that gave information that was relevant to the topic. This was done by selecting the 100 students from the five department of BSSS college. The questionnaires were answered by the student after the class hours in the presence of researcher. The presence of researcher ensure that clarifies were given where needed and also ensured that all questionnaires were collected. The length of questionnaire was 20 minutes.

### **Data Analysis:**

A questionnaire was given to the learners and was self-administered. Their responses were analyzed statistically and presented in a form of bar graphs or tables. For the tabling of the results the respondents were asked to respond with 'yes/no'. The results were presented using descriptive statistics..

### **Effect of economical status of parent on switching science stream:**

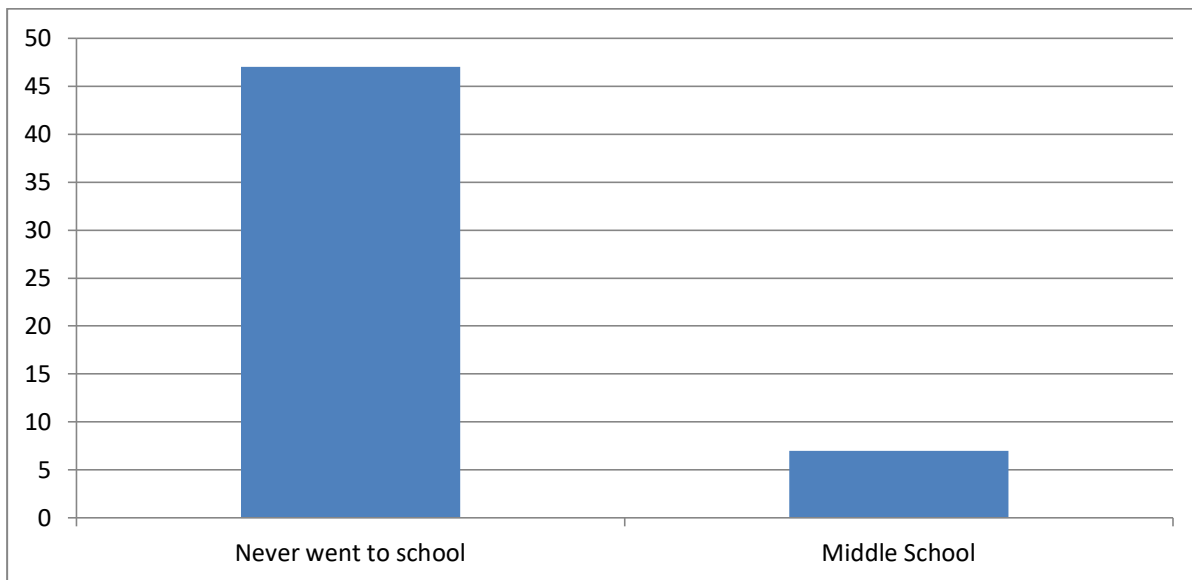


**Figure 4.1**

Figure 4.1 shows that 91 out of 125 learners stated that their parents were unemployed, and only 34 learners stated that their parents were employed. This implies that the majority of the learners come from poor families where there is no constant income. Poverty has been identified as a factor that contributes towards the poor academic performance of the learners in science stream. This also implies that since there is no constant income, the learners may struggle to afford science educational trips or extra study material.

**Employment Sector of Parents**

**Figure 4.2**



The feedback from the participants indicated that 14 of participants mentioned that their parents were employed by the government, 6 indicated that their parents were employed in the private sector, 5 replied that their parents were domestic workers and 9 mentioned that their parents were self-employed. This emphasizes that most of these parents did not have a formal or consistent income.

### Educational Background of the Parents:

Figure 4.3

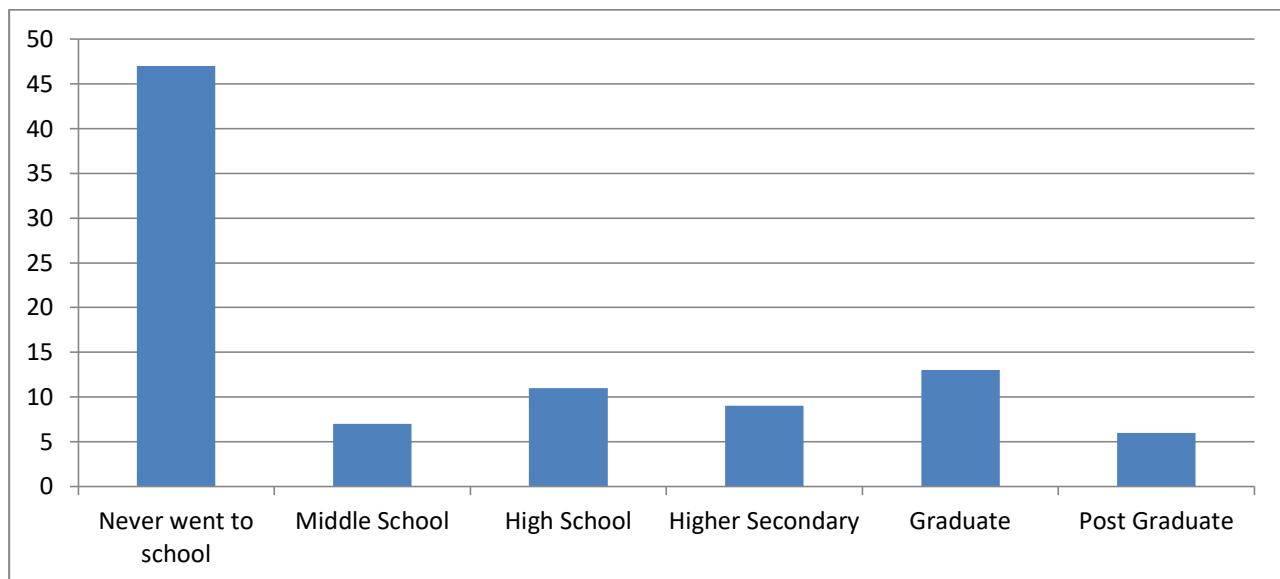


Figure 4.3 indicates that 93 out of 125 learners responded. From these responses 47 learners stated that their parents never went to school. The indicate that 7 parents partly completed middle school, 11 completed all their high school, 9 completed some secondary school, 13 completed graduation and 6 completed Post graduation. These findings suggest that the illiteracy level of parents was high. Hence they could not assist their children educationally, because they were either not knowledgeable of the syllabus or of the medium of instruction. Many Studies stated that this situation could affect the performance of a child.

### Effect of science teachers

Table below shows how the science teacher teaches, from the learner's point of view. The learners had to indicate with a 'yes' where the teacher did what was investigated in the variable, or a 'no' where the teacher did not do what was investigated in the variable.

N	ITEMS	YES (%)	NO (%)
	Is your teacher punctual for the class?	89	11
	Would you say your teacher knows /her subject well?	73	27
	Does your teacher use different teaching strategies for different topics?	68	32
	Does your teacher make use of prior knowledge before every new chapter?	74	26
	Does your teacher explain the same thing in different ways to help you understand?	49	51
	Does your teacher ask you the same question in different ways?	58	42
	Does your teacher give your class tests?	82	18
	Does your teacher use the test results to give the learners extra help?	47	53
	Is your teacher approachable Does your teacher motivate you to learn?	56	44
	Does your teacher organize extra lessons for you?	39	61
	Does your teacher care if you understand the lesson or not?	36	64
	Does your teacher invite science teachers from other schools to teach your class?	20	80

The responses from learners indicate that their teachers are competent, dedicated and are able to use multiple teaching methods. These results differ from the findings by other studies were also said that the teachers make use of outdated methods. This then means that according to learner's perspectives these teachers meet the competency requirements which indicated that a science teacher should be competent and should be able to teach in multiple authentic ways.

### **Concluding remarks**

This study explored factors resulting in switching science stream at undergraduate level. It sought to answer the question “What are factors for switching from science stream to non science streams at under graduate level?” The factors that were indicated to be the cause of the learners’ switching science in Bhopal were namely: the lack of resources, the lack of specialized subject content in educators, the medium of instruction, parental involvement, poverty and motivation. However, this does not mean that these are the only factors. There may be many other factors that may cause such switching science. The recommendations made in this study should be used in order to improve the learners’ motivation in the science subjects.

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## Perception of Pre service Teachers towards Two year B.Ed. Program

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### **Abstract**

*Education is an art of valuing life. Its motive is to instruct us values, evolve stimulated intellect, comprehend tolerance for disagreeable belief systems, dig out elbow rooms to question what exists, and put up to the growth of the human society. Teacher education highlights the policies procedures, rules and processes that are designed to equip prospective teachers with the essential knowledge, attitudes, behaviors and skills which they require to pull off their tasks effectively in the teaching learning environment. Also, it is a program that is related to the development of teacher competence and proficiency that would enable and empower them to meet the requirements of the profession and face the challenges therein. So, to have a proper teacher education in the country the trainings are provided to the pre service teachers and these are conducted by NCTE. It is the regulatory body of teacher education, effectuating functions and fabricating decisions in all the ingredients of teacher education comprising B.Ed., M.Ed., Integrated B.A/B.Sc./ B.Ed. etc. As per the norms NCTE has made B.Ed., an important program of teacher education, a two year program. As a result all educational institutions in India providing B.Ed. course have extended one more year for B.Ed. which was earlier one year duration course. In this paper, the author has studied the perception of the trainee teachers for this two year structure of B.Ed. course. With 100 samples trainees the author has made a small study in which the results reveal that majority of the pre service teachers are not in support of this 2 year B.Ed. program.*

**Key words:** Teacher Education, 2 year B.Ed. program, Pre service teachers

### **Introduction**

Teacher education highlights the policies procedures, rules and processes that are designed to equip prospective teachers with the essential knowledge, attitudes, behaviours and skills which they



require to pull off their tasks effectively in the teaching learning environment. It is a programme that is related to the development of teacher competence and proficiency that would enable and empower them to meet the requirements of the profession and face the challenges therein [3]. The teacher is the most significant element in any educational program. For implementation of the educational process at any stage it is the teacher who is responsible for this [5]. This reflects that the future of the nation is in hands of the teacher so it is imperative to invest in grooming them so that the future of the nation is secure. Further, Teacher education is divided into these stages which are:-

- Initial teacher training which a pre-service course is before entering the actual field of teaching learning environment as a fully responsible teacher.
- Induction which is a phenomena of providing training and support during the first few years of teaching phase or the first year in a specific school.
- Teacher development or continuing professional development (CPD) is an in-service process for practicing teacher educators [1].

*B.Ed.* – A bachelor of education which falls under the category of Initial teacher training is an undergraduate professional degree which grooms pre service teachers for working as a teacher educator in schools, coaching institutes or in any other education departments and this course can be pursued only after successfully completing graduation from any recognized university. The course enables the future teachers to opt for a promising career in the field of teaching. Also, practical training is imparted at the same time and is given the indispensable theoretical knowledge in the field of teaching. For getting admission to this course, the candidates are selected on the basis of their merit in the qualifying examination or performance in the B.Ed. Entrance test held by the concerned university or sometimes both [3].

*NCTE* - National Council for teacher education is a statutory body of Indian government which was set up under the National Council for Teacher Education Act 1993 in 1995, to formally set standards, procedures and processes in the Indian education system for the preparation of future teachers. This council functions not only for the central but state governments as well on all the matters which are related to the Teacher Education and its Secretariat is located in the National Council of Educational Research and Training (NCERT) and in Department of Teacher Education. As per the new regulation notification no346(F.No51-1/2014/NCTE/N&S) , NCTE has launched two year B.Ed. program and outlined the nature of experiences to be offered to the student-teacher to not only make a good teacher but make them reflective practitioner also. The course structure

offers a comprehensive coverage of themes and rigorous field engagement with the child, school community. The program is encompassed with three board interrelated curricular areas and these are Perspective in Education, Curriculum and pedagogic studies, Engagement with the field. All the courses include in-built field based unit of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the field in the curricular components that is meant to holistically link all the courses across the program as well as it also comprises special courses for enhancing professional capacities of the student teachers [2].

### **Objectives**

- To Study the perception of Pre service Teachers towards two year B.Ed. program.
- To Study the perception of Pre service Teachers from two different institutes of Delhi towards two year B.Ed. program

### **Methodology**

Survey method was used by the author to collect information. The data was collected from 100 pre service teachers from two different institutes of B.Ed. in Delhi. 50 from one institute and 50 from other. A simple survey which was objective based questionnaire was circulated and was graphically plotted to analyze the process.

### **Participants**

The present study was conducted on 100 pre service teachers, 50 from one institute and 50 from another institute in Delhi.

### **Tools & Procedure**

Author made objective based questionnaire and simple survey was conducted on pre service teachers which was used for the data collection and an observation was also made.

### **Rationale**

This study is absolutely an attempt to figure out the attitude of trainee teachers towards the long span i.e. 2 year duration of B.Ed. program.

**Delimitations**

- Methods of collecting data ensured that the findings of this study were grounded on the views of the participants.
- Time was one of the constraints.
- Pre service teachers of few institutes from Delhi were taken for the research and the results may not be same to the other pre service teachers of outside Delhi/ NCR.

**Review of related literature**

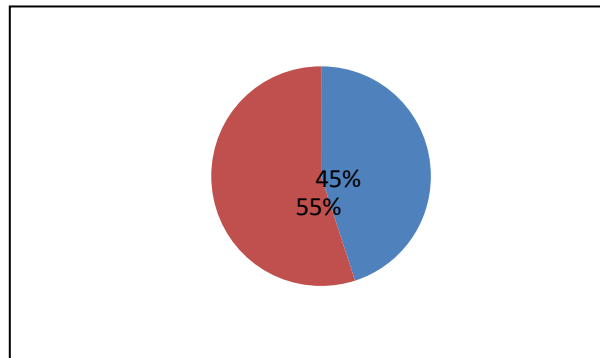
Teacher Education refers to the sum of educative experience which furnish to the preparation of a person for a teaching position in schools or other educational institutions but the term is more commonly employed to designate the program of courses as well as other possible experiences offered by an educational institute for purpose of grooming persons who are going to enter in the field of teaching and other educational service and for contributing to their growth in competency for such service. For the accomplishment of proper teacher education the NCTE has introduced this B.Ed. program. Education which is considered as a significant factor responsible for the holistic development of the nation, it has become a sector for a huge number of jobs. From recent research data, it was found that there are approximately 1.3 million schools in India [5]. Thus, from the above statement it can be said that there is an ample scope in this sector. And to enter into this sector, a B.Ed. degree is a must. Under the RTE Act, it has been made mandatory to have B.Ed. degree to become a teacher. It also aids in getting appointed as a teacher in both the type of schools whether Government or private schools. This course helps one to learn the methodologies, acquisition of basic knowledge and skills which are involved in the teaching profession. It also consists of the training process which is the most important part of B.Ed. that is really a helpful part as it provides the actual teaching learning environment for the future teachers [1].

**Data Collection and Analysis**

The set of self structured objective questionnaire was distributed to the hundred trainees. The questionnaire was set in such a order to seek responses of the trainees against seven fundamental factors which are Curriculum distribution, Construction of knowledge, Practicum, Competency of essential skills and knowledge, Getting teacher jobs, Gain of additional knowledge and Longer

Span as a Source of Income. The following graphs represent the responses of the trainees against the six factors, which aids to know their perception towards two year B.Ed. programme.

*Theme 1 -Perception of pre service teachers towards Curriculum Distribution*

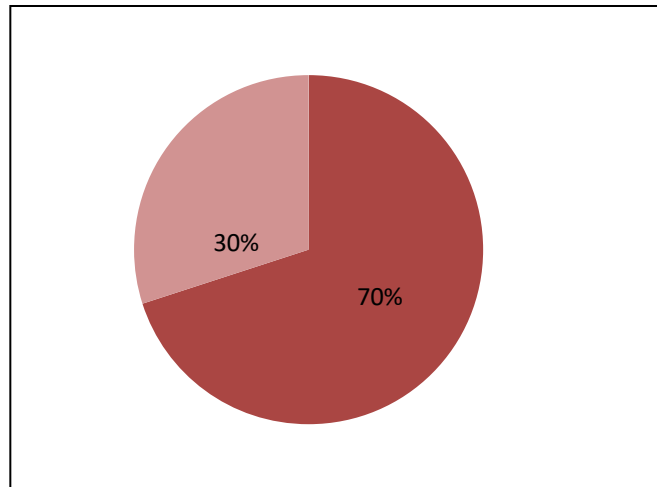


From the collection of data after the survey of 100 samples of objective questionnaire from both the institutes which is considered 100% as total has been found that 45% out of them are in favour of the curriculum distribution that is they found that the curriculum according to them is apt in nature which is visible in the above pie chart. The reason for this is that the curriculum has helped them in clearing out the various competitive exams such as CTET, KVS or other exams, due to participation in diverse fields during their B.Ed. which are not only related to their academics but also the extra curricular activities which really groomed and made them ready by developing in them the level of confidence so that they are able to face the actual teaching learning environment in future.

And remaining 55% of the total samples are not in favour of the curriculum distribution which means according to them the curriculum is not apt as they found that the whole course is of one year only and it has unnecessarily been stretched to two year which really wasted their one more year, also even though the span was increased from one to two year but still they have not been competent in their essential skills and methodologies which are required in the field of teaching, there are repetition of subjects/topics which are boring and decreased their intrinsic motivation to

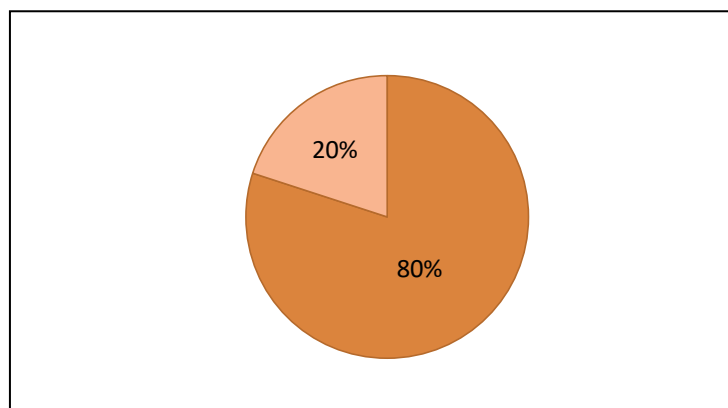
study further, due to long span they were not able to revise their main content which are frequently asked in the interviews in the schools for the jobs which has affected their placements negatively.

*Theme 2 - Perception of pre service teachers towards Construction of Knowledge*



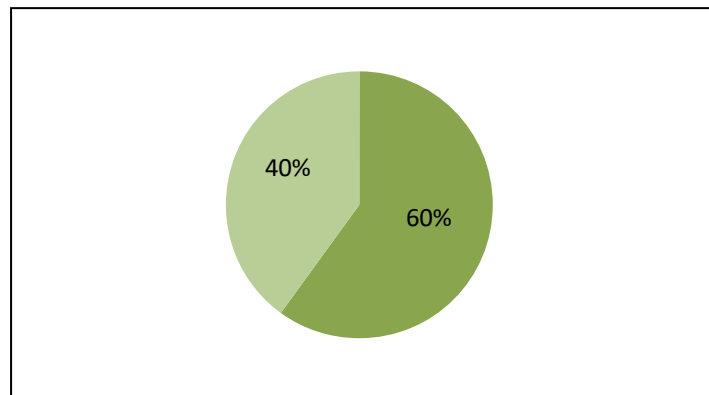
From the collection of data after the survey it has been found that the majority of the trainees that is 70% out of the total samples are not in favour of construction of knowledge which means even though the span of B.Ed. was long still they were not able to construct their knowledge on their own which can be referred to as a kind of approaching to constructivist approach instead they were cramming the existing knowledge because maximum time was spent on participation and organization of various events which were held in their institutes.

*Theme 3 - Perception of pre service teachers towards Gain of Additional Knowledge*



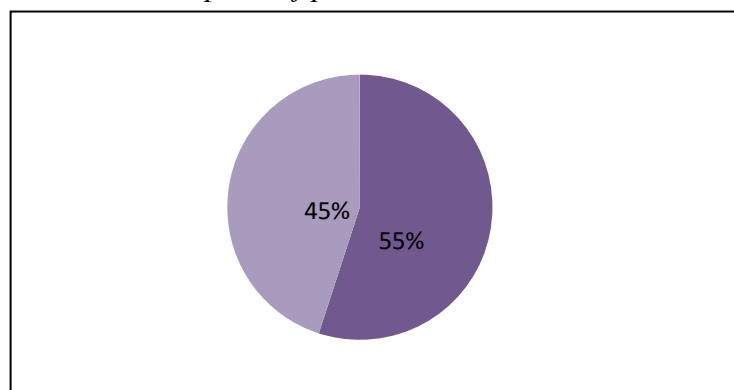
From the collection of data after the survey it has been found that the majority of the pre service teachers that is 80% out of the total samples are not in favour of gain of additional knowledge which means even though the span of B.Ed. was long still they were not able to gain the extra knowledge apart from the ones which are mentioned in the curriculum the reason being due to lot of submissions of the files which were related to their project or portfolio which they did in every semesters of the course.

*Theme 4 - Perception of pre service teachers towards Competency of essential skills, knowledge*



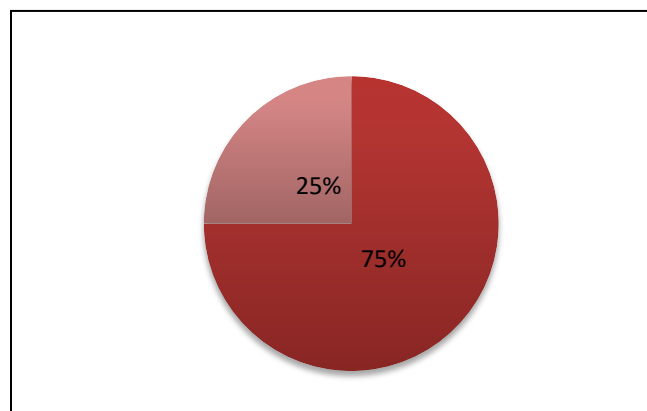
From the collection of data after the survey it has been found that 60% of the total samples are not in favour of being Competent in essential skills, knowledge as the reasons were lot of submissions they have given and that too in time, not much practical or field work specially the teaching part was provided to them as a consequence of which they were not having enough time to practice the various skills of teaching such as the micro skills, other skills like increase in level of patience, classroom management etc.

*Theme 5 - Perception of pre service teachers towards Practicum*



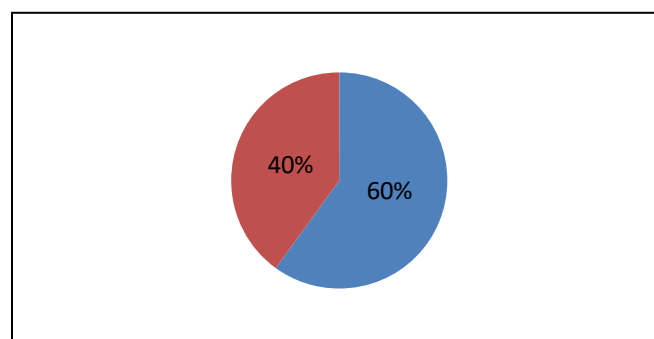
From the collection of data after the survey it has been found that the majority that is 55% out of the total are not in favour of the internship span as a part of practicum because the span was limited for them to practice their teaching which is an essential part of this course. But some that is 45% are in favour of the span of the internship period because they say that the balance has to be maintained between the theoretical part as well as the practical part.

*Theme 6 - Perception of pre service teachers towards Longer Span as a Source of Income*



From the collection of data it has been found that majority of the pre service teachers which are 75% out of the total samples are not in favor of the long span of this course because they say that the whole course can be wind up in 1 year in which 6 months would be for the theoretical and the remaining 6 months for the internship period as a part of practical and this long span is just a source of income for the various institutes as they are getting in the form of fees for the one more year.

*Theme 7 - Perception of pre service teachers towards Getting Teacher Jobs*



From the collection of the data which is easily reflected from the above pie chart it has been found that majority of the trainee teachers that is 60% of the total samples were facing problems while getting the teacher jobs which means either they were not getting the jobs because somewhere they were not able to face the interview well or even if they were getting, they are not satisfied with the posts which they are getting or are dissatisfied with the brand of the schools.

### **Findings and Discussions**

The major findings has been found after the analysis of the 100 samples of the pre service teachers from two different institutes which reflected that majority of the trainees are not in favour of this 2 year B.Ed. program due to the following reasons as mentioned below:-

- Unable to construct the knowledge or the existing concepts on their own instead cramming of the concepts are preferred.
- Decrease in intrinsic motivation towards studying in B.Ed. due to repetition of the subjects.
- Lack in mastery of the essential knowledge and the skills which are required in the teaching profession.
- Unable to update themselves with the latest or additional knowledge as are so much engrossed with the lot of submissions of the projects or portfolio's or involved in the organization of the various events.
- Not happy with the span of the internship period which is a practical part as according to them is insufficient for them to practice their teaching as a consequence of which they are not satisfied with the contemporary curriculum and are expecting the changes to be made in the curriculum.
- Trainees are also suggesting that this course can be winded up within one year but has been stretched unnecessary as this can be one way of getting income from the fees of the second year by the educational institutions.



## Conclusion

Bachelor of Education (B.Ed.) is a professional course which is provided to the pre service teachers so that they can gain the essential skills, knowledge, methodologies and can utilize them effectively in the actual teaching learning environment. Based on this concept the span of this course was shifted from one year to two year course. But from the survey it has been found that majority of the pre service teachers are having negative perception towards this two year B.Ed. program. This negative perception could be eradicated if the curriculum can be redesigned where equal distribution should be given to both the practical as well as the theoretical part of the B.Ed., the internship period could be extended so that the trainees are well versed with the basic teaching skills. Also, repetition of the concepts which are taught in the B.Ed. should be avoided so that the enthusiasm of the trainees is preserved.

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## The Effect of CAM Treatment, on Personality and Intelligence of Commerce Students

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### **Abstract**

*Today, there is a need to create an environment in which the students could process and assimilate knowledge is transected through the central invention of instructional process which organises instructions between the teacher and the learners in a formal class room setting. It is a general observation that education has almost failed to keep pace with the developments talking in the areas of knowledge & technology, Lecturing & narration, Dominate teaching. Very little scope is granted for the free play of students inquiry & imagination. Constricted participation of the students in the instructional process has resulted in lack of conceptual clarity & learning 'how to learn.'*

*The success of any teaching act depends to a larger extent on the interplay among teacher, student and curriculum. All these play an equally important role in the process of learning. All these components together create a teaching learning environment which is geared to achieve instructional objectives depends on the methods of teaching. A good deal of discussion has been going on the recent years to revitalize classroom teaching in Indian Schools. The search for good teaching models has agitated by Joyce & Weill(1980). They described that "A model of teaching is a plan or pattern that can be used to shape curriculum, to design instructional materials & to guide instructions in classroom & other setting. Joyce & Weill(1980) have described twenty two models of teaching which are grouped into four categories. Information processing model is one of those categories & concept attainment model comes under those category. Concept attainment model has emerged from the work of Bruner, Goodnow & Austin(1967). Concept teaching provides a chance to analyze the students, thinking processes & to help them to develop more effective strategies.*

*Concepts are important materials in the child's thinking which slowly develop with the aid of language & other symbols. Concept attainment involves greater insight through which generalizations can be obtained.*

**Introduction:-**

Very little scope is granted for the free play of students' inquiry and imagination. Constricted participation of the students in the instructional process has resulted in lack of conceptual clarity and learning 'how to learn'. The teacher education institutions have failed to educate the prospective teachers in the philosophy and technique of producing autonomous and active learners."Current schooling practices often result in intellectually burnt students, that is, children who by the time they complete elementary school have experienced frustration and failure so repetitiously that they view themselves as incapable of intellectual competence and see learning as incapable of affording them any satisfaction, much less real joy"(Elkind,1969). Efforts, through modest have were made to change this sorry state of affairs by evolving and adopting alternative strategies and methods of teaching. One of them is the building of "models of teaching" to provide systematic guidelines to the teachers.

"Socrated said," teaching is the direction of activities and so emphasized questioning, analyzing, reasoning, concluding and generalizing as the five steps involved in teaching".

**Families of Models of Teaching-**

These Models of Teaching have cropped up in all sorts of places. There are four categories of Models-

- i. Information Processing Model.
- ii. Personal Model
- iii. Social Interection Model and
- iv. Behaviour Modification Model.

**Concept Attainment Model:-**

Bruce, and Weil developed this model, on the basis of the work of J.S.Bruner. The conceptual learning according to Bruner consist of two aspects, namely:

- Understanding theory of concept and
- Analysis of Thinking Strategies employed for attaining the Concept

### **Need and Significance of the Study**

Teaching models have the direct application and utility in making the teaching learning process more effective. There has been very few work done on commerce using Models of Teaching. At present, the teaching is dominated by the lecture method. Because of poor performance and poor understanding of concepts, teacher is not able to follow the right method of teaching concepts.

### **Statement of the Problem**

The problem of the study was worded as:

“Comparison of Concept Attainment Model with Traditional Method fro Teaching Commerce to Class XI students in terms of Variables related to Cognitive and Affective Domain”.

### **Objectives of the Study**

To study the effect of Treatment, Personality and their interaction on Achievement in Commerce by taking Intelligence as covariate.

### **Hypothesis**

There is no significant interaction of Treatment and Personality on Achievement in Commerce when Intelligence is taken as covariate.

### **Sample**

The present study was conducted at two stages-

- Try-out stage and
- Final stage
- There were 50 students in control group and 40 students in experimental group.

**Method**

The researcher employed the experimental method for the study.

**Design**

Non-equivalent control group design was employed for the study.

**Tools**

Verbal Intelligence Test by Ojha and Ray Choudhary (1971)

Eysenck's Maudsley Personality Inventory by Jalota and Kapoor(1964)

**Statistical Techniques used for the Analysis of Data**

In the present study, Percentages, Percentiles, Mean, Standard Deviation, Coefficient of Variation and Analysis of Co-variance were used for the analysis of the data.

**Analysis and Interpretation**

Sources of Variance	Df	Ssy.x	Mssy.x	F-Value
Treatment	1	5393.38	5393.38	84.84**
Personality	1	1195.85	1195.85	18.81**
Treat X personality	1	20.64	20.64	.32
Error	58	3686.98	63.56	
Total	61			

The objective of the investigation was to study the effect of Treatment, Personality and their interaction on Achievement in commerce by taking Intelligence as covariate. The data related to Achievement of both the groups were measured by administering the Achievement Test at the end of the treatment. Treatment and Personality were two independent variables. The result are presented in table –

Significant at 0.01 level Mean and S.D. for Achievement in Commerce of Experimental and Control Group

Group	Experiment			Control		
	N	Mean	S.D.	N	Mean	S.D.
Extroversion	20	77.35	6.45	23	46.96	12.05
Neuroticism	11	63.36	8.59	09	28.11	4.48
Total	31	72.39	9.86	32	56.39	13.51

Effect of personality on Achievement in Commerce by taking Intelligence as Covariate

Table shows that the F-value for Personality is 18081. The value is significant at 0.01 level with df equal to 1/58. It indicates that Personality influenced the achievement of students when they are taught through two different modes. On the basis of this hypothesis is rejected. Further, table shows that the mean scores of Achievement in Commerce of students having Extroversion category of Personality belonged to experimental group are higher than their counter parts of Control group. It can be said that both the Extroversion and the Neuroticism students benefitted by the instruction delivered through CAM.

Finding: Personality & intelligence influenced the students Achievement in Commerce significantly.

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## Perception of pre service teachers toward social science curriculum

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### ***Abstract***

*The research paper will give us the idea about how the pre service teachers see the curriculum as a whole in the secondary classes. The research paper would also tell us about their mindset towards curriculum. To analyse their mindset, questionnaire has been made carrying 25 questions in total both objective type and essay type where the teachers expressed their attitudes and perceptions towards the curriculum. They also shared their daily life experiences through which social science can be taught effectively. They gave so many suggestions regarding the curriculum which can surely bring good changes and new ways of teaching social science in secondary classes. The answers of the pre service teachers would actually help the readers to understand the issues related to social science curriculum.*

**Keywords-** *social science curriculum, NCF (2005), teaching learning process, daily life experiences, art and drama integration, opportunities.*

### **Introduction-**

Social science curriculum is a multi dimensional approach which tries to deal with human life aspects and shows the relation of human being with his or her surroundings. In more appropriate words, social science is the branch of science devoted to the study of human societies and relationships among individuals within those societies. The National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also



attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas.

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions, we must recognise that, given space, time, and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days is actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curriculum burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands on experience.

#### **Literature review-**

Human actions can be described as self-evidently meaningful; they are typically performed for a purpose and express an intention, and they also often follow rules that make them the kinds of action they are. Thus, people do not simply move their limbs or emit sounds, they vote or marry or sell or communicate, and, when they do, their actions and relations appear to be different in kind from the behaviour of other animals, especially nonconscious animals (such as sponges). Philosophers mark this difference by saying that humans act, whereas entities that lack consciousness or that lack the capacity to form intentions merely move.

German theorists of the late 19th century initially developed this line of thought by conceiving of social science as the study of "spirit" (*Geisteswissenschaften*). The term *spirit* harkens back to Georg Wilhelm Friedrich Hegel's *Phenomenology of Spirit* (1807), in which "spirit" referred in part to the broad intellectual and cultural dimensions of a people. Philosophers such as Heinrich

Rickert and Wilhem Dilthey argued that human phenomena are the product of conscious and intentional beings who became so by means of enculturation (the assimilation of a culture, including its values and practices), and this means that the human sciences must concentrate on meaning and its interpretation as they attempt to understand human life.

This line of thought continued into the 20th century and beyond. Most notable was the application of hermeneutics to the study of human social life. The term hermeneutics derives from the Greek word *hermeneuein* (“to interpret”), which in turn comes from the Greek word for the god Hermes, who carried messages from the other gods. Hermeneutics is the theory of interpretation, originally of written texts and later of all forms of human expression. It originated in the modern period in reflections on the interpretation of the Bible. A number of hermeneutical theories of the social sciences have been developed, the most significant being that of the German philosopher Hans-Georg Gadamer, presented in his masterpiece *Wahrheit und Methode* (1960; *Truth and Method*), and that of the French philosopher Paul Ricoeur, discussed in *Hermeneutics and the Human Sciences: Essays on Language, Action, and Interpretation* (1981). Hermeneuticists argue that human actions are the expressions of ideas and feelings and as such are essentially meaningful phenomena. To understand them is more akin to interpreting a text or a painting than it is to dissecting the contents of a cell and the causes that produced them. Meaning, not cause, and understanding (meaning), not (causal) explanation, is the rallying point for philosophers of social science of this persuasion, though they offer varied accounts of what is entailed in interpreting meaning.

A cognate line of thinking developed largely in England and in the United States out of the later philosophy of Ludwig Wittgenstein, as represented especially in his *Philosophical Investigations* (1953), a work that argued for the essentially social nature of linguistic meaning, which it parsed in terms of rule following. Analytic philosophers, most notably Peter Winch in *The Idea of a Social Science and Its Relation to Philosophy* (1958), applied this idea to the social sciences, hoping to show that the study of human beings involves a scheme of concepts and methods of analysis that are wholly unlike those in the natural sciences.

The social sciences that figure most saliently in humanist approaches, which centrally feature the interpretation of meaning and consciousness, are anthropology, history, and those parts of sociology that focus on the margins of mainstream society. The reason for this emphasis in sociology is that, when confronting the behaviour of those whose linguistic, cultural, and conceptual worlds are

significantly different from their own, social analysts cannot ignore questions of meaning. Moreover, these disciplines strikingly confront a host of questions that trouble philosophers of social science, questions that are grouped around the topic of relativism (the doctrine that either experience, assessments of value, or even reality itself is a function of a particular conceptual scheme; these views are called, respectively, epistemological, moral, and ontological relativism).

But not all philosophers of social science believe that meaning is something on which the social sciences should focus. Despite the fact that human actions and relations are clearly meaningful on the surface, some philosophies of social science have denied that meaning ultimately has (or should have) a fundamental role to play in the social sciences. One of the most noteworthy of these approaches is behaviourism, which dispenses with inner mental states and cultural meanings altogether. Instead, human behaviour is conceived as a series of responses to external stimuli, responses that are regulated by the patterns of conditioning that have been inculcated into the organism.

Other approaches that deny that the interpretation of meaning is of fundamental import in the social sciences include systems theory and structuralism. Systems theory conceives of society as an entity each of whose various parts plays a certain role or performs a certain function in order to maintain society or to keep it in equilibrium; such roles are played by those who inhabit them, whether they know that they are doing so or not. Structuralism asserts that agents do not create the structure of meanings through which they act; rather, as social subjects, they are “created” by this structure, of which their acts are mere expressions. As a result, the purpose of social science is to unearth the elements of this structure and to reveal its inner logic. In both systems theory and structuralism, the meaning that behaviour has for those engaging in it is ultimately irrelevant to its explanation. Behaviourists, systems theorists, and structuralists base their approaches on the assumption that human behaviour is the result of prior causes in the same way that the behaviour of plants and animals is.

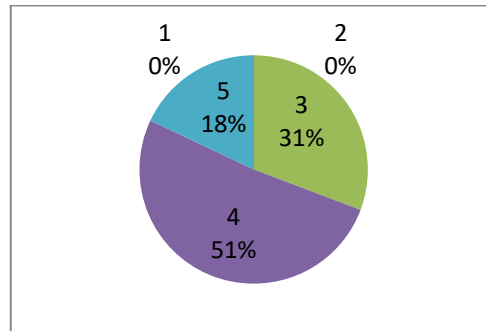
### **Research methodology-**

#### **Data collection-**

The questionnaire has been designed to carry out the survey. The Likert scale is used from 1 to 5 rating scale to collect the responses of the participants. The questionnaire includes total 25

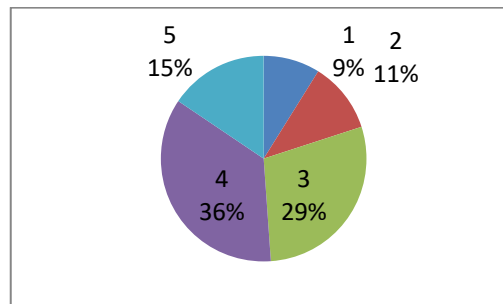
questions and this survey was conducted with almost 50 participants. The questionnaire has both objective and essay type kind of questions to measure all the dimensions of sst curriculum and whether the curriculum is fulfilling the needs of dynamic environment or not.

### 1- Do you feel satisfied in teaching social science?



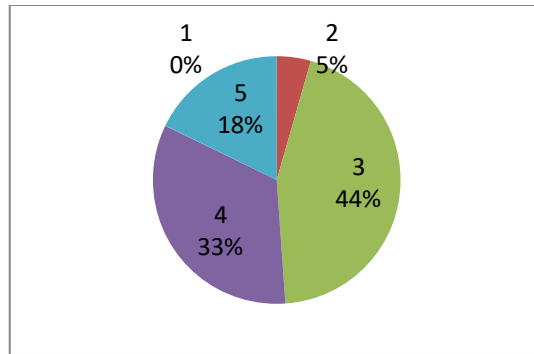
out of 46 participants, 51% of the participants chose 4 on the likart scale of 1 to 5, which shows that social science curriculum is satisfying the needs of the pre service training teachers and it involves almost every topic or concept which should be there in social science curriculum.

### 2- How many times you teach social science in a week?



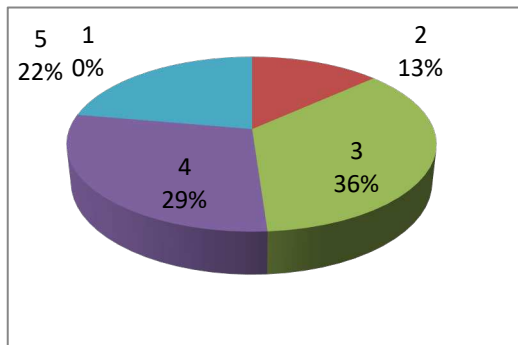
It shows that maximum of the pre service teachers devote their maximum time in dealing with social science as a subject and they also feel good in teaching social science. There are only 9% of participants who feels that teaching social science is boring.

### 3- Do you prefer activity based learning in social science?



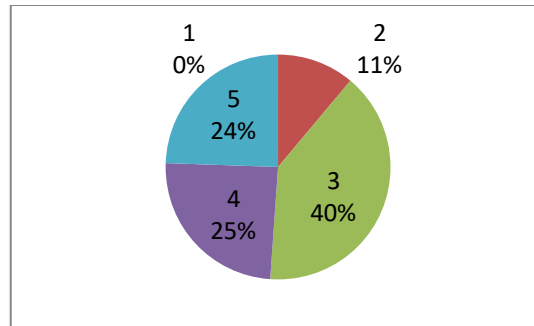
The results shows that not everyone feel that activity based learning is appropriate or good while dealing with sst curriculum. Since there are other disciplinaries also where there is less chance of activities like history and political science.

**4. Does it give scope for all religious and cultural appreciation**



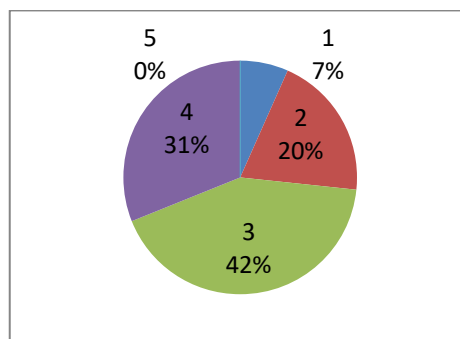
it is found that pre service teachers don't find much scope in sst curriculum for religious and cultural appreciation as it sometimes create stereotypes related to these aspects.

**3. Does it always create environment for discussion?**



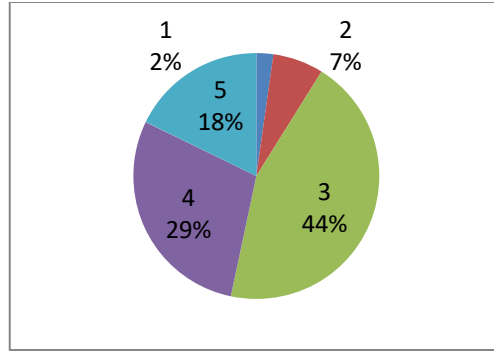
It was found that for more of pre service training teacher, social science facilitates the environment for discussions. Students must be very interesting in discussing about the facts that social science curriculum put in front of them. Like in history there are various topics of social reformers, including Gandhi ji, Subhash Chandra bose, etc where the students can also give their opinions in these matters.

#### 4. Is the social science syllabus hard to follow?



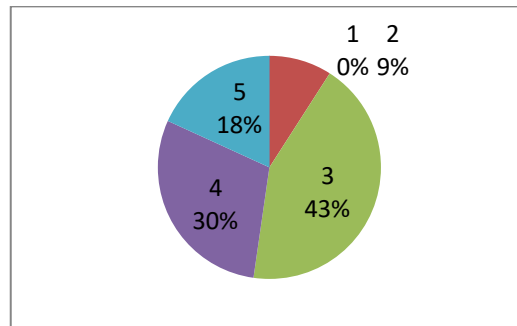
Yes most of the pre service teachers find that it is difficult to follow the social science syllabus as there are certain chapters which are very lengthy and there are many disciplinaries in which teacher has to focus on. Thus the syllabus is bit huge for the students and the teachers as well.

#### 5. Do you really think drawing, painting, music and architecture etc should be included in social science curriculum?



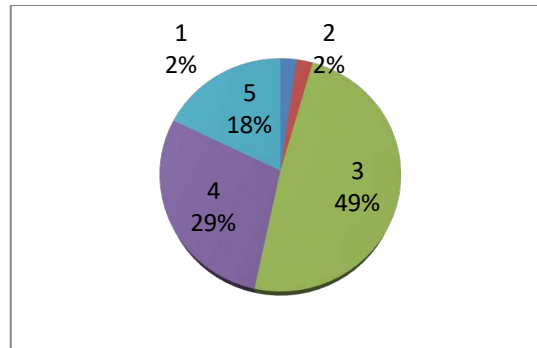
it is found that not everyone think in the same manner that by including all above like painting, music, etc will make the social science interesting and entertaining. But some of the people point of view says that sometimes it is good to include all these forms as it will help the students to understand the concepts better.

#### 6. Does it provide sense of belongingness to the environment?



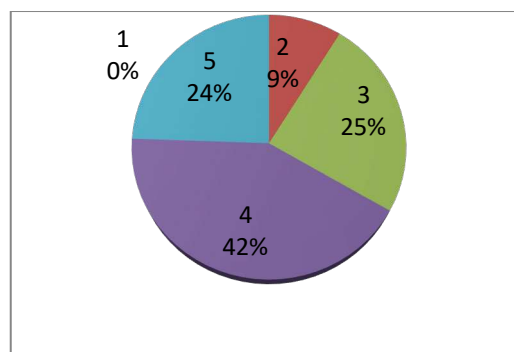
yes many of them think that social science curriculum gives the sense of belongingness to the environment as it talks about how human beings born, how forests give shelter, food to all the creatures on the earth, Geography tells us the nature of the earth and how we are linked to this earth. Civics talks about the political areas of the country and the role of government in our lives and how the whole world is interrelated with each other.

#### 7. Do you think subjects of social science are enough to be taught in secondary classes?



It was found that many participants feel that yes the subjects of social science are sufficient to deal with as a teacher. Since the syllabus of social science curriculum are touching all important aspects of human lives that's why more participants agreed to the question.

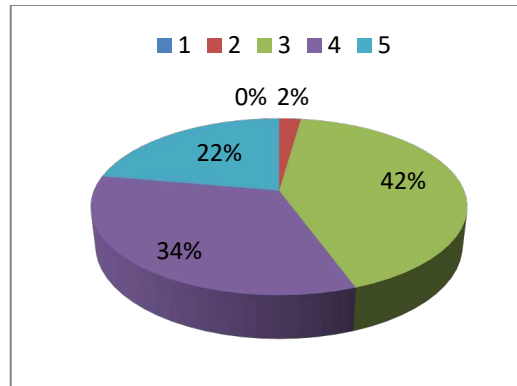
**8. Are you attaining desirable skills, attitude and values towards the nation wellness?**



There are almost 42% participants who agreed in the response that yes social science give shapes in achieving our desirable skills, attitude and values towards the nation wellness. And there are fewer participants who think that social science doesn't make any change in their behaviour.

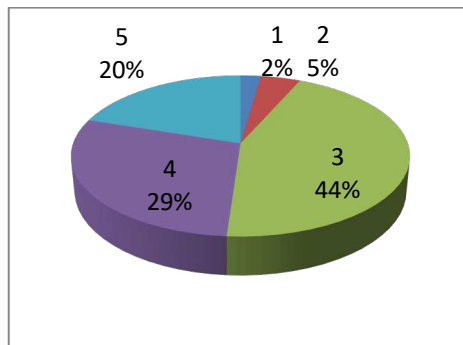
**9. Does it have relevance in other subjects also?**





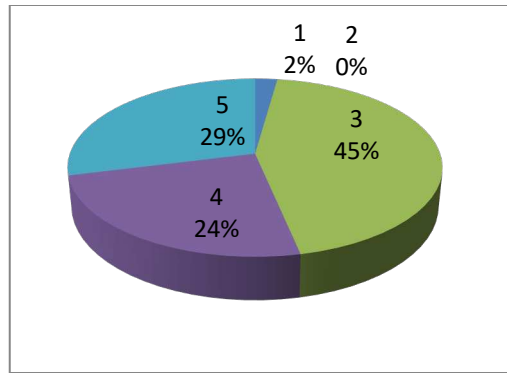
It is found that majority of the respondents or participants feels that social science subjects and its concepts really have impact on the other subjects. For example social reformer Aryabhata found the 0 value in maths. Poems in Hindi made us think about the poets of the past which draws their mind in the history and the lifestyle of the people in the past. Thus social science is a vast area and includes almost all the areas of education.

#### 10. Does it give you an opportunity to be creative?



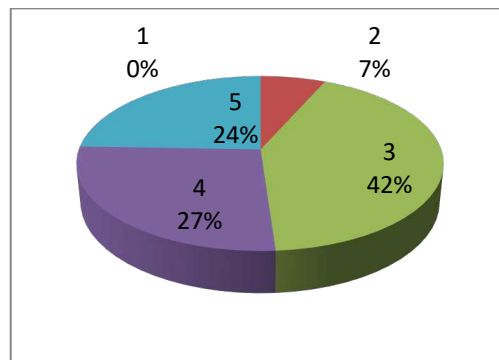
The results drawn in pie chart show that 44% of the participants that include half of the participants feels that yes social science also give them opportunities to be creative and to shape their mind in divergent ways that enables them to deal with its curriculum much better. Like role plays, songs, paintings, models, give both the teachers and the students a chance to explore the concepts and make them understand the scenario of the past, present and future activities.

#### 11. Does Social science curriculum make connection with the outside world?



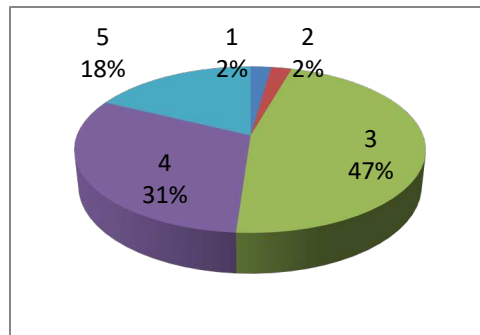
It is shown that yes there is much connection of social science curriculum with outside world. And almost all the participants agreed to this point. For example there are many subjects within curriculum like geography, civics, economics and e.v.s talk about outside world through which we connect to the world.

**12. Does it promote the concept of one earth and one family?**



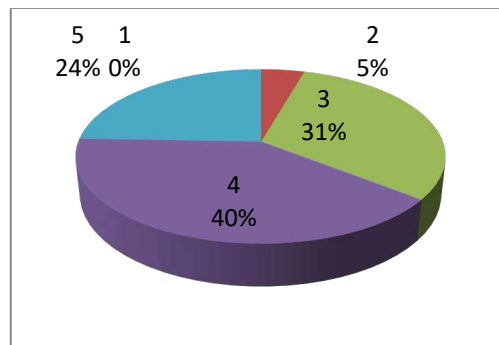
The results in the pie chart show that much of the participants chose 3-5 rating scale that means they are very much agree with the question that social science promotes the concept of one earth and one family because many disciplinaries of sst curriculum talks about much more about the economy, nature, different landforms, relation between humans and nature, how our earth formed , etc which give us the feeling of one earth and one family.

### 13. Is Social science child centred?



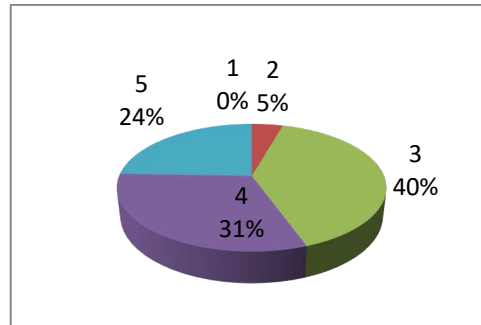
the result shows that yes for pre service training teachers, social science curriculum gives the opportunity to child centred learning as it facilitates field trips, trips to museums, art galleries, paintings, historical monuments, models making, charkha making, etc. These all activities promote learners to explore the subject on their own.

### 14. Does it make you rethink about the surroundings and the environment?



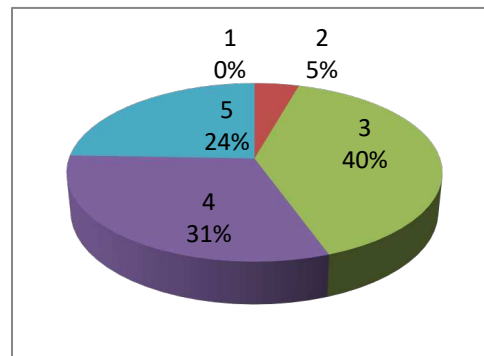
The result shows that much of the pre service training teachers were likely to select 3 and 4 rating scale which indicates that they were very much agreed with this question as social science is a broad subject which include environmental studies, geography, civics and economy and these all disciplinaries of social science subject take into consideration the outside world and our surroundings.

### 15. Does It provide a chance for sharing personal experiences?



yes it was found that much participants were agreed on this that social science facilitates the chance of sharing personal experiences with the class. For example teachers can take student personal experiences of their tours and hill station visits in dealing with climate, weather, diversity, different vegetation, etc.

### 16. Does it promote systematic study of man in relation to his society?



The results show that around 95% of the participants feel that yes social science deals with systematic study of man in relation to his society as there are many disciplinaries which talk about man and his surroundings only like history, geography, civics, economics, etc. These all subjects tell the relation between men and his environment.

**Survey based on essay type questions-**

### 19-What kind of changes you want to see within your social science curriculum?

The conclusion that the researcher derived through these responses of the participants were that the changes that all participant want in sst curriculum are not very tough to follow as they have talked about child centred learning, new information according to current scenario, practical aspect, gender neutral, less syllabus content should be there as they face many problem while dealing with social science textbooks. They have also mentioned that students can explore better while working practically and due to much content in the syllabus and unnecessary things make their sst curriculum much more boring.

Some of the answers of the participants are as follows:

- Information based on past analysis should be replaced by present analysis
- There are many new concepts that are very important for students to learn and the most important thing is there should be some kind of change regarding the syllabus and topics.
- Incorporate more activities, giving students chance to explore
- It should be more interactive and should not focus on rote memorization
- New maps with new census  
New concept with new content knowledge
- It should be more gender neutral and more examples should be given when it comes to geography and political science
- Practical knowledge should also be included and should not be 100% theoretical. This will develop interest among the students.
- Updated with latest trends in the social sciences research.
- The Syllabus is very vast which creates burden on students sometimes.
- Social Science should provide a global perspective which is mostly region centred.

## **20- Does the curriculum satisfy your needs in relation to your surroundings?**

While going through the responses for this question, the conclusion that is derived was that participants think that the curriculum can be much more advance and should focus more on practicality of the concepts as it just gives us the idea about our surroundings but how to deal with that is somewhat lacking while dealing with social science curriculum.

Some of the responses are as follows:

- Social science should be taught by linking the current scenarios and not just the content written in the books.
- It can do better.
- no because it does give much expose to the children
- yes because it tells the reasons for our surroundings
- It should be made interesting
- yes because it give awareness
- yes sometimes it does
- not always

## 21- Do you appreciate the social science curriculum?

The researcher has taken all the responses into consideration while drawing the conclusion that is sometimes social science curriculum get appreciated by all as it tells us the formation of things, how world has been formed, and the history behind everything but sometimes it fails to update the learners about the current scenario. The textbooks do have old surveys and information which is now no more important for the learners and still the learners have to find out the updated information.

Some of the responses that researcher gained are as follows:

- I appreciate it but I want some changes in that.
- Not really
- It is good but should be updated from time to time and more recent examples should be included
- Partially.
- Yes because it tells us so many thing about the world and history as well.
- not always because it lacks information
- yes because it is the essential subject to live a life in a better way and to become a good and aware citizen of the country.
- It's should be more realistic than theoretical.

**22- According to you, what kind of strategies can be incorporated in social science curriculum?**

The conclusion that the researcher derived from many responses are that social science should be taught in such a way that can encourage students' cognitive, emotional and psychomotor abilities in such a manner that can lead to some productivity in understanding the concepts like group discussions, planning trips for students, incorporating games, social science labs should be there, and teaching learning process should be in a way that can vanish all sorts of prejudices and stereotypes from the minds of the students.

Some of the responses are as follows:

- Daily life experiences
- More activity based learning
- Games , storytelling method and lecture method
- Labs for social science
- There should be more of discussions and recent environment and should be used as examples. More gender neutral. No religion should be used to make examples of stereotypes or prejudices.
- More discussion and exposure to the outer world.
- Debates and discussions.
- Tours and trip visit
- teacher should be passive and children should be active participants
- story telling method should be incorporated in the beginning of the lesson so that students can relate.
- Teaching students by PowerPoint presentation or showing videos which help them in retaining things or events.

**23- List daily life experiences through which you can teach social science effectively?**

The researcher found many daily life examples through which a teacher can teach social science. It is found that daily life situations can actually workout for teaching social science effectively. And

there are many examples that was gathered while collecting responses that actually there are lot many things which we as a teacher can take into consideration while dealing with social science curriculum to make our teaching effective and successful. Such as sharing personal experiences of the hilly areas and flat areas which can see different types of vegetations grow in those areas, sharing news in the class we can discuss some political issues that will give new understanding to the students' learning processes.

Some of the responses collected are as follows:

- We can teach economic through day to day experiences we have in market.
- Political science taught with the help of news
- Travelling, environment
- We can use the environmental issues, political issues engage the students by taking them out to see the historical places.
- More audio video approach should be taken into consideration.
- visit to historical places for social science
- Relating the latest news of the nation or outside while teaching.
- Movies, popular notions, fiction, prejudice, stereotypes.
- By food we can discuss essential nutrients of food
- By clothing we can teach different cultures and diversity.
- we can easily take the example of buying and selling in explaining the concept of market.
- by taking computer, telephone, printer, etc examples we can teach digital economy.

### **Findings-**

The researcher has worked a lot in finding the merits and demerits of the social science curriculum and the research that has been carried out highlight some major good effects and bad effects which are as follows:

### **Merits-**

- Social science curriculum focus on different disciplinaries and thus a broad concept which attracts the learners' attention.
- It promotes creativity in the mind of the learners by discussions, school trips and tours.



- It makes the students realize the importance of nature and environment and creates awareness towards them.
- It makes us understand the importance of life and the purpose behind everything.
- It tries to give the past information with the help of its subject history.
- It brings us to the role of society, family and our surrounding as a whole.
- Students can be aware of the outside world by understanding the social science concepts.
- It tries to solve all kind of problems that is there in the minds of students by making them aware about their surroundings.
- Social science curriculum is an effective tool in giving exposure to the students.

### **Demerits-**

The pre service teachers listed down many limitations for the social science curriculum as follows:

- Social science does not properly fulfil the criteria of child centred learning because in history there are many chapters that students have to learn by memorising the concepts.
- The course of social science is lengthy so the learners may not relate every chapter to their daily lives.
- Social science curriculum also gives its learners information based on past analysis or research instead of new reports or information.
- It's been many years that today's learners are following and adopting old curriculum which is least feasible in modern world.
- Students get less practical knowledge from the social science curriculum.
- Curriculum gives its students less opportunity to explore the outer world and make connections with surroundings because the subject is vast in nature.
- Students generally lose interest in memorising the facts that curriculum wants its students to rote.
- Burden of the curriculum makes the teaching learning process boring.

### **Suggestions-**

- Social science curriculum face many problems in its implementation due to its various drawbacks that the researcher has mentioned but despite of all these drawbacks, social

science curriculum can be an effective tool in teaching learning process if it is taught more practically and by reducing the unnecessary concepts.

- Less syllabus will put less burden on the students and they can understand the concepts comfortably.
- There will be more urge in students to understand the concepts and the reason behind every aspect. By organising resource centres, labs and audio video labs, the students will take more interest in the social science classes.
- By role plays, dramas, dance and music, etc, students will learn the concepts heartily and understand the whole story of the past like role plays of Jhansi ki rani, mahatma Gandhi, Jawaharlal Nehru will give them the idea of their importance and why we celebrate all their occasions.
- Arranging holi and diwali melas and several competitions like this will give them pleasure and they will take an active participation and also realise the importance of this festivals.

### **Conclusion-**

The conclusion that the researcher drawn from the paper is that social science curriculum is somewhat more likely to affect the students cognitive, emotional and psycho motor aspects as it provide lots of opportunity for the students to explore and to understand their surroundings. It makes the learners aware about the importance of nature in which the human beings are living and the relation between them. Social science can be an effective subject if it is taught by integrating art and drama like painting, music, role play, dance, audio and visual aids. There is no doubt that social science touches the vast areas of human life as it covers history of their lives, geographical and political aspects and more over economic and psychology aspects of human lives. Daily life experiences can also be incorporated while dealing with social science curriculum like travelling, communication process, digital marketing, political issues, etc and it also draw our attention towards the environment and the causes of human activities on the environment. Social science is very important subject in the lives of all people and due to its limitations this social science curriculum is still facing problem in gaining the attention of the learners. Along with all these things, social science curriculum has some disadvantages in itself like much content and the syllabus make the students bore and unwilling to study social science, Social science curriculum

also gives its learners information based on past analysis or research instead of new reports or information, Students generally lose interest in memorising the facts that curriculum wants its students to rote and burden of the curriculum makes the teaching learning process boring, etc. Still there is much to achieve in implementing and making of the social science curriculum so that it can cater to all needs of the teaching learning process and can retain its position in the lives of the people.

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## Nutritional Deficiencies among Women and Children in Non-Notified and Notified Slums: An Empirical Analysis

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### **Abstract**

*A survey based on anthropometric indicators, on women and children reveals high degree of malnutrition in both women and children (under five years of age), underlining lack of essential civic amenities, sanitation facilities and Nutritional deficiencies in both women and children.*

### **Introduction**

Malnutrition in India, especially among women and children is widespread, acute and even alarming. As per Global Survey Report released by Save the Children in 2011 argued that 42% of children in India are underweight and 58% of children are stunted by two years of age(1). Similarly, the finding of Hugama Survey report ( Fighting Hunger and Malnutrition) are same except that 59% instead 58% are stunted(2). The focus of this paper is on health and nutritional status of women and children (within five years of age group) mainly because of their greater biological vulnerability. Food insecurity, poor conditions of living, poor conditions of health, sanitation, inappropriate care and environment are major causes of poor nutritional status in urban slums of Delhi.

At the household level, a household is food secure when it has access to the food needed for a healthy life for all its members adequate in terms of quality, quantity safety and culturally acceptable and when it is not they are at undue risk of losing such access (3). However, in urban areas the main determinants of food availability at the household level are the prices and income of individuals at the same time apart from the above said factors household behaviour influenced by cultural factors and knowledge also affect the behaviour pattern of food demand and distribution within the household. Various studies support this assumption showing a positive association between wage achievement and nutritional status proxied by either body weight ,body mass index or calorie and protein intake ( 4-5) . Thus, this paper attempts to put forward the view that various factors such as socio-economic conditions , sanitation , gravid and variation in income of

women that leads to appalling nutritional status of women and children. The chronology of the paper is as follows introduction followed by introduction, methodology, and results and discussion. This paper attempts to put forward view that there is nutritional deficiencies in both notified and non-notified slums of Delhi . However, notified slums are still better as it ensures timely distribution of resources. Notification of slums ensures that they get access to city resources such as water, sanitation, electricity and other such comforts which makes life comfy and suitable for living.

### **Methodology**

The database of the study is drawn from the survey carried out on 400 households in four slum clusters in Delhi in the year 2015-16 over a period of three months. In order to select sample households, two stage of stratified random sampling framework was used based on the DDA list, which gave complete details of all non notified slums in Delhi. In the first step, Delhi was divided into seven zones on the basis of the 70 constituencies given in the Delhi Development Authority list. However, it may be noted that this list dated back to 1994 and over the years various clusters have either been removed or rehabilitated. In the second stage of the sampling process out of seven zones four zones were selected that is North, South, East and West and separate list of slums following within this zone was prepared.

Once the specific cluster from all four zones were identified on the basis of the random sampling, the number of sample households was distributed using the proportion of the number of household in each cluster to the total number of household in all four clusters as weights, thus arriving at 400 households across four zones. In all 1007 males and 990 females were surveyed within different age groups. For women, weight and height measurements can be used to assess health risks. A widely used indicator of nutritional status is body mass index (BMI), which is defined as the weight in Kilograms divided by the height in metres squared ( $\text{kg}/\text{m}^2$ ).

$$BMI = \frac{Mass(kg)}{(Height(m))^2}$$

However, there are commonly two approaches to assess the nutritional status of children one based on food intake and another based on anthropometric measurement. In both the approaches, an important and much debated issue is the norm or reference standard of nutritional status. For this paper, we have fixed international norm based on healthy population as recommended by the World Health Organization. The following are the commonly used indicator of under nutrition that is based on anthropometric measurement.

**1) Height-for – Age**

Similarly, moderate and severe under nutrition can be ascertained for child of given age and sex by comparing the recorded observation on height (in cms) with that of the median for the reference population.

**2) Weight-for – Age**

A child of a given age in months and sex is said to be moderately undernourished when his/her weight( in kgs) falls below two standard deviation of the median in the reference population and severely undernourished when his/ her weight falls below three standard deviation of the median.

**3) Weight –for- Height**

Gender Specific and age independent norms are available on median weight for given height. If the recorded weight for the given height is less than two standard deviation of the median weight value of the reference population, the child is identified as moderately undernourished. It should be noted that child classified as undernourished using both weight-for-age and height-for – age indices may not be classified as undernourished in terms of weight-for-height as it is comprehensive indicator of Nutrition.

## Results and Discussion

This section focuses on the socio-economic aspects of the slum dwellers and impact on the nutritional status of women and children. For the purpose of this paper reasons for Nutritional deficiency, type of structure, type of toilet facilities, main source of drinking water, mean income - occupation wise, educational status of male and female, and nutritional status of women and children have been analyzed for the said purpose. The last section will see binary logistic regression to bring out the nutritional deficiency among women and children in Notified and Non-notified slums. With the onset of urbanization major factors responsible for malnutrition in urban slum include improper infant feeding practices, inadequate food and health security, poor environment and housing conditions, absence of responsible adult caregiver and lack of reach and coordination of public sector service. There is a critical link between health and good nutrition. Interventions in health promote good nutrition and interventions in nutrition promote good health (6). Therefore, it is imperative to address the nutritional problems of urban poor for multidimensional growth and development of the country. This paper is basically descriptive and analytical in nature through which an endeavour has been made to analyse the nutritional problems among children and women residing in urban slums

**Table1: Women's role in Improving Nutritional status at household level.**

Role of Work, Seasonality and Income in improving nutritional status.

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\* Seasonal availability of work within low income households results in different pattern of dietary intake during the lean and the peak period. The opportunities of work during the peak period provides them with liquid cash with which enables women of these households to purchase or buy food and other dairy products which are the essential requirement

\* Livelihood approaches to low income households

\* Liquid cash in hand gives women more opportunities to spend their income on food thereby promoting and preventing disease by ensuring adequate calorie intake.

Role of Education, Awareness about their own Nutritional status

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\* Increase women knowledge on Nutrition

\* Adding to the dietary variety through the additional income hence generated

\* Reducing nutritional loss by disseminating better processing and cooking practices

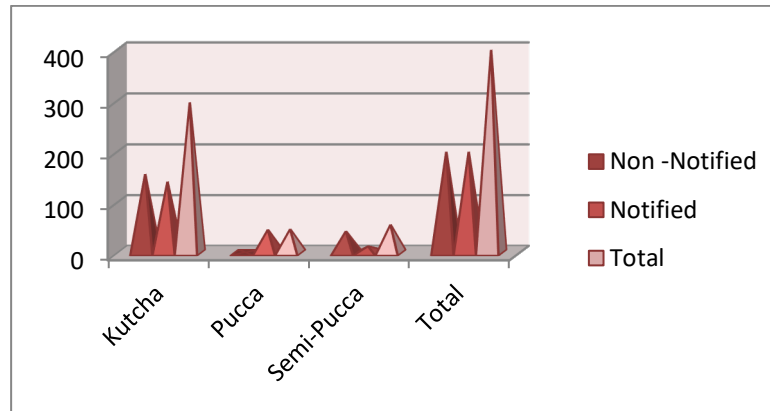
\* Better calorie intake strengthen the nutritional status of women and children thereby reducing the morbidity pattern among small children and improving their nutritional status

\* Increase in women's status and improvement in children's nutritional and health care

\* Most importantly education about dietary benefit.



**Figure 1: Categories of Slums with Type of Structure**

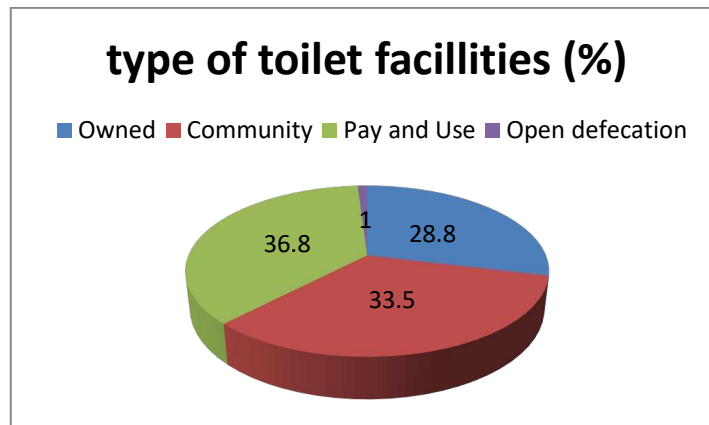


Women’s role in improving Nutritional status at household level

Source: Primary Survey

Using the data on the socio-economic condition of slums dwellers collected by NSSO in the 49<sup>th</sup> (published in 1997) and 58<sup>th</sup> (published in 2002) examines the slum condition in India. This report examines the housing condition in slums where large majority of slum clusters have katcha or semi-pucca structure. Figure 2 describe categories of slums with the type of structure it is very clearly evident, from the above table most of the houses in both Non-notified and Notified slums around 78% and 70.5% in katcha category while 21.5% and 6.5% stay in semi-pucca settlements

**Figure 2: Categories of slums with type of toilet facilities**



The above figure provides information on sanitation facilities in urban slums of Delhi. The condition of sanitation appears to be worst when it comes to access to certain basic amenities as only 28.8 % have toilet facilities within the premises of the house. Around 33.5% have community toilets, are toilets that are constructed by urban local bodies. Community toilets not only provide sanitational facility but at the same time have demonstrative effect as well. Around 36.8% have shared toilet facilities, shared toilet facility is one under which toilets are shared by household in a single building or area eg. toilets shared by 20 tenant families each occupying rooms in large building or a toilet shared by 3 related families living within the same compound. NSSO report, on Conditions of Urban Slums in its report states that facility of septic latrine or similar is available in 66% notified and 35% of Non-notified slums. On the other hand, 17 % of notified and 51% of Non-notified slums do not have any latrine facility.

**Table 2: Main Source of Drinking Water (N=400)**

	Non-Notified	Notified	Total
<b>Tap water 1) Not Within Premises(Non-Notified slums)</b>	162(58.06)	117(41.93)	279
<b>2) Within Premises(Notified slums)</b>			
<b>Tanker</b>	3(75)	1(25)	4
<b>Neighbourhood (Families within slums)</b>	4(11.1)	32(88.9)	36
<b>Tube well</b>	6(100)	0	6
<b>Water from Sauchalay (toilet)</b>	25(33.3)	50(66.7)	75
<b>Total</b>	200	200	400
	50.0%	50.0%	100.0%

The above table gives the detail of the availability, access, and usage of the water resources in urban slums of Delhi. Access to portable drinking water is regarded as one of the most important

indicators of development worldwide, and is also regarded important component for better health and sanitation issue. Table 2 gives detail of access and availability of portable water in the studied slums, around 58.05% of slum dwellers do not get water supply within their household premises while 41.93% of notified residents get their water supply within their household premises. Availability of drinking water is a major problem and most important issue in the life of these slum dwellers. They have reported that during summer seasons they have to fetch water from very faraway places and sometimes they have to demonstrate before the Jal Board office to mount pressure on the government for supply of drinking water to their areas. The member of legislative assembly in order to tempt them as these groups are also considered as large vote bank provide them with facility which makes their life more comfortable such as water and sanitation facility. Many a times they have to purchase water for their daily use by paying Rs. 3 per bucket for both household purposes and also for sanitation.

**Table 3: Average Monthly Mean Income of Male and Female (in Rs)**

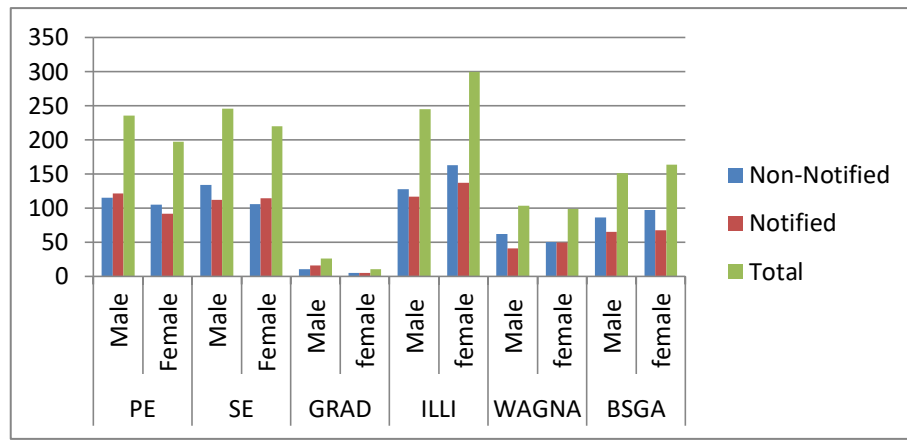
Occupational pattern	Male	Female	t-value
Professional	5050	3229	1.835**
Sales	5035	4375	1.492**
Trade	4833	.0	0
Personal Services	3400	2046	6.521*
Manufacturing	4345	2250	4.60*
Commercial Services	4500	.0	0
Transport	4604	.0	0
Tailoring and Knitting	5222	2250	3.014*
Construction	5712	4750	2.880*
Security	3000	0	0
Repairing	4909	0	0

0 No women work was found \*\* Not significant

\* Significant at .05 level.

Table 3 presents occupation-wise mean hours of work cross gender, most of the women do not participate in the labour market as they do not have enough skills, training, education and moreover household compulsions, which do not facilitate their entry into the labour. However, some women out of economic compulsions do participate in the labour market so as to supplement the income of the family. It is remarkable to note that though women do not participate in the labour market on full time basis but their mean hours of work are almost similar to those of their counterpart. The t-value is statistically significant which shows that there is difference between the mean income of male and female

**Figure 4 : Educational Status of slum Dweller**



- **PE-Primary education SE- Secondary Education GRAD- Graduation, ILLI – Illiterate, WAGNA- within age group not attending, BSGA- Below school going age.**

The above figure gives detail information on educational status of slum dwellers, a notable feature from the above figure is that more males are graduate around 3.4% in Notified slums while only 1.1% of females are graduate in the same category of slums while around 31% of females are illiterates when compared with males around 23.9% in Non-notified category of slums. The most conceivable explanation for this is female bear major burden on the domestic front and since majority of them are migrants are not familiar admission process in the city as they lack education. Nevertheless, at the same time they do not have enough proof (birth certificate of children) which is an essential requirement to certify the age at the time of admission. Secondly,

Most of the household in Non-notified slums keeps on migrating to their native village which results in absence from the school for long time and thus the registration of students gets cancelled.

**Table 4: Nutritional Status of Women analyzing Body Mass Index (N=382)**

Age categorical	less than 15 (Very severely underweight)	15-16 (Severely Underweight)	16-18.5 (under weight)	18.5-25 (Normal)	25-30 (Overweight)	30-35 (Moderate obese)	35-40 (Severe obese)	Total
15-19	0	0	0	4(66.6)	2(33.3)	0	0	6
20-29	7(4.09)	4(2.33)	22(12.86)	83(48.50)	43(25.14)	12(7.07)	0	171
30-39	2(1.1)	6(4.3)	14(10.14)	56(40.57)	31(22.4)	24(17.3)	5(3.6)	138
40-49	4(5.9)	4(5.9)	9(13.43)	22(32.83)	17(25.37)	10(14.9)	1(1.49)	67
Total	13(3.4)	14(3.6)	45(11.7)	165(43.1)	93(24.34)	46(12.04)	6(1.57)	382

**Source: Primary Survey**

Table 4 shows cross-classification of nutritional status of women with respect to various age groups. However, with increase in age most of the women surveyed face problems of inadequate calorie intake; the more serious nutritional problem is a lack of dietary variety. Around 11.7% of women within different age group found to be underweight. While around 7% of women within different age group are severely underweight. Many of the women suffer deficiency in necessary vitamins and micronutrients to be found in fruits, vegetables, and dairy products. During the course of survey it was found that many families in slums do not have access to pulses, green leafy vegetables and dairy products. During past few years, due to consistent rise in the prices of milk, vegetables and pulses have made these products go beyond the reach of Slum dwellers. Women who consume milk or curd everyday are less likely than other women to have CED (Chronic

Energy Deficiency). Similarly, women who consume fruits or chicken, meat or fish on a daily basis are less likely than other women to have CED (Chronic Energy Deficiency). Apart from CED (Chronic Energy Deficiency), significant proportion of women suffers from overweight and obese which clearly indicate that this problem cannot be ignored. This phenomenon is becoming a well recognized aspect of nutrition transition, with change in dietary pattern and levels of physical activity leading to increase in overweight (7-10).

**Table 5 : Nutritional status of children**

<b>Nutritional status of children</b>	<b>Male</b>	<b>Female</b>	<b>Percentages Differences</b>	<b>Chi-square</b>
<b>Stunted</b>				
Severely Malnourished	79(57.6)	86(49)	9	3.057
Malnourished	18(13)	33(18.6)	-6	
Normal	38(28)	55(31)	-3	
Normal and Above	2(1.4)	3(1.6)	-1	
<b>Total</b>	<b>137</b>	<b>177</b>		
<b>Under weight</b>				
Severely Malnourished	49(36)	74(42)	-6	9.58
Malnourished	40(29)	28(16)	13	
Normal	47(34)	75(42)	-8	
Normal and Above	1(1)	0	1	
<b>Total</b>	<b>137</b>	<b>177</b>		
<b>Wasted</b>				
Severely Malnourished	33(24)	41(23)	1	6.18
Malnourished	22(16)	43(24)	-8	
Normal	81(59)	88(50)	9	
Normal and Above	1(1)	5(3)	-2	
<b>Total</b>	<b>137</b>	<b>177</b>		

In this section, the estimate of the incidence of malnutrition among children below five years of age is discussed. Table 5 provides information on the areas of stunting, underweight and wasting among slum children. Stunting refers to low height for age reflecting a relatively long term malnutrition status. The high prevalence of stunting is thought to reflect poor maternal nutrition during pregnancy and low birth weight as well as gradual nutritional damage in the first year of life. Under-weight refers to low weight-for-age, when a child can be either thin or short for his/her age. This reflects a combination of chronic and acute malnutrition. Wasted refers to low weight-for-height where a child is thin for his/her height but not necessarily short. Also known as acute malnutrition, this carries an immediate increased risk of morbidity and mortality. Wasted children have a 5-20 times higher risk of dying from common diseases like diarrhea or pneumonia than normally nourished children. The chi-square value of 3.057 is higher than the critical value which says that there is significant differences between male and female in stunting. Similar, conditions do exist for the underweight and wasting which suggest that there is significant difference between male and female and gender do form an important component of malnutrition in low income households.

**Table 6: Binary Logistic Regression model showing odds ratio and confidence interval for nutritional status of Women and Children in Notified slums**

Body Mass Index(Predictor Category)	Exp(B)	95% C.I.for EXP(B)	
Severely underweight (ref)	1.00		
Underweight	.718	.274	- 1.879
Normal	.989	.438	- 2.233
Overweight	1.149	.487	- 2.708
Moderate obese	1.837	.701	- 4.815
Severe obese	.000	.000	.

**Stunting**

Severely Malnourished (ref)	1.0		
Malnourished	.600	.296	-1.218
Normal	.800	.442	-1.447
Normal and above	.620	.098	-3.906

**Underweight**

Severely Malnourished(ref)	1.00		
Malnourished	.779	.410	-1.482
Normal	.764	.437	-1.336
Normal and above	.000	.000	.

**Wasting**

Severely Malnourished (ref)	1.00		
Malnourished	1.021	.457	-2.283
Normal	1.932	.991	-3.766
Normal and above	5.333	.883	-32.204

**Level of significance  $P < 0.05$** 

Results on the Nutrition analysis of Women and Children shows that Notified slums are much better in terms of Nutrition. These findings suggest that legally recognizing non-notified slums and targeting government aid to these settlements may be crucial for improving health outcomes and diminishing urban disparities.

Body Mass Index for women shows that women were less likely .718 ( CI=.274-1.879) to be underweight in notified slums as when compared with Non-notified slums while there is more



probability .989 ( CI = .438- 2.233) of women to be normal in Notified slums. With respect to the children in both the cases of stunting and underweight children in notified slums will be less likely to be malnourished .779 ( CI= .410-1.482) when compared with the Non-notified slums. Low weight-for-height (Wasting) or thinness indicates in most cases a recent and severe process of weight loss, which is often associated with acute starvation and/or severe disease. Wasting is the whole sum indicator of malnutrition thus it could be said that most of the children in notified slums have more probability of being normal around 1.932 times as compared to Non-notified slums.

One source of this variability is a legal divide between notified slums, which the government recognizes, and non-notified slums, which lacks legal recognition. About 59% of Indian slum settlements are non-notified, while 37% of slum households are non-notified because these slums have smaller average population sizes (11). In some states, notified status confers basic security of tenure, such as the right to rehabilitation in the event of displacement for development projects (12). In addition, notification is often required to access city services, such as water supply, sanitation infrastructure, and electricity, which may contribute to differences in health outcomes between slums (13)

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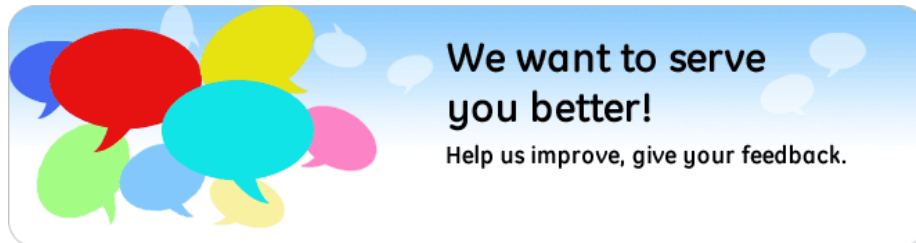


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