

EDUVISION

Volume-VI

An Annual Magazine

Session : 2019-20



Department of Education
B. Borooah College

Editor

Dr. Madhusmita Devi

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**Annual Magazine
(Volume - VI)
2019-20**



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B. Borooah College**

**Editor
Dr. Madhusmita Devi**

EDUVISION: *A Journal of the Department of Education, B. Borooah College with articles written by faculties and students of the department as well as collected from various noted writers.*

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M E S S A G E

It gives me immense pleasure to know that the Department of Education, B. Borooah College is going to publish its mouthpiece “EDUVISION”. I am hopeful that this EDUVISION will provide a platform to the students to express their talents and creativity and will envisage the vision of the future.

I wish all success in their mission and hope the “EDUVISION” will be immensely beneficial to all concerned. I extend my greetings and best wishes to the teachers and students of the Department of Education.

A handwritten signature in black ink, appearing to be 'S. N. Barman', written in a cursive style.

(Dr. Satyendra Nath Barman)

Principal

B. Borooah College

Editorial... ✍

At the very onset, I am indeed pleased to let you know that Education Department journal “Eduvision” has been published encompassing diverse issues related to the field of education. I am sure this journal has a definite educational flavor along with some excellent articles from various authors. From gender specific issues to use of futuristic technologies, Volume VI of Eduvision also incorporates various issues related to woman empowerment and challenges related to teaching methodologies based on CBCS pattern to name a few.

From its very beginning, Eduvision published by the Department is devoted towards publishing articles of social and educational importance which carries various dimensions and aspects that directly impact our society at large. This journal gives an opportunity to the faculties, present as well as former students and other stakeholders to showcase their articles in a meaningful way.


I offer my profound gratitude to all the authors for their contribution. Without their contribution, the journal would not have been published. Last but not the least, I offer my thanks to all my colleagues and dear students for their assistance in all possible ways. I hope this issue will definitely instill eagerness amongst students and other beneficiaries in a positive way.

Dr. Madhusmita Devi

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নাৰী আৰু উচ্চ শিক্ষা

 ড° জ্যোতি ৰাণী বৰা

কুৰি শতিকাৰ অন্তিমটো দশক নাৰী শিক্ষাৰ বাবে অতি গুৰুত্বপূৰ্ণ বুলি বিবেচিত হৈছে কাৰণ স্ত্ৰীশিক্ষা মৌলিক অধিকাৰ আৰু জাতীয় উন্নতিৰ এক অপৰিহাৰ্য আছিল। ৰূপে গণ্য কৰা হৈছে। ২০০১ চনটো নাৰী সৰলীকৰণ আৰু সম-মৰ্যাদাৰ বৰ্ষ হিচাপে ঘোষণা কৰা হৈছিল। স্ত্ৰী-পুৰুষ উভয়ৰে শিক্ষা অবিহনে সমাজৰ উন্নতি অসম্ভৱ। এই কথা উপলব্ধি কৰিয়েই প্ৰখ্যাত দাৰ্শনিক পণ্ডিত তথা ভাৰতৰ প্ৰাক্তন ৰাষ্ট্ৰপতি ড° সৰ্বপল্লী ৰাধাকৃষ্ণণে এইবুলি মন্তব্য আগবঢ়াইছিল যে নাৰীসকলৰ পুৰুষৰ সমানে শিক্ষা লাভ আৰু বিকাশৰ পূৰ্ণ অধিকাৰ আছে। এখন সমাজৰ সাংস্কৃতিক আৰু আধ্যাত্মিক স্বৰূপ ঘাইকৈ নাৰীৰ মৰ্যাদাৰ ওপৰতে নিৰ্ভৰশীল।

নাৰীৰ শিক্ষা তথা উন্নয়নৰ বাবে বিভিন্ন সময়ত চৰকাৰে নানা ধৰণৰ আঁচনি গ্ৰহণ কৰি আহিছে। স্বৰাজ্যোত্তৰ কালছোৱাত ভাৰতীয় সংবিধানে স্ত্ৰী-পুৰুষৰ সম মৰ্যাদাৰ ওপৰত গুৰুত্ব দিছিল। ১৯৮৩ চনৰ ৰাষ্ট্ৰীয় শিক্ষানীতিক (National Policy of Education) স্ত্ৰী-শিক্ষাৰ ক্ষেত্ৰত এক মাইলৰ খুঁটি বুলিব পাৰি। প্ৰাথমিক স্তৰৰ পৰা বিশ্ববিদ্যালয় স্তৰ পৰ্য্যন্ত সকলো স্তৰতে স্ত্ৰী-শিক্ষাৰ উন্নতিৰ বাবে বহুতো আয়োগ গঠন কৰা হ'ল। এই ক্ষেত্ৰত তলত উল্লেখ কৰাৰ দৰে

কেতবোৰ উল্লেখযোগ্য ব্যৱস্থাও লোৱা হয়। যেনে- দেশৰ প্ৰায়বোৰ ৰাজ্য আৰু কেন্দ্ৰীয় শাসিত অঞ্চলত উচ্চতৰ মাধ্যমিক স্তৰ পৰ্য্যন্ত বিনামূলীয়া শিক্ষা প্ৰদানৰ ব্যৱস্থা কৰা হয়। আনকি কিছুমান ৰাজ্যত বিশ্ববিদ্যালয় পৰ্য্যন্ত স্ত্ৰী-শিক্ষা বিনামূলীয়া কৰা হয়। এই ক্ষেত্ৰত বিশ্ববিদ্যালয় অনুদান আয়োগে কেতবোৰ উল্লেখনীয় পদক্ষেপ গ্ৰহণ কৰে। চৰকাৰৰ তৰফৰ পৰা কিছুমান বিশ্ববিদ্যালয়ত স্ত্ৰী-শিক্ষাৰ বাবে আচুতীয়া অধ্যয়ন কেন্দ্ৰ স্থাপন কৰা হয়। দূৰৰ শিক্ষা (Distance Education) আৰু মুক্ত বিশ্ববিদ্যালয়ৰ জৰিয়তে দেশৰ ভিতৰুৱা আৰু গ্ৰামাঞ্চলত স্ত্ৰী-শিক্ষা সহজলভ্য হৈ পৰিল।

এনেধৰণৰ ন ন পদক্ষেপ গ্ৰহণ কৰাৰ ফলত প্ৰাথমিক, মাধ্যমিকৰ পৰা উচ্চ শিক্ষা পৰ্য্যন্ত সকলো স্তৰতে স্ত্ৰী-শিক্ষাৰ অভূতপূৰ্ব পৰিৱৰ্তন সম্ভৱ হৈ পৰিছে। মহিলাৰ সাক্ষৰতাৰ হাৰ যোৱা দশকত দ্ৰুমাগতভাৱে বৃদ্ধি পাইছে যদিও উচ্চ শিক্ষাৰ ক্ষেত্ৰত মহিলাসকল পিছ পৰি ৰোৱাটো পৰিতাপৰ কথা। উদাহৰণস্বৰূপে ২০১৩-১৪ বৰ্ষত দেশৰ মাথোন ৪৫ শতাংশ মহিলাই উচ্চ শিক্ষা লাভ কৰিবলৈ সক্ষম হৈছিল। দেশৰ বিভিন্ন ৰাজ্যত এই শতকৰা হাৰৰ তাৰতম্য দেখা যায়। গোৱা,

কেবেলা আদি ৰাজ্যত ৬০ শতাংশ মহিলা উচ্চ শিক্ষিত হোৱাৰ বিপৰীতে বিহাৰ, উৰিষ্যা, উত্তৰ প্ৰদেশ আদি ৰাজ্যত মাত্ৰ ৪০ শতাংশ মহিলাইহে উচ্চ শিক্ষাৰে শিক্ষিত হোৱাটো উল্লেখযোগ্য। ইফালে পিছপৰা অঞ্চলসমূহত ৮৫ শতাংশ ছোৱালীয়ে হাইস্কুলীয়া শিক্ষা লাভ কৰিয়েই শিক্ষা সাং কৰে। বহু সমাজত এতিয়াও বি.এ., বি.এচ.চি ডিগ্ৰীয়েই ছোৱালীৰ শিক্ষাৰ শেষ সীমা বুলি গণ্য কৰা হ'ল। বিজ্ঞান, বাণিজ্য, বৃত্তিমুখী আৰু কাৰিকৰী শিক্ষা আদিত ছাত্ৰীৰ সংখ্যা যথেষ্ট কম হোৱা পৰিলক্ষিত হয়। মন কৰিবলগীয়া কথা এয়ে যে চহৰাঞ্চল, বিত্তৱান তথা সমাজ সচেতন বহু অভিভাৱকে বৰ্তমান নিজৰ কন্যা সন্তানক পুত্ৰৰ দৰে সম অধিকাৰ তথা শিক্ষা দিয়াত আগ্ৰহী হৈছে। কিন্তু চহৰৰ বস্তি অঞ্চল, গ্ৰামাঞ্চল আৰু পিছপৰা ঠাইসমূহত এতিয়াও হাজাৰ হাজাৰ ছাত্ৰী লিংগ বৈষম্যৰ বলি হৈ উচ্চ শিক্ষাৰ পৰা বঞ্চিত হৈছে, কাষৰীয়া অঞ্চলত ভাল শিক্ষানুষ্ঠানৰ অভাৱৰ বাবেই হওঁক বা নামভৰ্তিৰ সুবিধা নোপোৱাৰ বাবেই হওঁক অধিকাংশ ছাত্ৰীয়ে বিশ্বায়নৰ যুগতো উচ্চ শিক্ষা লাভৰ ক্ষেত্ৰত নানা আলৈ-আহুকালৰ সন্মুখীন হোৱাটো দুৰ্ভাগ্যজনক। অৰ্থনৈতিক দিশৰ পৰাও বহু অভিভাৱকে ছোৱালীতকৈ পুত্ৰ সন্তানক পঢ়ুৱাবলৈহে বেছি আগ্ৰহী হয়। পুৰুষতান্ত্ৰিক সমাজ ব্যৱস্থাত লিংগ বৈষম্যৰ অন্যতম কাৰণ হিচাবে প্ৰচলিত সমাজ ব্যৱস্থা আৰু মানসিকতাকে চিহ্নিত কৰা হৈছে। 'ছোৱালী যিমানেই শিক্ষিত নহওঁক

কিয় এঘৰলৈ বিয়া দি উলিয়াই দিব লাগিব। বৃদ্ধ বয়সত পুত্ৰইহে চোৱা-চিতা কৰিব'- এনেধৰণৰ কৌটিকলীয়া মানসিকতাৰ বাবে কন্যা সন্তানক এগৰাকী সু-গৃহিনী আৰু সু-মাতৃ হিচাবে গঢ়ি তোলাতহে অধিক গুৰুত্ব দিয়া দেখা যায়। উচ্চ শিক্ষিতা নাৰীয়ে ঘৰুৱা কাম-কাজ নকৰিব বুলিও বহুতে শংকা কৰে। নিৰাপত্তাৰ দিশৰ পৰাও বহুতেই কন্যা সন্তানৰ চহৰাঞ্চল বা দূৰত হোষ্টেলত ৰাখি পঢ়ুৱাবলৈ আগ্ৰহী নহয়। ছাত্ৰীৰ সংখ্যা অনুপাতে মহাবিদ্যালয়ৰ হোষ্টেলৰ আসন কম হোৱাটো নাৰীৰ উচ্চ শিক্ষাৰ অন্যতম সমস্যা বুলিব পাৰি। ইফালে প্ৰাইভেট হোষ্টেল সমূহ যথেষ্ট খৰছী হোৱাৰ লগতে নিৰাপত্তাৰ দিশৰ পৰাও সুবিধাজনক নহয়। সৰু চহৰৰ কথা বাদেই খোদ দেশৰ ৰাজধানী চহৰ দিল্লীত ছাত্ৰী নিবাস পৰ্যাপ্ত পৰিমাণে নথকাটো চিন্তনীয় বিষয়। উপযুক্ত হোষ্টেলৰ অভাৱত বহু মেধাৱী ছাত্ৰীয়ে আধাতে শিক্ষা সাং কৰাৰ বহু উদাহৰণ আছে। আনহাতে শিক্ষানুষ্ঠানত যৌন আতিশয্যৰ ঘটনা ক্ৰমাৎ বৃদ্ধি পোৱাটো উদ্বেগৰ বিষয় হৈ পৰিছে। দেশৰ আগশাৰীৰ বিশ্ববিদ্যালয়সমূহৰ ছাত্ৰীয়ে অহৰহ নিৰাপত্তাহীনতাত ভোগাৰ বাতৰি শুনি আশাহত হওঁ। এনে পৰিস্থিতিত বহু ছাত্ৰীয়ে মানসিক চাপত ভুগিবলগীয়া হয়। আনকি গৱেষণাৰত প্ৰতিভাশালী ছাত্ৰীসকলে বহু সময়ত লাইব্ৰেৰীত অধিক সময় কটাব নোৱাৰা বা আন্ধাৰ হোৱাৰ লগে লগে হোষ্টেলত সোমাই থাকিবলগীয়া হয়।

এনেবোৰ কাৰণতে অভিভাৱকসকলে ছোৱালীক উচ্চ শিক্ষা দিবলৈ কুণ্ঠাবোধ কৰে। ইয়াৰ ফলত বহু মহিলাই উচ্চ শিক্ষা লাভ কৰিবলৈ সমৰ্থ হোৱা স্বত্বেও আদৰাটতে থমকি ৰবলগীয়া হয়।

সুখৰ বিষয় এয়ে যে হাজাৰ বাধা নেওচি ২০১৬-১৭ বৰ্ষত ছাত্ৰীসকলে উচ্চ শিক্ষাৰ ক্ষেত্ৰত চমকপ্ৰদ সফলতা অৰ্জন কৰিবলৈ সক্ষম হয়। All India Survey on Higher Education অৰ্থাৎ ভাৰত চৰকাৰৰ মানৱ কল্যাণ দপ্তৰৰ দ্বাৰা প্ৰকাশিত এক সমীক্ষা অনুযায়ী উচ্চ শিক্ষাৰ ক্ষেত্ৰত লিংগ বৈষম্য ন লাখলৈ হ্রাস পাইছে। যোৱা ২০১১-১২ বৰ্ষত এই হাৰ আছিল ২১.৫ লাখ, ইফালে আঠটা শাখাত ছাত্ৰীসকলে ছাত্ৰসকলতকৈ আগবাঢ়ি যোৱাটো সাঁচাকৈয়ে প্ৰশংসনীয়। কলা শাখাত প্ৰতি এশজন ছাত্ৰীৰ বিপৰীতে এশ ষাঠি গৰাকী ছাত্ৰী, বিজ্ঞান (নাৰ্চিং) ত এশজন ছাত্ৰৰ বিপৰীতে তিনিশ চৌবাশী গৰাকী ছাত্ৰী থকাৰ বিষয়ে এই সমীক্ষাত প্ৰকাশ পাইছে। আনকি স্নাতকোত্তৰ শাখাতো ছাত্ৰীৰ সংখ্যা ছাত্ৰৰ তুলনাত আশানুৰূপভাৱে বৃদ্ধি পোৱা পৰিলক্ষিত হয়। এম.বি.বি.এছ. ত ২০১২-১৩ বৰ্ষত প্ৰতি এশজন ছাত্ৰৰ বিপৰীতে ছয়শী গৰাকী ছাত্ৰী আছিল। ২০১৬-১৭ বৰ্ষত ছাত্ৰীৰ সংখ্যা নিৰানবৈ

গৰাকীলৈ বৃদ্ধি পায়। স্নাতকোত্তৰ পৰ্যায়ত গণিত, পদাৰ্থ বিজ্ঞান আৰু প্ৰাণীবিজ্ঞান বিভাগত ছাত্ৰীৰ সংখ্যা প্ৰতি এশজন ছাত্ৰৰ বিপৰীতে ষাঠি গৰাকী হয়গৈ। অৱশ্যে বৃত্তিমূলক বিষয়, যেনে- বি.টেক্, এম.টেক্ আদিত ছাত্ৰীৰ সংখ্যা যথেষ্ট কম হোৱা দেখা যায়। বি.টেক্ ত প্ৰতি এশজন ছাত্ৰৰ বিপৰীতে মাত্ৰ উনচল্লিশ গৰাকী ছাত্ৰীহে দেখা গৈছে।

ওপৰৰ আলোচনাৰ পৰা এই কথা স্পষ্ট হৈ পৰিছে যে যথেষ্ট প্ৰতিকূল পৰিস্থিতিৰ মাজতে মহিলাই উচ্চ শিক্ষাৰ ক্ষেত্ৰত সফলতা অৰ্জন কৰিব পাৰিছে। বৰ্তমান চৰকাৰে 'বেটী বচাও, বেটী পঢ়াও'ৰ দৰে অভিলাসী আঁচনি গ্ৰহণ কৰাটো এক উল্লেখনীয় পদক্ষেপ। কেৱল চৰকাৰী আইন প্ৰণয়ণ অথবা আঁচনিৰ দ্বাৰা স্ত্ৰী-শিক্ষাৰ সমস্যা সমাধান কৰিব নোৱাৰি। মানসিকতাৰ পৰিৱৰ্তন অবিহনে স্ত্ৰী-শিক্ষাৰ উন্নতি অসম্ভৱ। আহক, আমি সকলোৱে মিলি এনে এখন সমাজ গঢ়োঁ, য'ত নাৰী আৰু পুৰুষৰ মাজত বিভিন্নতা নাথাকিব। য'ত নাৰীৰে প্ৰতিভা বিকাশৰ ক্ষেত্ৰত কোনো ধৰণৰ বাধাৰ সন্মুখীন নহ'ব।

উচ্চ শিক্ষাৰ ক্ষেত্ৰত নাৰীৰ এই জয়যাত্ৰা যেন অব্যাহত থাকক তাকে মনে-প্ৰাণে কামনা কৰোঁ।

লেখিকা - প্ৰাক্তন সহযোগী অধ্যাপিকা, শিক্ষা বিভাগ, বি.বৰুৱা মহাবিদ্যালয়। গুৱাহাটী।

মোঃ নং - ৯৯৫৪০৬৭৮৮০

USE OF ICT AIDS IN CLASSROOM TEACHING IN THE COLLEGES OF JORHAT DISTRICT UNDER DIBRUGARH UNIVERSITY OF ASSAM: A STUDY

 Jogesh Changmai

ABSTRACT:

Information and Communication Technology (ICT) has influenced all aspects of human life. Education is not an exception. The use of ICT in higher education is also taken very seriously now a days in all over the world. The objectives of higher education are multi dimensional in nature and for their achievement multiple methods should be used in an integrated way. It is a well known fact that not a single teacher is capable of giving upto date and complete information in his own subject. The ICT can fill this gap because it can provide access to different source of information. ICT provides online interaction facility in which students and teachers can exchange their ideas and views, and get clarification on any topic from different experts, practitioners etc. On

Internet many websites are available freely which can be utilized by the teachers and students for understanding different concepts, developing reasoning and thinking etc. In this paper an attempt has been made to study the use of ICT aids in classroom teaching in the affiliated colleges of Jorhat District under Dibrugarh University of Assam.

1.0 Introduction:

The rapid development in Information and Communication Technology (ICT) provides tools such as computers, interactive multimedia CD-ROMs, e-mail and internet. The use of such well advanced technologies has now enabled the learners of flexible learning. The flexible teaching learning strategies provides high quality education and ensures equity in

educational opportunities, particularly to the disadvantaged like physically challenged, adult learners etc. Thus, ICT acts as a vehicle for creating active learning experiences. ICTs are changing the structures of educational organizations: new resources, new services and new practices are developing and these innovations are more effective than previous methods. Especially computer can be used as a tool by the classroom teacher for course preparation, learner and resource management, record keeping and teaching method etc. ICT has also led E-journals, E-books, Evaluation, E-examination, E-learning in the field of education system. Dibrugarh University is the second oldest university of Assam that plays a vital role in promoting higher education in Assam as well as in India. At present there are 176 affiliated colleges under Dibrugarh University and out of 176 colleges, 140 colleges are general colleges including arts, science and commerce stream. In this paper an attempt has been made to study about the use of ICT aids in affiliated colleges under Dibrugarh University

with special reference to Jorhat District.

1.1 Objectives of the paper:

This paper mainly deals with following objectives:

- 1) To study the use of ICT aids by the arts stream teachers in classroom teaching in the colleges of Jorhat District under Dibrugarh University
- 2) To study the use of ICT aids by the Science stream teachers in classroom teaching in the colleges of Jorhat District under Dibrugarh University.
- 3) To study the ICT facilities in the Colleges of Jorhat District under Dibrugarh University.

2.0 Methodology:

This study is purely based on descriptive survey method.

2.1 Population:

Population refers to all the colleges comprising Arts and Science stream colleges of Jorhat District affiliated under Dibrugarh University of Assam. At present there are 23

general colleges including Arts, Science and Commerce stream in Jorhat District affiliated under Dibrugarh University. Out of 23 affiliated Colleges, 14 colleges are accredited by NAAC as on March, 2015.

2.2 Sample:

A sample of 8 colleges out of 14 NAAC accredited is selected for the study with the help of purposive sampling technique. The sample of strength of sampling institutions is 57%. There are total 560 teachers serving in the 14 NAAC accredited colleges of Jorhat District. A sample of 8 colleges (4 arts & 4 science stream) having 120 teachers (60 arts & 60 science stream) is selected for the study through stratified random sampling technique considering mainly two strata comprising stream (Arts & Science) and location (Rural & Urban).

2.3 Tools:

One Questionnaire was prepared and standardized for the college teachers to meet the above mentioned objectives having both open ended and

close ended questions in consultation with the guide and expert persons in relevant area.

3.1 Conceptual Framework of ICT:

Networking of computer gave birth to information technology. UNESCO consider Information Technology (IT) as “scientific, technological and engineering disciplines and the management technique used in information handling and processing, their application, computers and their interaction with men and machines, and associated social, economical and cultural matters.” According to Smith and Cambell (1982), a mosaic of technologies, products and techniques have combined to provide new electronic dimension to information management. So, broadly Information and Communication Technology can be defined as the use of hardware and software for efficient management, i.e. storage, retrieval, processing, communication, diffusion and Information Technology is dynamic in nature. It has lots of potential to

improve and manage different aspects of higher education such as-

Teaching

Sharing of resources

Professional development of teachers

Increasing accessibility

Virtual university

Distance education

Total Quality Management

ICT can also be effectively used in teaching learning process such as-

- ✓ Teaching
- ✓ Diagnostic testing
- ✓ Remedial teaching
- ✓ Evaluation
- ✓ Psychological testing
- ✓ Online tutoring
- ✓ Development of reasoning and thinking
- ✓ Instructional material development

Advantages of using ICT:

The use of different types of ICT in the classroom has many advantages as listed below-

- (i) Access to great material is simplified.
- (ii) New approaches to learning and offering a framework for

assessing student's progress and teacher affectiveness.

- (iii) Teaching can become more effective through the use of ICT tools and techniques.
- (iv) It can enhance and compliment traditional teaching styles.
- (v) Multiple methods of teaching can be used through ICT.
- (vi) Individualized support is available for the learner through individualized interactive material.
- (vii) Student's perspective and their reactions can be easily seen which helps the teachers to improve their teaching.
- (viii) Students can access the material and resources at their own convenience.
- (ix) Provides opportunities for the teachers to improve professionally.

3.2 Use of ICT in Classroom Instruction:

Teaching aid is a very helpful and practical device that can be used by the teachers in classroom teaching to make their teaching more lively and effective.

There are different ICT aids that are used by the college teachers in teaching. In this study, the following data regarding use of ICT aids in classroom teaching in the colleges of Jorhat District are found as mentioned hereunder-

Interpretation:

The table-1 shows that a total of 13.33% arts teachers use slide projector out of which in rural areas 6.67% and in urban areas 20%, 3.33% arts teachers use overhead projector

Table 1: Data shows the percentage of the Arts stream college teacher using ICT aids in their classroom teaching.

ICT Aids	Response	Rural		Urban		Total	
		N	%	N	%	N	%
Slide Projector	Yes	2	6.67	6	20	8	13.33
	No	28	93.33	24	80	52	86.67
	Total	30	100	30	100	60	100
Overhead Projector	Yes	0	0	2	6.67	2	3.33
	No	30	100	28	93.33	58	96.67
	Total	30	100	30	100	60	100
Smart Board	Yes	0	0	6	20	6	10
	No	30	100	24	80	54	90
	Total	30	100	30	100	60	100
Laptop	Yes	4	13.33	10	33.33	14	23.33
	No	26	86.67	20	66.67	46	76.67
	Total	30	100	30	100	60	100
Mobile Phone	Yes	0	0	2	6.67	2	3.33
	No	30	100	28	93.33	58	96.67
	Total	30	100	30	100	60	100
Audio Track	Yes	2	6.67	6	20	8	13.33
	No	28	93.33	24	80	52	86.67
	Total	30	100	30	100	60	100

out of which only in urban areas is 6.67%, 10% arts teacher use smart board and 23.33% arts teachers use laptop, 3.33% arts teacher use mobile phone, and 13.33% arts teachers use audio track in the classroom etc. It is observed that there is a large variation in terms of uses of ICT aids in classroom teaching in the rural and urban area colleges of Jorhat District.

So, from this above figure it is evident that modern technological aids are not highly used by the arts stream college teachers in their classroom teaching. From this table no-2, it was found that a total of 38.33% science stream college teachers use slide projector out of which 26.67% in rural area and 50% in urban area, and 23.33% teacher use overhead projector consisting

Table 2: Data shows the percentage of the Science stream college teacher using aids in their classroom teaching.

ICT Aids	Response	Rural		Urban		Total	
		N	%	N	%	N	%
Slide Projector	Yes	8	26.67	15	50	23	38.33
	No	22	73.33	15	50	37	61.67
	Total	30	100	30	100	60	100
Overhead Projector	Yes	6	20	8	26.67	14	23.33
	No	24	80	22	73.33	46	76.67
	Total	30	100	30	100	60	100
Smart Board	Yes	2	6.67	6	20	8	13.33
	No	28	93.33	24	80	52	86.67
	Total	30	100	30	100	60	100
Laptop	Yes	8	26.67	12	40	20	33.33
	No	22	73.33	18	60	40	66.67
	Total	30	100	30	100	60	100

Mobile Phone	Yes	2	6.67	4	13.33	6	10
	No	28	96.33	26	86.67	54	90
	Total	30	100	30	100	60	100
Audio Track	Yes	4	13.33	6	20	10	16.67
	No	26	86.67	24	80	50	83.33
	Total	30	100	30	100	60	100

20% in rural area and 26.67% in urban area. 13.33% science teachers use smart board and 33.33% science stream teacher use laptop, 10% science teacher use mobile phone as a teaching aid in the classroom and 16.67% science teachers use audio track in the classroom etc. It was also found that there is a large variation in terms of uses of ICT aids in classroom teaching by the Science Stream College teachers in the rural and urban area colleges. In comparison to rural area college, ICT aids are highly used in urban area colleges. But as a whole the scenario of application of ICT aids in classroom teaching by the science stream college teacher is also encouraging. So, from this above mentioned figure it is also evident that in comparison to arts stream college

teachers, modern technological aids are highly used by the science stream college teachers in their classroom teaching.

3.3 ICT facilities in classroom:

The ICT facilities are also very essential in order to carry out effective teaching. In this study, an attempt has been made to find out ICT aids facilities available in the classroom of the colleges of Jorhat District under Dibrugarh University. The data was found in following ways-

Interpretation:

The above mentioned table-3 shows that 8.33% rural and 25% urban teachers responded towards the availability of audio-track, 6.67% rural & 13.33% urban teachers towards slide

Table 3: Data shows the percentage of teacher's response availability of ICT aids facilities in the classroom in their colleges:

Sl. No.	ICT Aids	Response	Rural		Urban	
			N	%	N	%
1	Audio track/Audio system	Yes	5	8.33	15	25
		No	55	91.67	45	75
		Total	60	100	60	100
2	Slide Projector	Yes	4	6.67	8	13.33
		No	54	93.33	52	86.67
		Total	60	100	60	100
3	Overhead Projector	Yes	2	3.33	10	16.67
		No	58	96.67	50	83.33
		Total	60	100	60	100
4	Smart Board	Yes	2	3.33	6	10
		No	58	96.67	54	90
		Total	60	100	60	100
5	Computer	Yes	0	0	4	6.67
		No	60	100	56	93.33
		Total	60	100	60	100

projector, 3.33% of rural and 16.67% urban teachers towards overhead projector in the classroom. Accordingly, 3.33% rural & 10% urban teachers towards smart board, only 6.67% urban teachers responded towards availability of computer in the

classroom, It was found that availability of ICT facilities in the classroom of the colleges of urban area is quite better than rural area colleges of Jorhat district. But there is definitely dearth of modern ICT aids facilities in both rural as well as urban area colleges

of Jorhat district. So, the modern technological facilities are not satisfactory, adequate and up to the mark in the colleges of Jorhat District under Dibrugarh University.

4.0 Conclusion and Suggestions:

ICT has transformed the teacher centred classroom into learner centred classroom that provides flexible learning. The traditional teacher-learning relationship is altered by the engagement of ICT in learning. ICT has the power to stimulate the development of various intellectual skills such as reasoning and problem solving ability, learning how to learn through creativity. It can save time, energy, labour of the teachers and also helps in sustaining interest, attention of the learning in the classroom. From the above analysis, it was found that use of ICT aids in the classroom in the affiliated colleges under Dibrugarh University of Jorhat district is not satisfactory and up to the mark. The classroom teaching is mostly

dominated by the traditional methods. It is noteworthy that financial constraint stands as a hurdle in adoption of technological aids in the classroom. In order to promote technological facilities in the colleges, the following suggestions are given-

- (i) The central government and state government should undertake proper steps for expansion and adoption of modern technology in the colleges and provide adequate financial grants for that.
- (ii) Separate Educational Technology Room should be established in each college.
- (iii) Workshop on uses of modern technology in the classroom should be organized for the teachers so that proper training will be done. It can also reduce the technophobia of the teachers.
- (iv) The authority should also encourage the teachers to adopt ICT enable methods in the classroom and provide necessary arrangement for that.

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ISSUES AND CHALLENGES OF CHOICE BASED CREDIT SYSTEM: PERCEPTIONS FROM GAUHATI UNIVERSITY

 *Dr. Satyabrata Baruah*

Abstract:

In order to revamp higher education and bring all the Universities and Colleges under a single umbrella of grading, learning and standards in the country, the University Grants Commission (UGC) in 2014 came up with a scheme called Choice Based Credit System (CBCS) with the directive that all Universities and other higher education institutions follow this program from 2015 onwards. The Choice Based Credit System (CBCS) is based on the *Cafeteria Approach*, where a student can opt subjects from available subjects suited to personal interest as observed in many European and American Universities. The main determined fact behind the CBCS is to have the flexibility of choosing a course by students. Gauhati University implemented the CBCS system at under graduate level from the academic

session of 2019 across all disciplines by following the Regulations of the Under Graduate Choice Based Credit System (UGCBCS) Gauhati University, 2019. The main objective of the present paper is to find out the issues and challenges of Choice Based Credit System under Gauhati University. Due to Covid-19 pandemic, this new system of education has faced several challenges in order to understand its requirements for both the students and teachers in real sense. However, in new normal situation, during the implementation of this system in higher educational institutions, there are many challenges which require attention and discussion in order to put it on the right track.

Key words: *Choice Based Credit System (CBCS), Undergraduate level, Gauhati University*

Introduction:

Given the shortcomings of the conventional approach, which places a strong emphasis on the teacher and emphasises rote memory and distances students from using their cognitive abilities, CBCS adopts an interdisciplinary approach and integrates ideas, theories, methods, and perspectives from two or more disciplines in order to advance basic understanding and address issues (Kelkar, 2014). In order to guarantee quality in higher education, India also adopted the CBCS (UGC: 2008). Prior to the CBCS, the higher education curriculum in India was unable to adequately impart the skills that would make the students employable, the system lacked an interdisciplinary approach, and there was very little opportunity for value-based courses to be taught (Wanchoo, 2015). While the CBCS aims to introduce a multidisciplinary approach to undergraduate and postgraduate curricula, it also gives students a wide range of mobility opportunities by enabling them to transfer credits earned in one school to another (Hanchinalkar,

2008). The CBCS gives students the opportunity to select courses from among a variety of courses that are evaluated using unusual grading criteria in order to improve their performance on examinations. According to UGC, students using this method can choose the courses they want to take, study at their own pace, enrol in extra courses, and earn more credit than is necessary. It has also recommended that it is desirable for all institutions of Higher Education in the country to move to a CBCS and, together with it, implement a uniform grading system. This mechanism will make it easier for students to move between educational institutions both inside and outside of the country.

Genesis of Choice Based Credit System in Gauhati University:

In its most recent initiative, Gauhati University introduced the Choice Based Credit System (CBCS), which enables a student to obtain a degree by accruing the necessary number of credits prescribed for that degree. This method's origins can be linked to the "Cafeteria system," which

was popular in the West. The grading method is thought to be “better” and “preferred” because it will help students move around more easily. It is clear that the primary goals of the Choice Based Credit System are to assure regular curriculum updates, implement a course credit system, increase reliance on internal evaluation, promote research, and improve institutional governance. Gauhati University implemented the CBCS system at under graduate level from the academic session of 2019 across all disciplines by following the Regulations of the Under Graduate Choice Based Credit System (UGCBCS) Gauhati University, 2019.

Basic structure of Choice Based Credit System:

Under the UGCBCS Regulations, 2019, Gauhati University has adopted the undergraduate Choice Based Credit System. The institution has made every effort to follow the Instructional Template made available by UGC. The programmes that Gauhati University offers will adhere to the following standards.

- ❖ Gauhati University shall follow the UGC-established common minimum curriculum and core paper syllabi. The content of the core papers may deviate up to 30% from the norm.
- ❖ The university will create its own syllabi for the elective papers through the Under Graduate Committee of Courses and Studies (UG-CCS). The UG-CCS may select elective courses from the UGC’s list or, alternatively, frame courses autonomously in accordance with their areas of expertise and infrastructure.
- ❖ As per University guideline Ability Enhancement Courses will be divided into two categories: Ability Enhancement Compulsory Courses of one paper each in the two semesters consisting of
 - (i) English/MIL Communication
 - (ii) Environmental Science.
 Skill Enhancement Courses will be offered by affiliated colleges from the UGC list. Alternately colleges may develop these courses on the basis of

local expertise and market demand and these courses must have prior approval of the Academic Council.

Basic Features of CBCS include the Following

- **Semesters:** Each year is separated into two semesters, and student evaluations are completed semester by semester. The calculation of a student's progress is based on the courses taken rather than the length of time required to finish them, such as three years for science, arts, and commerce or four years for engineering, etc. There will be 15–18 weeks of academic instruction and evaluation in each semester, or 90 teaching days. The curriculum can be made up anyway you choose, and credits can be given depending on teaching hours and course material.
- **Credit System:** Each course is given a specific number of credits. The student receives the credits for that course when he successfully completes it. A student does not have to retake a course if they pass it once throughout the semester. Students can earn credits at their own pace by taking as much time as they need.
- **Provision of Credit Transfer:** Students have the option to study fewer courses and earn less credits in order to make up the difference in the next semester if, for whatever reason, they are unable to manage their course load or if they become ill. The remaining credits may potentially be taken at another college by the student.
- **Comprehensive Continuous Assessment:** Through assignments, open-book exams, and semester-ending exams, students are continuously evaluated by teachers as well as by themselves.
- **Credit Counting:** In the credit system, one credit is equal to one hour of instruction per semester, which may comprise a lecture (L), a tutorial (T), or two hours

of practical work or fieldwork (P). A study course may contain all L components, all T components, all P components, a combination of any two components, or all three components. Each semester, a student earns L+T+P credits in total.

- **Allotment of Grading:** UGC has introduced a 10-point grading system in CBCS to all. The grading is as shown in the following table 1.

Table 1 : Allotment of Grading in CBCS as per UGC guidelines

S.No.	LetterGrade	Grade	GradePoint
1	O	Outstanding	10
2	A+	Excellent	9
3	A	VeryGood	8
4	B+	Good	7
5	B	AboveAverage	6
6	C	Average	5
7	P	Pass	4
8	F	Fail	0
9	Ab	Absent	0

- ✓ The option to select a dissertation or project,
- ✓ The ability to transfer credits between universities
- ✓ Loss of year/semester due to attendance shortage in any one subject is avoided. Student who fails to maintain required attendance in one subject has to reappear only for that subject in order to clear the entire course.

Weaknesses CBCS:

ANALYSIS OF CBCS

Strength of CBCS:

- ✓ Emphasis on ongoing evaluation and student-centricity,
- ✓ More elective courses.

- ✓ Less emphasis on and credit for core areas or primary subjects.
- ✓ Students must take languages at a higher education level.

- ✓ The option to take courses according to their ability and pace is limited. There is no freedom for the first year student to take an advanced course or a third year student to take an introductory course.
- ✓ Students are compelled to be inside the classroom for the entire five hour per day schedule leaving no scope for independent study.

Opportunities for CBCS:

- ✓ Students can choose papers outside of their core area so that they can be specialised in multi-discipline.
- ✓ Students have opportunity to take extra credits more than minimum requirement to complete the course which will give weight and get opening further opportunities.
- ✓ Higher education gradings are acceptable internationally so that students can compete international opportunities.
- ✓ Credit-transfer opportunity and possibility of taking different courses in different colleges

simultaneously to complete the total credit requirement within minimum period.

Challenges for CBCS:

- ✓ For any new system, usually there will be a strong resistance to change from every quarter of the academic world.
- ✓ Accepting grade points in subject instead of marks and letter grade instead of exact total marks is difficult due to the fact that allotment of individual ranking is not possible by merely referring grade points and letter grades.
- ✓ Opportunity to take credits outside the core subject area may dilute the depth in core area of studies.
- ✓ Students may face dilemma in choosing the subjects due to their inexperience in predicting future demand.

Conclusion:

The primary goal of choice-based education is to expand academic excellence in all spheres, from the micro level, such as core curriculum,

to the macro level, such as learning-teaching process, examination, and evaluation systems. Paradoxically, however, the CBCS appears to limit the role of education from promoting the development of well-rounded individuals to training for marketable skilled workforce. Therefore, the CBCS is positioned to exacerbate the issues currently present in higher education rather than addressing the system's fundamental shortcomings. In conclusion, it can be argued that success requires hard work and perseverance, consistent efforts, willpower, motivation, and inspiration. Since the CBCS is still in its early stages, nothing has been lost. We may cross the finish line by working together with all interested parties and taking into account social, political, economic, and geographic variables in this academic trip.

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ART INTEGRATED LEARNING: A PEDAGOGY FOR EFFECTIVE LEARNING

 Dr. Devika Phukan

Abstract:

Art integrated learning is an approach for teaching. It is for making the teaching-learning process more interesting, effective and joyful. It encourages the active participation of the students in the learning process. The aim of a teaching-learning process is to make the students more knowledgeable and good at critical thinking. In order to do so, it is required to stimulate their curiosity. And, in this regard, it is believed that integration of art can help the teacher to make the teaching environment more engaging and joyful. So, in this paper an attempt has been made to study the effectiveness of 'art integration' in the teaching- learning process. The Art integrated learning is an opportunity for the students to experience visual as well as performing arts to develop their understanding in different subjects. This paper is based on

secondary sources of data. It has also included the recommendations of NCERT regarding art integrated learning for effective and joyful teaching-learning process.

Keywords: Art, Art Integrated learning, effective learning, art integration, etc.

Introduction:

The main aim of education is to cultivate and develop the innate potentialities of both physical and spiritual aspects of children in accordance with the norms and values of a society. It is considered as a process of preserving human life. In this process of teaching and learning, one can apply different types of methods and techniques. In order to make teaching-learning process effective, we must have to be able to arouse the curiosity of the students. If we want our students to be more

knowledgeable, then we have to pay attention to the process of way of teaching something to them. It is always essential to arouse the curiosity of the students. We need to stimulate their curiosity. Curiosity is the basic nature of children. They generally love to play with objects and indulge themselves in music, drama, colours, rhythms, etc. We have to teach them how to analyze the different problems on their own and solve those problems creatively. They must be enabled to absorb, remember, and apply the various skills and knowledge energetically. Here, “Art” can be effectively used. It can be used as a medium of teaching-learning process to help the students to understand the various concepts and subjects.

Art is a unique way of knowing the world and understanding the various aspects related to it. It is an intrinsic aspect of human life. With the help of art one can recognize himself and others through the various individual artistic experiences. Generally, art is considered as the expression of ideas that are created by imagination, skills, curiosity, inventions of individuals.

According to Harvey (1989)- the process of art is related to the cognition, achievement, motivation and self-concepts in children. Art is mainly of two types- Visual art and Performing art. Visual art includes drawing, painting, pottery, puppet-making, clay modeling etc. On the other hand, performing art includes music, dance, drama, puppetry, etc.

Through this paper an attempt has been made by the researcher to understand the following points:

- To understand the concept of Art Integrated Learning
- To understand the importance of art integration as a teaching model
- To know the initiatives of CBSE regarding art integration.

Art Integrated Learning and its importance: Art integrated learning or education is a cross-cultural approach of teaching and learning. It is a teaching model which mainly emphasizes on learning through art. It is collaboration between the teachings of subject with teachings of both visual and performing art. This integration is

done not only to make the learning process joyful but also to develop a greater appreciation and understanding towards art.

Art integration is a process of using different forms of art like music, dance, drama, painting, creative writing, etc, through which non-art topics like mathematics, social studies, science, etc. can be taught. It is considered as a powerful methodology to nurture the higher order thinking skills.

Art education mainly focuses on the independent and psychomotor, psychophysical aspect of the individual and development of the whole personality of the individual. A child who is engaged in art has a positive impact on his all round development. His engagement in learning and academic achievement can be benefitted through art.

In a study conducted by Kelstrom (1998), it was found that by infusing choral, vocal or instrumental musical experiences in Japan, Netherlands and Hungary, positive impact on successful academic achievements are attained throughout primary, junior and high school curricula. The curriculum in

Canada also gives importance to the role of arts in achieving educational goals. Althouse, Johnson and Mitchell (2003) have found in their study that art integration can help the children acquire actively knowledge base, communicate their thoughts and ideas and also their feelings. It also constructs the cognitive understanding of the students as actively as possible.

Rabindranath Tagore once stated that "... only man knows himself, because his impulses of knowledge comes back to him in its excess. He feels more intensely his personality than other creatures, because his power of feeling is more that can be exhausted by his objects. This efflux of the consciousness of his personality requires and outpour of expression. Therefore, in Art, man reveals himself and not his objects." Thus, art has the most effective power of expressing the innermost capabilities and thoughts of an individual.

The followings are the importance of integrating the arts in the school curriculum-

- Art integrated education helps children to develop deeper

understanding as well as critical thinking and creativity. Creative thinking and problem solving ability is required for children of all ages at all stages of their education and for all disciplines.

- Art makes the learning content more accessible. Children learn best if they see something visually and get the chance to try it out. Generally they prefer talking rather than writing. Through art a teacher can encourage them to write. For example drawing can be considered as a pathway for writing. Moreover, some students learn better when they engage their whole body in the learning process. These kinesthetic learners can be benefitted by inclusion of art. For example, students can make drawings in order to solve mathematical problems.
- Art encourages joyful and active learning. Students having fun and being playful and joyful doesn't mean that there is no learning. Piaget has stated that "Play is children's work". We can use theatre games to teach students

history, current events, literature etc. There are many types of productive play which are important educational work too. Education should not be confined into tight compartments. Art can help education more joyful and more engaging too.

- It helps students to make relation and understand its relation to the content of the subject to be taught. Children are more reluctant to learn something in which they have little interest. The art helps the students to make and express their personal connections to the content. So, relevance is very important which helps children care about what is presented before them and to understand its meaning. In most of the cases art provides a natural way to the students for connecting with the curriculum in a personally meaningful way. Art provides various opportunities to a diverse group of students to express their thoughts and feelings.

- Art enables the students to understand the meaning of abstract concepts. Without the concrete experience or the subject, there is little meaning in symbol. Students can recite a table by moving in a circle. While reciting they emphasize on the numbers. Through the recitation and the movement they get the physical and imaginative access to the abstract concepts of addition, multiplication, etc.
- Generally three kinds of thinking are encouraged for children. These are –attending, discerning and inventing. These three kinds of thinking can be developed in children with the help of art. Art provides the students the capability to pay careful attention, recording accurately and analyze the concepts from multiple points of view. It encourages the children to imaging the world in their own way. That means art provides wings to the imagination power of the students.
- Art integrated learning is beneficial not only for making the teaching-learning process joyful, but also to provide a positive impact of the students. It enhances the communication skills, reflection, enquiry skills, confidence level, self-esteem, etc. of the students.
- Art builds community and collaborative skills among children. Children learn more while they are learning with others. According to Rogoff (1990), peers are considered as the most available and active companions. They provide each other motivation, imagination and opportunities for creative elaboration the various activities of their community. When the students create something together, they promote that type of learning which is retained for a longer period of time. While working together on a piece of art, students develop social interaction and their learning which may not be possible while learning alone. For example, music provides ample opportunity for collaboration

with harmony, call and response songs, chants, etc.

Implementation of Art Integrated Learning: The National Curriculum Framework, 2005, suggested the following regarding art as a subject:

- i. Art as a subject at all stages is recommended. It should cover all four major areas of art, i.e. music, dance, visual arts and theatre. Moreover, importance should be given to the rich craft heritage of India both from economic and aesthetic point of view.
- ii. Art must be brought squarely into the domain of the curricular. It should be infused at all stages and all areas of learning.
- iii. Through art students should not be skilled in these areas only, but they should also be encouraged to know the rich and colorful traditions of our country.
- iv. Art must be used both as a subject and as a tool to understand the other subjects.

Considering the above mentioned suggested the Central Board of Education not only made Art education mandatory for classes 1 (one) to 10 (ten) in every school, but also emphasized on integrating art with teaching and learning process of all academic subjects from class 1 to 12. The main purpose of this Art Integrated Learning is to promote active and experiential learning by connecting knowledge to life outside the school campus. It wants to shift learning from traditional, rote methods to modern one and to enrich the curriculum so that it doesn't remain confined to the textbooks only.

The NCERT has provided a specific framework for introducing cultural heritage of the country through art integrated learning. For example, in case of Assam, it has provided certain lists of activities to be included in the form of art integrated learning. For dance, Bihu, Bagurumba, Oja Pali, Sattriya, etc., for fairs and festivals, Bihu festival, Ambubachi festival, Majuli festival, etc., for crafts cane and bamboo crafts, bell metal and brass craft, silk and

cotton weaving, etc. are included. These are part of some examples only that are included in the CBSE framework.

According to NCERT, the main objective of Art Integrated Learning is to provide opportunities to children for their affective and multidimensional development including physical, moral, intellectual, cultural and scientific aspects.

Aims of Art Integrated Learning according to NCERT:

Art integrated learning by NCERT aims at using soft skills and awareness as a tool for learning. It also emphasized on developing art as a pedagogical tool in teaching-learning process. It has included aesthetic education as an integral part of it so that holistic learning can be achieved. Moreover, it aims at creating awareness about Art Education as a subject and Art as a pedagogical tool for deeper learning. It is in order to help children being active learners by making art as the basis for all learning. By doing so it also aims at improving the cognitive abilities of the learners.

The art integration learning suggested by NCERT also aims at making the curriculum easily understandable by all students and internalizing the contents in all areas of the curriculum. Through this attempt has been made to integrate art forms with other disciplines. It tries to implement the ways in which the understanding of the subjects can be achieved through music, drama, painting, crafts, etc. Moreover, it simplifies the complex concepts through arts. Above all, art integrated learning aims at using art a learning tool.

Art-Integrated Pedagogy: The model of Art integrated learning can be utilized in a classroom with the help of two major components. These are-

- By using ice-breaking activity to introduce a topic and
- By using trans-disciplinary projects for cohesive understanding.

This model helps in the process of initiating, implementing an inferential learning. This process involves the following steps: Selection of a particular topic or theme,

providing opportunities for creative enquiry, reflecting on new learning of students by using an art form and assessment of the students to understand their learning experiences and the experiences of their peers'. These pedagogy and activities can be used by all subject teachers at all levels of learning, starting from primary to senior secondary. It can be used by a teacher to introduce a lesson and integrate these art-integrated activities in their lesson plans. This art-integration can also be used as a subject enrichment activity for internal assessment of the students.

We may cite the example of a lesson of class VI from the Social Science of CBSE course named "On the trail of the earliest people". Here, subject of social science on early humans is to be taught to the children through the integration of art activities like role play, poster-making, story-telling etc. In this integration an attempt has been made to make the students understand the evolution humans, different discoveries made by the early men, the meaning of the new vocabularies like Paleolithic era,

Neolithic era, agricultural revolution, nomadic, homo sapien, migrate, etc. The teacher can use pictography resembling cave painting etc to ice-break the topic.

Discussion and Conclusion:

Children need to be provided opportunities for joyful learning. It was stated by Jagannath Mohanty (1998) that "Children like flowers should bloom fully and naturally so that entire world gets enriched, prosperous, happy and peaceful with all fragrance and colours." They must have a firm foundation of happy world. Art-integrated learning aims at making learning more joyful and engaging. When the teachers create lesson with multi-sensory approach, children are more likely to engage themselves in the learning process and become active participants. The joy and the content provided in a classroom teaching encourage them to actively participate in the class. Joyful learning also enhances their capability to store information in the brain. Through art-integration the classroom experiences can be made more joyful and relevant

to the life, interest and experiences of the students.

Art integration is not considered as a replacement for Art education. After teaching art only, the integration can happen. It provides a creative space to the students to explore experience and most importantly express their innate potentialities. In this pedagogy, they are free from the worry of being judged. It provides a natural medium for self-expression. It is a powerful teaching methodology which nurtures the higher order thinking skills (HOTS) of the students, i.e. Synthesizing, Analyzing, Reasoning, Comprehending, Application and Evaluation.

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ETIQUETTE

 Roboni Khawbung

Etiquette may be extracted from *Old French etiquette* 'label,' from *estiquier* 'to attach.' That means it is those *code of behavior or rules of conduct and decorum that one needs to wear it as a uniform*. Etiquette also denotes the *customary code of polite behavior, correct and acceptable, conventional but unwritten code of practice followed in society or among the members of a particular profession or group*. One may not be necessarily punished for not being polite or not well-mannered but that behavior would define your personality to a great extent and people are going to assess you based on that conduct of yours.

In the olden days children were taught about the *Golden Rule*: *'Always do to others as you would wish them to do to you if you were in their place.'* When you are respectful to others then you are more likely to be treated with respect by them. If you sow good manners wherever you go,

you would reap the same and encourage others to behave in the same way towards you and others.

According to thinkers in ancient India, '*Vidya*' or *learning or knowledge or education* is the '*third eye*' of man which gives him an insight into all affairs of life. It was believed that the illumination (light) given by '*vidya*' shattered (removed) illusion and led to all-round progress and prosperity. Whatever basic habits are formed in very childhood have great impact in the later years of the child. Such habits die hard and, sometimes do not die at all. It shows the significance of teaching and training well-behavior and well-mannered right from the early lives of the child.

Good manners or etiquette show the best you have to offer and encourage others to behave their best on their part. Practicing these manners on a regular basis would make one's life a pleasant one:

- ✓ Be generous
- ✓ Be co-operative
- ✓ Be helpful

There is no such material reward or punishment for not being kind, discourteous, or impolite. But it can have a far impact from it. *Anita Roddick, a British businesswoman, human rights activist, and an environmental campaigner of United Kingdom once said that 'The end result of kindness is that it draws people to you.'*

If you are a person who may be poor at finding the right words to say, think things out before you speak, be thoughtful and choose your words wisely and do not rush to comment about things you do not know much about. Being a good listener is often better than speaking.

Do not speak rude and loudly you will quickly lose respect if you do. It can also make other people angry and upset with you before you even establish some kind of relationship with them. They will see you as a 'bigmouth' who cannot be trusted with anything confidential. And avoid laughing and talking too loudly in

public as well as staring at people-it is insulting.

Speak with respect to and of others even to younger ones. You can do this by avoiding negative remarks that may insult someone else. Always respect older people, listen to them, and learn. This applies to all elders and not just parents and grandparents. Avoid speaking of bodily functions even if it is a casual conversation, such as using the bathroom or telling crude jokes, for this shows sign of immaturity and often creates a bad impression of you with your friends, family, and co-workers. Respect others' privacy. Unfortunately, many people consider respect for the rules of etiquette as something shameful.

Using the terms like '*thank you*' and '*you are welcome*' shows that you have good manners. The facial gesture also expresses the courtesy and well-mannered of a person. People who lack manners do not use these terms.

Hold open a door for anyone following you closely. This is a sign of a good manner and has never changed. There are no strict gender rules today.

Do not swear to use filthy language and curse words. It is unprofessional. People who do this are usually very immature and have no self-control or respect for themselves and others.

Good manners are simply respect and consideration for others or being aware of the needs of others. They are the oil which lubricates the friction of interpersonal relations and creates a happy and successful society. Learning the differences in etiquette shows sensitivity. Always remember the golden rule of etiquette, when in doubt between what to do or not, do the *'kind'* thing.

Keep a distance from people when you talk to them (about 3 feet), no need to touch people while talking with them.

If you are walking along with someone and your companion greets a person you do not know, you should also greet them. This is a sign of polite behavior.

Checking somebody's bag, purse etc. in their absence is something that one should not do, people may not call you a thief but that behavior defines you to be discourteous.

One should be grateful to loved ones, relatives, and friends. They help you not because they must, it is their desire, appreciate them.

William James, American philosopher, and psychologist said- *'Human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives.'*

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A STUDY ON THE STRESS LEVEL OF HIGHER SECONDARY COLLEGE STUDENTS

 *Nilakshi Saikia*

Introduction:

Stress is a term heard so often that its meaning is frequently distorted and its implications are taken for granted. In today's world, everybody seems to be talking about stress not only in daily conversation, but also through television, radio and newspapers. Stress is an universal feature of life and no one can live without experiencing some degree of stress. One may assume that only serious or intensive physical or mental injury can cause stress. But this is not true; infact travelling in a crowded bus/train or even sheer joy is enough to activate the body's stress mechanism to some extent. Right from the beginning of civilization, human organism is subjected to stressful events. Infants also experience stress although independent of their own action in which defencive coping behavior such as crying are the likely result for the pre-school child,

environmental effects than at different ages. Any kind of excitement is also a stress, in the physiologist's sense of interpretation. The term stress means different things to different people.

Causes of stress:

The causes of stress mainly falls under three categories:

- (i) Physical stress
- (ii) Social stress
- (iii) Emotional stress.

(i) Physical Stress: Physical stress factors include all those things that cause stress on the body. So chronic pain or illness, including allergies, can be a stress factor. Lack of sleep is one of the most common causes of stress on the body, as is poor nutrition. Being subjected to too much noise or overcrowded conditions can often produce physical stress.

(ii) Social Stress: Social stress arises from one's relationships with others and from the social

environment in general..... Ilfield (1977). However, defined social stressors are “circumstances of daily social roles that are generally considered problematic or undesirable”

(iii) Emotional Stress: Emotional stress causes emotional distress and pain to the sufferer. They trigger negative feelings such as anger, jealousy, hatred, heartache, and depression.

Stress in Adolescents:

The primary task of adolescence is coming to terms with oneself, finding out who one really is and what one really cares about. It is a time of struggling with being an individual, the person one really is. Adolescence is a stage of human development that occurs between childhood and adulthood. Due to fast physical changes and mental development at this stage, students may experience incompatibility of their mental development with their physical changes or with the social environment and then suffer from problems arising from inadequate adaptations. These

problems may further cause psychological troubles and even induce deviant behaviors. Adolescence is a dangerous period of time where young people experience self organization and role confusion. For them stress mainly occurs from academic tests, interpersonal relations relationship problem and career exploration.

Such stress may usually cause psychological, physical and behavioral problems among students.

Students Stress:

Stress is affecting almost each and every individual irrespective of age, class, sex, race, caste, religion etc. It is highly individualistic in nature. Some individual experience more stress and others may not. In student life, the boys and girls crave a certain amount of novelty, excitement and stimulation in their lives. Students can thrive on certain amount of uncertainty, anxiety and pressure. It motivates them to get things done, to be successful and achieve something in life. Their ability to focus and push themselves further increases. This

phenomenon is called Eustress (Greek prefix eu = good), meaning good stress. This may be attributed to positive stress. This enhances the efficiency of the student in their daily life. Even though life may be placing demands upon them, they feel in control of those challenges. If these demands get to a point where they feel losing or have lost the ability to cope such situations is called Distress. It is derived from the Greek prefix "dys" which means bad. Therefore, the distress (distress) means bad pressure. When students experience distress they tend to feel overwhelmed and their life become out of control with too much pressure, fear, panic and concern about how terrible they are feeling.

The students life is one of the most exciting and memorable experiences in an individual's life. It is in this period that an adolescent enjoys the vibrant environment, the company of friends and the various academic and co-curricular activities, which enriches nurtures and henceforth prepares the adolescent for adulthood. Looking from a closer

perspective, adolescent encounters a number of challenges which in turn contribute to stress and if not dealt in a meaningful way, it will only escalate and hamper their academic performance, emotional & social well being. The students are exposed to a considerable amount of stress, which necessitate successful and constantly changing coping strategy. These stressors include internal and external pressure exerted by the environment. Stress level amongst students can result in a decline in the academic accomplishments and can affect both the physical and mental health of students.

Descriptive survey method has been undertaken by the investigator and the higher secondary students of Kamrup Metro District is selected as the population scale by Student Strsss Scale by Zaki Aphtar.

ANALYSIS OF THE OBJECTIVES:

Objective No. 1:

To find out the level of stress of the higher secondary students:

In order to find the level of stress of the higher secondary students, the

total scores obtained were classified into five categories namely: very high stress, high stress, moderate stress, low stress, very low stress. Majority of the students (34%) were found to be having Moderated stress and 27% of them were having very high level of stress, 10% of them were having very low stress whereas only 8% of the students are having low level of stress. From the above data it can be observed that though majority of the students experienced moderate level of stress but there is not much difference between the stress levels of students experiencing very high level of stress which is a matter of serious concern.

Discussion:

The result of this objective depicts that 34% of the students were found to be having moderate level of stress 27% of students were found to be having very high level of stress. The students might be having some major concerns and the students are in need of some professional help to sort out the causes of stress, and counseling to overcome the stress and solve the problems causing stress. 10% of the

students were found to be having very low stress and very less percentage i.e., 8% of them were found to be having low stress. And from this it has been revealed that a very few percentage of students were able to cope with the stressful situations. Some of the reasons for moderate stress level of the respondents might be that the respondents have given positive responses to the various stressful situations like the traffic jams in the cities might be causing irritation in them, the restriction led down by the parents might be causing anger in them, the shortage of finance might create so much of stress in them. The feeling of inferiority might also be causing stress in them. The students who were found to be having very high level of stress were unable to cope with the situations like the death of a very close person which may bring dismay to their mind, the tension of completing a target in a short span of time might cause stress in them, and the students getting late at the time of examinations might cause stress in them. This finding supports Habibah Elias, Wong Siew Ping (2011) study. In this study

it was found that the undergraduate students have moderate stress levels with a mean stress score of 926.39 and standard deviation of 288.38. this show that the students have moderate vulnerability to stress.

Objective 2:

To find out the difference between the stress level of the male and female students.

Discussion: The stress level of female (189.83) is higher than the stress level of male (163.38). This is supporting the findings of the study conducted by Kumar Saneev & J.P. Bhukar (2012). The findings of that study revealed that stress was higher in girls in comparison to boys because of the fact that girls were expected to observe comparatively more social customs and restrictions in Indian society than boys. One of the reasons could be that girls have less freedom & choice in comparison to boys. The girls are usually busy throughout the day due to hectic life style whereas boys had more choice of activity and freedom. Research conducted by Steenberger et.al (1993) and Ronald

(1993) also reported that girls had higher level of stress than their male colleagues. The level of stress is both different among male and females students (Amr, El Gilany, & El-Hawary, 2008). Researches about the experience and the discernment of stress regarding to the gender of people is not only fascinating but also is controversial, because of different approaches of researchers such as Misra and Castillo (2004) that they illustrated the views of male and female are different towards stress. Also, Jogaratnam and Buchanan (2004) believed the different approaches of stress between men and women is essential especially whenever they encounter with pressure because of stress...Mazumdar, et al. (2012), reported that the various symptoms which lead to stress is mostly seen in more numbers of females as compared to males. Garrett (2001) demonstrated five major provenances among the female and they are respectively failing in their exams, the pressure of exams, to be rejected by someone, the breakup in their relations and finally financial problems. Two stressful

issues among female are the financial and academic problems (RichlinKlonsky & Hoe, 2003). Different findings of researchers on the various rates of male and female students show some similarities and differences between them. For example Eun-Jun (2009) has found that the stress of female that administered with the international students is higher, and in this view Matud (2004) has got the higher score of female stress in comparison with male students while Sulaiman et al. (2009) found that male students experienced less stress compared to the female students. On the contrary, Misra and McKean (2000) have proved that there is a positive link with the anxiety, the academic stress, as well as the trait anxiety experienced higher stressors and reactions to stressors, and females exhibited higher anxiety (both trait and state) than males” (p. 49). The stress levels are different between male and female students (Amr, et al., 2008). Stress effects the female specially more in academic career. The female college students reported feeling larger amounts of

stress than college men (Brougham et al., 2009). A similar study conducted by Misra and McKean (2000) also tested undergraduate American students and found results that were consistent with previous studies; female college students experience higher academic.

However, the probable cause of higher stress level among the females according to the present study could be academic factors such as fear of failure in examination, making choice in the stream of study such as arts, science, commerce, failure to get admission in the institution of their choice, the inferiority feeling, facing examination without full preparation, and the courses not completed in time hampering their preparation.

Mohammad and Philip (2004) observed that girl’s academic stress was higher than boy’s academic stress. Similarly more stress has been observed in female in comparison to male in areas like extremes in the climate, the death of a close person, pressure of household work, personal loss or illness etc. In relation, Sulaiman et al. (2009) have showed the rate and

types of stress among the female students are more than male due to their emotional and sensitive characters and attitude to their environment.

Suggestions: The researcher suggested some of the suggestive measures to reduce the stress among the students based on the responses made by the respondents. Some of them are given below:

- (i) There must be positive teacher – student relationship.
- (ii) Setting the target for completing the course in time.
- (iii) Giving equal importance to all the students.
- (iv) Full freedom must be given in selecting the stream of study.
- (v) Curriculum reforms, Improving the skills of study etc.
- (vi) Comparison should not be made among students.
- (vii) Ragging in the institution should be stopped.
- (viii) Trust between parents and their children must be strengthened.
- (ix) There must not be any negative pressure from parents.

Conclusion:

Stress is one of the most serious problems faced by many learners. When students are aware of the reasons for experiencing stress and stress reactions they may learn to adopt appropriate stress management strategies. Hence it becomes necessary to understand the stressors which confront out college students and weed them out in order to help our learners to be free of the negative effects of stress. This is an urgent need for the teacher and the educational administrators to understand the stress producing situations among college students in order to help them to become well adjusted in life. As there are detrimental effects of stress on health and academic performance, college administrators consider incorporating stress management training in orientation activities. A better approach may be the use of a stress management workshop, specifically geared to the stressors encountered by the college students where they will learn how to cope the academic stress, how to manage it, and to learn some in the college setting.

Stress among the students cannot be eliminated but we can and should do a better job through preparing students to manage it.

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CHILD LABOUR

 Jhumpa Singh

Not all children in India are lucky to enjoy their childhood. A large number of children in India are quite strangers to the joys and innocence of the formative years of their lives. Instead of enjoying their early steps on their life's journey, they are forced to work under inhuman conditions of slavery or where their miseries know no end. It takes place when children are forced to work at an age when they are expected to play, study and enjoy their phase of innocence. It implies lost or deprived childhood that leads to exploitation of children in various forms.

The term "Child Labour" is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.

Child labour persists due to inefficiency of law, administrative system and exploitative tendencies on the part of employers. Children are

employed illegally in various industries. But agriculture is the largest sector where children work at early ages to contribute to their family income. They are forced to work at young ages due to factors such as poverty, unemployment, a large family size, and lack of proper education.

Though there are laws on child labour, still children continue to be exploited as cheap labour. It is because the authorities are unable to implement the laws meant to protect children from being engaged as labourers. Unfortunately, the actual no. of child labourers in India goes undetected. Children are forced to work in completely unregulated condition without adequate food, proper wages and rest. They are subjected to physical, sexual and emotional abuse.

Factors such as poverty, lack of social security, the increasing gap between the rich and the poor have adversely affected children more than

any other group. Loss of jobs of parents in a slow down, farmer's suicide, armed conflicts and high costs of health care are other factors contributing to child labour. Due to high poverty and poor schooling opportunities, child labour is found in both rural as well as urban areas. Child labour in India is now not only confined to the agricultural sector. In recent times, children are engaged into activities such as beedi making, brick making, carpet weaving, commercial sex, construction, glass industry fireworks and matches factories, precious stone cutting sector, hybrid cotton seed production, leather, mines, quarries, silk, synthetic gems industries etc. They are also employed in other industries such as dhabas, tea stalls and restaurants as domestic labour.

Children often work in dangerously polluted factories. They work for 9 to 10 hours at a stretch including night shifts. No wonder that a large number of child workers have sunken chests and thin bone frames which give them a fragile look. They are made to work in small rooms under

inhuman conditions which include unhygienic surroundings. Most of these children come from extremely poor households. They are either school drop outs or those who have not seen any school at all. Child labourers run the risk of contracting various diseases. They are vulnerable to exploitation by all. There is no strict enforcement of laws against child labour. So, employers continue to circumvent the provisions of the law in the full knowledge that the child workers themselves will not dare to expose them.

The factories Act of 1948 prohibits the employment of children below the age of 14 years in any factory. The Mines Act of 1952 prohibits the employment of children below 18 years of age in a mine. Also, various laws and Act seek to prevent the practice of child labour in India. Unfortunately, these laws and regulations have not been backed by effective and proper implementation and enforcement.

Here are a few tips for helping end child labour:

1. Educate yourself

2. Share your time and money
3. Contact local, regional and national legislators
4. Invest ethically
5. Contact government leaders
6. Educate others about child labour issues.

Stopping such practices isn't easy, but there are choices to make contribution to reduce child labour. Collective efforts are needed on the part of society and the government to put an end to the practice of child labour. In fact every citizen should take a pledge to never employ child labourer, rather discourage others too from doing so. We should create awareness amongst people employing child labours and parents sending their children to work. We need to provide our children a happy childhood where they are able to enjoy the best period of their lives with a merry and carefree attitude. The government should make efforts to increase the incomes of parents by launching various

development schemes. Efforts should be made towards poverty eradication combined with educational reforms to provide free or affordable excess to quality education. We need policies which try to alleviate poverty and inequality on economic conditions and social structures. Also required is effective enforcement machinery to punish the violators of laws. Labour inspection and related services need to be strengthened. Mid-day meals should be re-emphasized, homeless children should be provided housing through the SSA boarding schools, and laws banning child labour should be more strictly enforced. Above all, there is a need to mobilize public opinion with an aim to bring about an effective policy initiative to abolish child labour in all its forms. Only by taking comprehensive steps, the government can hope to eliminate all forms of child labour by 2020.

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মানসিক স্বাস্থ্য আৰু মানসিক স্বাস্থ্য-বিজ্ঞান

চিমি দত্ত

মানুহ সামাজিক প্ৰাণী। মানুহে নিজ পৰিবেশ আৰু পৰিস্থিতিত কৰা প্ৰতিক্ৰিয়া আৰু আচৰণৰ যোগে নিজক সমাজত স্থাপন কৰে। মানসিক স্বাস্থ্য আৰু স্বাস্থ্যবিজ্ঞানৰ প্ৰয়োজন আৰু প্ৰাধান্য বৰ্ধিত ৰূপত অনুভৱ কৰি উঠা হৈছে। বিশেষভাৱে ক'বলৈ গ'লে আজিৰ সমাজত ইয়াৰ প্ৰাধান্য বৃদ্ধি পোৱা দেখিবলৈ পোৱা গৈছে। শিক্ষকৰ পৰা আদি কৰি শিক্ষা-সচেতন লোকৰ বাবেও ইয়াৰ প্ৰয়োজনীয়তা দেখিবলৈ পোৱা গৈছে। আজিৰ জটিল সামাজিক পৰিবেশত শিক্ষাৰ্থীসকলৰ মানসিক স্বাস্থ্য ৰক্ষা কৰাটো নিতান্ত প্ৰয়োজন।

মানসিক স্বাস্থ্য বিজ্ঞানৰ অধ্যয়ন যথেষ্ট জটিলতাপূৰ্ণ। যাৰ বিষয়ে অধ্যয়ন কৰিবলৈ হ'লে বিভিন্ন বিষয়ৰ লগত পৰিচিত হোৱাটো প্ৰয়োজন। সাধাৰণভাৱে ক'বলৈ গ'লে পৰিবেশৰ অনুকূল-প্ৰতিকূল পৰিস্থিতিত ব্যক্তিৰ দৈহিক স্বাস্থ্য অটুট কৰি ৰাখিবলৈ হ'লে যিবোৰ বিজ্ঞানভিত্তিক চিন্তা-চৰ্চা বা অধ্যয়ন কৰা হয় তাকেই মানসিক স্বাস্থ্য বিজ্ঞান বোলা হয়। ইয়াৰ জৰিয়তে মানুহে তেওঁৰ সমাজত অপসমায়োজনৰ দৰে জটিল অৱস্থাৰপৰা নিজকে মুক্ত কৰি ৰখাৰ লগতে সুন্দৰ জীৱন-যাপন নিশ্চিত কৰি তোলে।

আজিৰ আৰ্থ-সামাজিক, ৰাজনৈতিক আৰু বিজ্ঞান-প্ৰযুক্তিবিদ্যাৰ অগ্ৰগতিত কেনেদৰে মানসিক স্বাস্থ্য অটুট কৰি ৰাখিব পাৰি এয়া প্ৰতিজন পিতৃ-মাতৃ আৰু শিক্ষকৰ এক বহুমূলীয়া প্ৰশ্ন উত্থাপিত হৈছে। ব্যক্তিৰ সুস্থ ব্যক্তিত্বৰ বিকাশ বিশেষভাৱে নিৰ্ভৰ কৰে সুস্থ মানসিক স্বাস্থ্যৰ ওপৰত। গতিকে তেওঁলোকৰ আৱেগ-অনুভূতি, ভাববৃত্তি, মনোভাৱ আদি বিশেষভাৱে গঢ় লৈ উঠে ইয়াৰ বাবে গৃহ পৰিবেশৰ প্ৰভাৱো এক উল্লেখনীয় বিষয়। এই ক্ষেত্ৰত পিতৃ-মাতৃয়ে কেইটামান বিশেষ পদক্ষেপ গ্ৰহণ কৰিব পাৰে—

- (i) পৰিয়ালত সুস্থ আৰু পাৰস্পৰিক বুজা-পৰাৰ পৰিবেশ গঢ়ি তোলাটো প্ৰয়োজনীয়।
- (ii) শিশুৰ যুক্তিসংগত প্ৰয়োজনবোৰ পূৰণ কৰিবলৈ চেষ্টা কৰিব লাগে।
- (iii) শিশুৰ মনত আত্মবিশ্বাসৰ ভাব গঢ়ি তুলিব লাগে।
- (iv) শিশুক অৱহেলাৰ ভাৱ দেখুৱাব নালাগে।
- (v) শিশুক প্ৰয়োজন অনুসৰি পৰামৰ্শ প্ৰদান কৰাটো আৱশ্যক।

এই ক্ষেত্ৰত শিক্ষকেও এক গুৰুত্বপূৰ্ণ ভূমিকা গ্ৰহণ কৰিব লাগে। ছাত্ৰ-ছাত্ৰীৰ যাতে মানসিক স্বাস্থ্যৰ পূৰ্ণ বিকাশ হয় তাৰ বাবে সু-

পৰিকল্পিত ব্যৱস্থা গ্ৰহণ কৰাটো নিতান্ত প্ৰয়োজন। উদ্দেশ্যধৰ্মী পাঠ্যক্ৰম, দমনমূলক অনুশাসন পৰিহাৰকৰণ, শিক্ষক-অভিভাৱক সন্মিলন গঠন, বৃত্তিমূলক শিক্ষা নিৰ্দেশনা আদি বিভিন্ন ধৰণৰ পদ্ধতি অৱলম্বন কৰি শিশুৰ মানসিক স্বাস্থ্য অটুট ৰাখিব পাৰে।

গতিকে আজিৰ সমাজত মানসিক স্বাস্থ্য ৰক্ষা কৰাটো অতি আৱশ্যক হৈ পৰিছে। আজিৰ দেশ আৰু সমাজৰ শিক্ষা বিকাশৰ দিশত বিজ্ঞান প্ৰযুক্তিৰ আগ্ৰাসন আৰু ইয়াৰ জনপ্ৰিয়তাৰ পূৰ্ণ পয়োভৰৰ সময়ত ইয়াৰ প্ৰয়োজন বৃদ্ধি পাব

ধৰিছে।

ভাৰতৰ স্বাধীনোত্তৰ কালৰ প্ৰথমজন শিক্ষা দাৰ্শনিকস্বৰূপে স্বীকৃতিপ্ৰাপ্ত সৰ্বপল্লী ৰাধাকৃষ্ণণে দাঙি ধৰা মত আমাৰ বাবে প্ৰণিধানযোগ্য—

“তথ্য সংগ্ৰহ আধুনিক সমাজত অত্যাৱশ্যকীয় আৰু গুৰুত্বপূৰ্ণ হ’লেও কাৰিকৰী দক্ষতা অৰ্জনেই শিক্ষাৰ লক্ষ্য নহয়। মানসিক প্ৰৱণতাৰ বিকাশ সাধন আৰু যুক্তিপূৰ্ণ দৃষ্টিভংগী গঠনেই হৈছে শিক্ষাৰ মূল লক্ষ্য, যি আমাক দায়িত্বশীল নাগৰিকস্বৰূপে গঢ়ি তুলিব পাৰে।”

লেখিকা - ছাত্ৰী, ওয় যান্মাসিক, বি. বৰুৱা মহাবিদ্যালয়, গুৱাহাটী।

PERSONALITY, INTELLIGENCE & SUCCESS

 Navojit Paul

The present world is all about competition and success. Everyone desires to be successful in his/her own field. However, success requires some patterns of qualities, which human more or less acquire in themselves, such as intelligence, personality, talent etc.

Intelligence, isn't the biggest factor that decides whether one will be successful or not. It is believed that intelligence is a sure shot way to success. One who scores the best in schools are said to have a 'bright future' ahead of them.

IQ, the measure of our intelligence has always been a number to flaunt, the higher it is, the better are the chances of success. But, a recent study denies this popular so-called belief and says that one's personality has a bigger influence in deciding one's success or failure.

Researches show that IQ alone is not the predictor of financial or

academic success. But when the personality scores were taken into consideration, association with success became clear. Results showed that grades and achievement test scores were a better indicator of adult success, rather than intelligence or IQ scores. Higher grades reflect 'non-cognitive skills' such as good study habits, perseverance, concentration, showing that personality of the individual makes a bigger impact than intelligence alone. These non-cognitive skills which form the basis of personality are related to the success in a big way. Measures of personality predict achievement test scores and grades above and beyond IQ scores.

Innate intelligence is only one of the several factors that play a role in determining an individual's career and social prospects. Although luck certainly plays a role in success, but the most important key factor is

personality. It is found that financial success was co-related with conscientiousness, a personality trait marked by perseverance and self discipline.

Conclusion: IQ, still matters of course, in determining success. Someone with a low IQ will not be able to do things that are easy for a person

with a relatively much higher IQ. IQ, therefore, is surely a plus point, but what is more important to achieve success is to have a positive approach and confident attitude, which are the signs of good personality. Some other values such as dedication, determination etc. can also be taken into consideration.

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WOMEN POWER (THE ABSOLUTE POWER OF MANKIND)

 Nituparna Kalita

Women today are not creepers. They do not feel the need to be looked after, tended to or supported by someone else. In fact she is the support of the entire family, the backbone- of the family. It is true, she sometimes needs emotional support that is needed by every human and the 'macho' men are no exception. So the need of the emotional support does not prove the frailty of the weaker sex.

Let us be feminist, without compromising our feminity. Most of us are pretty much familiar with the term feminism. This term in the recent times took the internet by storms. But how many of us know what actually it means. We have this misconception that feminism is about putting women or females above men. No, feminism is about giving both the genders equal status and dignity. Feminism is a fight about every female foeticide, every female infanticide, every child marriage, dowry deaths, rape and public

shaming. It also includes fighting for women when they are discriminated against.

It is our feminine qualities which in fact make us superior, not inferior to men. In country like India, where women are treated as 'objects', don't we think we need feminism? In, probably every millisecond a heinous crime against women takes place in India. We need to bring change in our mindsets. Our gender doesn't speak for itself. Thus how can anyone comment on a person on the basis of gender be it a boy or a girl? (or transgender?)

I agree that gender inequality is decreasing in India, but it still is very much prevalent in some parts of it, not only rural but also in urban areas. We need to educate every child be it girl or boy. All of us in some way or the other at some point have experienced this discrimination. In India, even much respected political and public figures are heard saying things that are highly


misogynistic. Thus why should we let ourselves to be victims of violence, dowry deaths, prostitution etc.? Let us spare enough time and space for ourselves to strengthen our family ties and curtail our gossips and engage ourselves in fruitful work.

Let us be proud of being women and proud of being mothers and

daughters. We have been the embodiment of beauty, grace, strength, nature, power, love, compassion and peace. Let us realize our potential and utilize it to its zenith, without being complacent. Hence, we are not the weaker sex; on the contrary let us all say with the conviction: Strength, thy name is WOMAN!

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এষাৰি মৰমসনা মিঠা মাত

 লুইতমণি শইকীয়া

এষাৰি মৰমসনা মিঠা মাতৰ গৰাকী হ'ব পৰাটো ব্যক্তিত্বৰ অলংকাৰ বুলি ক'ব পাৰি। সাধাৰণতে মানুহৰ সুন্দৰ মন, ভাবৰ বিনিময় কেন্দ্ৰবিন্দু, মানুহৰ মুখৰ মৰমসনা মাতৰ মাজত লুকাই থাকে এক গভীৰতা। য'ত থাকে বিশ্বাস, প্ৰেম আৰু ভালপোৱা।

মাত এষাৰ আৰম্ভনিয়ে বুজাই দিয়ে ব্যক্তিত্বৰ আভাস, ক'ব খোজা কথাষাৰিৰ উদ্দেশ্য ব্যাখ্যা। মানুহে মাতষাৰৰ মাজৰে পৰা প্ৰত্যক্ষভাৱে বুজাই দিব পাৰে মনৰ দুৰ্বলতা আৰু সৰলতাক। শৰীৰ আৰু মনৰ স্থিতি সৰল হলেহে মানুহৰ মাতষাৰৰ স্থিতি সৰল হয়। নহলেবা মানুহৰ মুখৰ মাতত থাকে অসহায় আৰু দুখৰ অনুভৱ। মানুহৰ সৰলতাই মানুহক সাহস দিয়ে অন্তৰত, আনৰ ওচৰত নিজৰ গুৰুত্ব বুজাব পাৰি।

গম্ভীৰ মাতত মানুহৰ আকৰ্ষণ থাকে। মাতষাৰৰ মাধ্যমেৰে নিজৰ অনুভৱক আনৰ ওচৰত প্ৰকাশ কৰিবলৈ সুবিধা হয়। আমাৰ শ্বাস-প্ৰশ্বাসৰ ওপৰতো বহু সময়ত মাতৰ সাল-সলনি হ'ব পাৰে। কব খোজা যিকোনো কথাই স্পষ্ট আৰু সৰল হলে আন মানুহেও শুনি তাক ভাল পায় আৰু সহজ হিচাপে লয়। ঠাই বিশেষে মানুহৰ মাত তথা কিছু বেলেগ বেলেগ হয় কিন্তু কব খোজা কথাষাৰৰ

ভাৱ-ভাষা মাত কথালৈ কেতিয়াবা কোমল আৰু কেতিয়াবা ছতা হয়। অৱশ্যে মাত-কথাৰ মাজৰ, শব্দ উচ্চাৰণৰ প্ৰতি সচেতন হ'ব লাগে। শব্দ উচ্চাৰণ সঠিক নহ'লে অৰ্থপূৰ্ণ কথাষাৰো কেতিয়াবা হৈ পৰে অৰ্থহীন। এনেবোৰ কথা আমি সময়ে সময়ে দেখিব বা শুনিবলৈ পাওঁ। মানুহ বিশেষে কথা কোৱাৰ ভাব-ভংগী বেলেগ বেলেগ হয়। কোনোৱে যদি দাৰি-কমাৰ প্ৰভেদ নাৰাখি খৰকৈ কৈ যায় কোনোৱে আকৌ খোনাই কথা কয়। কোনো কোনোৱে আকৌ শুনি ভাল লাগিব বুলি লেনিয়াই কয়, কোনোবাই যদি খং-ৰাগেৰে কথা কয়, তাৰপৰা শুনোতাজনৰ মনত আমনি ভাৱৰ সৃষ্টি হয় আৰু লাহে লাহে কথাৰ গুৰুত্ব কমি যায়। সাধাৰণতে আমি নিজেও আনক আমনি লগাকৈ কথা ক'ব নালাগে।

মানুহে সুন্দৰভাৱে কথা ক'ব পৰাটোও এটা কলা। মাতষাৰৰ মাজেৰেও আমি ভাল বন্ধুত্ব গঢ়িব পাৰো, আনৰ লগত সু-সম্পৰ্ক ৰাখিব পাৰো। কেতিয়াবা মানুহৰ মুখৰ মাতষাৰৰ কাৰণে একো একোটা ভাল সম্পৰ্ক, ভাল বন্ধু আদিৰ বিচ্ছেদ ঘটিব পাৰে। এজন খঙাল ব্যক্তিক এষাৰি মৰমসনা মিঠা মাতেৰে শান্ত কৰিব পাৰি। মাৰ্জিত ব্যৱহাৰ আৰু ৰুচিবোধ মানুহৰ মুখৰ এষাৰ কথাতেই প্ৰকাশ

পায়। সেয়েহে সকলো মানুহে কথা কোৱাৰ আগত সময়ত শব্দ প্ৰয়োগ, মাৰ্জিত কথনভংগী, শব্দ উচ্চাৰণ আদিলৈ লক্ষ্য কৰাটো বাঞ্ছনীয়।

সাধাৰণ কথাষাৰ প্ৰয়োজনতকৈ বেছিকৈ জোৰ দি কোৱা, ডাঙৰকৈ কথা কোৱা, অশোভনীয় শব্দ ব্যৱহাৰ কৰা, এনে ধৰণৰ সৰু-বৰ কথাই কেতিয়াবা বিপদ ঘটাব পাৰে। বিভিন্ন সময়ত লজ্জানত হ'ব পাৰে আনৰ ওচৰত।

বৰ সঘনাই একেটা কথাকে কৈ থাকিলেও শুনোতাজনে বিৰক্ত হয়। অতি স্পষ্টকৈ কথা কোৱাজন সকলোৰে প্ৰিয়। দীঘলীয়া নকৰি ক'ব খোজা কথাখিনি সংক্ষেপতে কলে কথাবোৰ শুনি ভাল লগা হয়। এই ক্ষেত্ৰত মই নিজৰ ব্যক্তিগত স্কুলীয়া শিক্ষাৰ অভিজ্ঞতাৰ পৰাই ক'ব পাৰো যে- স্কুলীয়া জীৱনত ৰিডিং ক্লাছত আমি নানা বিষয়ৰ পাঠ্যপুথিৰ যিকোনো একো একোটা অংশ গোটেই ক্লাছে শুনাকৈ পঢ়িব লাগে যাতে পঢ়োতে কোনো খোকোজা নালাগে, শব্দৰ উচ্চাৰণ শুদ্ধ হয়, ইয়াৰ কোনো ব্যতিক্ৰম হ'লে শিক্ষাগুৰুসকলৰ পৰা শাস্তি পাব লগা হৈছিল। এনে ধৰণৰ শিক্ষাই আমাক অধিক স্পষ্টবাদী আৰু কথনভংগী তথা সাহসী কৰি তুলিছিল। মূৰ দাঙি কথা কব পৰাটো সাঁচাকৈয়ে মানুহৰ বৰ ভাল গুণ।

কথাৰ মাজত অপ্ৰয়োজনীয় চঞ্চলতা ননাই মংগল। মাতৰ সৰলতাই আনক আকৰ্ষণ কৰে। কিন্তু কৃত্ৰিমতা সানি, বহণ লগাই কোৱা কথাৰ মূল্য নাথাকে। বহন সানি কথা কোৱাজনক আনে গুৰুত্ব সহকাৰে ল'ব নোখোজে বা শুনিবলৈ বেয়া পায়। সময়, পৰিৱেশ আৰু পৰিস্থিতি সাপেক্ষে কোনো মূল্যবান কথা-বতৰাৰ মাজেৰে আনৰ লগত সু-সম্পৰ্ক, বন্ধুত্বপূৰ্ণ সম্পৰ্ক বোৰ, ভাতৃত্ববোধ আদি বজাই ৰাখিব পাৰি। এখন সভাথলিত উপস্থিত ৰাইজৰ আগত সুন্দৰকৈ ভাষণ দিব পৰা এজন নেতাৰ বাবে গৌৰৱৰ বিষয়। তেনে সাৰুৱা ভাষণে শত-সহস্ৰজনক মন্ত্ৰমুগ্ধ কৰি ৰাখে। কিন্তু তেনে এটা ক্ষেত্ৰত যদি কথাৰ গুৰুত্ব নুবুজা বহুবক্ষী নেতা এজন আনৰ প্ৰিয়ভাজন হ'ব নোৱাৰে, সেইদৰে অনাৱশ্যক কথাৰ ফুলজাৰি মাৰোতাজন আনৰ ওচৰত সদায়েই অসহনীয়।

মিছা কথা আদিৰ প্ৰশ্নয় নোলোৱাকৈ মনত কোনো কপটতা নাৰাখি, স্পষ্টভাৱে কথাৰ আদান-প্ৰদান কৰাজন সদায়েই মানুহৰ মনত আদৰণীয়। মাত-কথা, কাম-কাজ আদিৰ মাজেৰে প্ৰকাশ পায় মানুহৰ মনৰ সুন্দৰতা, ৰুচিবোধ, ব্যৱহাৰ সেয়াই আমাৰ প্ৰকৃত পৰিচয়। সেয়ে তাহানিতে ককা আইতাই কৈছিল ভোকৰ ভাত, অমাতৰ মাত।

লেখিকা - ছাত্ৰী, ষষ্ঠ যান্মাসিক, শিক্ষা বিভাগ, বি. বৰুৱা মহাবিদ্যালয়, গুৱাহাটী।

AN OVERVIEW OF WOMEN EMPOWERMENT

 *Bhagyashri Sarmah*

Women's education in India is one of the major preoccupations of the government as well as the civil society. This is because educated women are able to play a vital role in developing India. There is a saying that educating a girl child means to educate a family. Education is the milestone of the empowerment of women as education helps them to change their lives, and questions their traditional roles.

The literacy rate of women is much lower compared to men. In the Indian society which is patriarchal, girls have fewer privilege and lower status than boys. Very few girls are admitted to schools and among them many are school drop outs. Many girls cannot attend school due to conservative cultural attitude. In India a survey was conducted which showed results supporting this fact that the rate of infant mortality is related inversely to female rate of literacy and level of education. The survey suggested

correlation between economic growth and education.

Most Indian people think women are property as Patriarchal mindsets rule India. Fathers of such unfortunate girls do not take enough care of their daughters while bringing them up. There is no unity among majority of the Indian women and only a handful of them have the courage to speak for their belief.

As per the Indian government's country report, girl's education is the key to usher a change in society. The government want to include more girls particularly from marginalized BPL families in the main stream of education. To meet this goal, government has been providing concession package in form of free books, boarding, lodging and clothing for hostel boarders, free circles etc. For encouraging women's education at every level, schools colleges and also universities has been established

exclusively for women in the states of India.

Education reduce gender inequality and helps to improve the status of women within family. Education for All (EFA) Program and many other educational programs undertaken by the government of India provides various facilities for

enhancing women's education. Therefore this program is really helpful to improve the status of women's education in India.

Now many women are working in diverse careers and are financial independent. But still we have a long way to go. We need to stop gender inequality.

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WHAT IS SO IMPORTANT ABOUT EARLY CHILDREN EDUCATION

 *Bhargobi Barthakur*

Early childhood education the care and instruction of young children outside of the home has become a downward extension of schooling. It is now the first rung on the educational ladder. In many respects, however, this most recent addition to pedagogical hierarchy is quite different from its elementary and secondary predecessors.

The philosophical foundations of early childhood education were provided by John Amos Comenius. John doebe and Jean Jacques Rousseau. Its curriculum and methodology were created by the like of Johann Heinrich Petalozie, Friedrich Frobel, Maria Montessori and Rudolf Steiner.

Many people have reservation about the importance of pre-kindergaten education. This was clearly manifest in 2006 when the California legislature unsuccessfully attempted to pass a law that would make pre-school education mandatory for all children. Many Californians did not agree with the importance of using tax payer funds to fund mandatory pre-

school programs, including parents desiring to educate their children themselves.

Research has shown that children enrolled in Head start programs benefit by receiving formal education before kindergarten. According to some studies, children enrolled in these programs are more well mannered and have higher IQ scores upon enrolling kindergarten than their peers formal education. Likewise, it was shown that children enrolled in Head start programs learned quicker than children not enrolled in these programs.

Critics of pre-kindergarten education claim the differences between children enrolled in pre-school programs and children not receiving formal education are only discernible during kindergarten, first, and second grade. During subsequent years, children who have not received formal education prior to kindergarten test at the same level and behave like their peers with pre kindergarten formal education. Therefore, Head start children may be at an advantage

for a couple of years, but after that, their classmates perform at similar levels. Another major problem with Head start programs is that children qualifying for these programmes usually come from families living below poverty-line, so these programs are not readily available for children from all backgrounds. However, children can receive formal education in other ways other than Head start programs, including daycare and parents teaching their young children. Even though children in daycare programs develop intellectually, but children benefit most when parents stay at home with their children and educate them.

Children taught at early age usually benefit in the following ways: improved social skills, less or not need for special education instruction during subsequent school years, better grades and enhanced attention spans. Likewise, some researchers have concluded that those young children enrolled in pre-school programs usually graduate from high school and colleges, have fewer behavioral problems and do not become involved in crime in their adolescent and young adult years.

Many people do not feel the government should determine whether children should be required to receive formal pre-kindergarten education. One reason for this is children who are educated by their parents during their early developmental years experience the same benefits as children enrolled in pre-school programs, especially children receiving a lot of attention from parents. Parents deciding to educate their young children themselves should utilize creative ideas and activities when educating them.

No matter about the difference in opinion about formal pre-kindergarten education, children benefit from education, children benefit from receiving some type of education during their early developmental years. However, there is not one size that fits all instruction best suited for all children. While some children benefit immensely from pre-school, it may not be the best education setting for other children. In most cases, children benefit most by receiving educational instruction from their parents. Parents must evaluate a child's unique personality before determining which program is best suited for a child since not all programs benefit children the same way.

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DEPARTMENTAL ACTIVITIES

