

# *Application of Total Quality Management in Primary Teacher Education Institutions*

**A DISSERTATION SUBMITTED TO SATYAPRIYA ROY COLLEGE OF EDUCATION FOR THE AWARD OF DEGREE  
OF MASTER OF EDUCATION**

BY

**PAYEL SRILA BANERJEE**

REGISTRATION NO: **11114-00416 OF 2018-2019**

ROLL NO: **111141-180019**

**M.ED. SEM IV**

**ACADEMIC SESSION: 2018-2020**

UNDER THE SUPERVISION OF

**DR. SUBIR NAG**

**(PRINCIPAL - SATYAPRIYA ROY COLLEGE OF EDUCATION)**



**SATYAPRIYA ROY COLLEGE OF EDUCATION**

ANILA BHAVAN; AA-287, SECTOR -1,  
SALT LAKE, KOLKATA - 700064.

AFFILIATED TO

**WEST BENGAL UNIVERSITY OF TEACHERS' TRAINING, EDUCATION PLANNING AND ADMINISTRATION  
(WBUTTEPA)**

**2020**

## CHAPTER FIVE: DISCUSSION

### 5.1 Major Findings

TQM was widely accepted as the endorsed idea behind the evolving scape of educational management. As educator sector braces up to see itself as a for-society, corporate-style-management-run sector, TQM is the call of the hour. Even for a developed society, a robust teaching-learning environment is a bare necessity. When it involves Institutions like PTTIs, the stakes are even higher. Most respondents advocated an increasing need and peer-wide efforts to build a TQM Style of Management keeping in touch with traditional management strategies, given the fact how volatility in results perceived and received could affect an entire generation of teachers and student base.

Educators are coping up with several constraints and limitations and are yet striving to attain continuous improvement in the way they facilitate the functioning of their institutions through philosophies of not just TQM, but also Kaizen, Value Analysis, Defect Analysis, Sensitivity Analysis and more by learning and adapting newer management styles. There is a need to rethink Curriculum Design, Budget Allocations for Infrastructural Developments and a largely decentralised education policy-making structure, even while upholding the integrity of the whole value chain. For now, Students remain the primary cog of the system, while the faculty and administrative functions remain largely affected due to a lack of necessary attention and funding.

### 5.2 Discussion

The present study which deals with the Application of the Principles Dimensions and Criteria of Total Quality Management (TQM), identified that the productivity and efficiency of Primary Teachers Training Institutes which were successful in applying them could effectively provide a better learning experience and atmosphere for both Student- Teachers and Teacher Facilitators.

An institute that could exhibit greater application of TQM also exhibited lesser wastage in terms of Human Resource, time and finances. TQM also effectively amplified productive output by enhancing Curriculum Transaction and Curriculum Design, engineering both towards creating more content savvy, confident and professionally oriented Student -Teachers who are better equipped to face the evolving needs of the Education System in a New World Order. It was also found that Primary Teachers Training Institutes which did not have the requisite infrastructure and lacked the minimum basic amenities, adversely affected the productivity of students and teachers likewise. In spite of being written off as a philosophy that promotes industrialisation of education, TQM on the contrary was found to promote the human touch to education and contribute towards promoting interpersonal relationships between the Student-Teachers and the Teacher- Facilitators by encouraging the shift from Teacher Centred classrooms to classrooms that were essentially Student Centric in nature.

The study which primarily deals with Curriculum Design, Curriculum Transaction, Infrastructure, Faculty & Administration, Students and Funding & Organisation Structure was an attempt to gauge the effects these four criteria of TQM have on PTTIs. The study furthermore was limited to the PTTIs under the WBBPE in the State of West Bengal, leaving much room for further research, both nationally and internationally and also left room for exploring the extent of influence that the other parameters, dimensions and criteria of TQM might have on the various other aspects that contribute to the making of a successful Teacher Training Institute. The study has also provided a sad insight into the age-old adherence to near obsolete teaching methodologies precariously treading the fine line between extinction and survival. In spite of being termed a professional course, awarding a professional degree, Primary Teacher Education in West Bengal displays a dangerous discrepancy between Theoretical Instructional Hours and Field Exposure in terms of Internship leaving much to be desired in terms of practical experience in actual Classroom Teaching.

### ***Suggestion for Further Research***

present study may act as a cornerstone for further research in areas such as these:

- Further Research might want to include Primary Teachers' Training Institutions (PTTIs) on a National Scale and attempt a comparative study of the successful application of the Principles, Criteria and Dimensions of TQM of the National and State-run PTTIs, identify incoherences if any and suggest Remedial Measures.
- Higher Teacher Education Institutions at the Graduation and Post-Graduation Levels (offering B.Ed, M.Ed, M.Phil and Ph.D courses) might also be brought under the scope of further research.
- Further Research could take into account inclusion of the other stakeholders of the Education System (like Policymakers, Parents, Teacher-Facilitators and Student-Teachers) as part of the Sample under Study.
- A Comparative Analysis might also be a promising area of research on the impact of TQM philosophy on the productivity of consumers of the Education System, being student-teachers, on TQM-run PTTIs vis-à-vis Traditional Management style run PTTIs.
- Considering the present study has been conducted predominantly in the areas of Curriculum Design, Curriculum Transaction, Infrastructure, Faculty & Administration, Students and Funding & Organisation Structure, further research can also be conducted on applicability of remaining dimensions of TQM in PTTIs.



## CONCLUSION

Quality is the single most important issue in education, business, and government today. We all recognize that there are problems with today's Education System. Students are leaving or graduating from high school and college unprepared to meet the demands of society. This problem has a Ripple Effect throughout society.

Students who are not prepared to become responsible, productive citizens become a burden to society. These students, products of an Education System that does not focus on quality, increase social welfare costs. They impact the criminal justice system, they are not prepared to meet the needs of the next generations, and, most important, they are citizens who feel alienated from society.

Quality is the key word today. Everybody demands quality from household products to the service they receive. That the quality of our Teacher Education is deteriorating on a daily basis, cannot be ignored and hence there is a need for a drastic change in all the aspects of Teacher Education so as to facilitate the teachers to face the challenges of the dynamic world. Thus, the quality of Teacher Education should be improved to prepare the teachers for local, national and global demands. The Teacher Educator should be trained in Innovative Information and Training Techniques to survive in the global arena of Qualitative Technological Information Age.

Quality is one of those elusive words, which everyone seems to understand but few are able to articulate.

In order to be able to impart **Quality Education**, our Education System itself has to acquire the following **Five Quality Pre-Requisites**:

- Quality Syllabus,
- Quality Faculty,
- Quality Teaching and Evaluation,
- Quality Research,
- Quality Character

**Quality Syllabus** includes Regular Updating and Up Gradation, Advanced Theoretical and Experimental, Empirical Thrust, Credibility of Content, Interdisciplinary Orientation, Sensitivity to Emerging Intellectual Developments and Social Sensibilities, and above all, Relevance for Self and Social Development.

**Quality Faculty** includes their Academic and Research Eminence, Intellectual Competence as measured by Command over the Subject, Ability to Build an Argument in a Cogent and Coherent Manner, Communicative Competence as reflected in Clarity of Thought and Expression and, above all, their Creative Competence as signified by Reflective Character of Teaching.

**Quality Teaching and Evaluation** includes Teacher-Student Ratio, Modes of Teaching, its Interactive and Participatory Character, Innovative Teaching Methods, Regularity of Classes, sanctity accorded to Completion of Syllabus, Students' Keenness To Attend Classes without compulsion of attendance, Positive Feedback by students, Affectivity in Teacher-Student Relationship, Regular And Continuous Assessment, thorough rather than selective, mode of evaluation, Objectivity, Impartiality and Transparency In Evaluation.

**Quality Research** includes evidence of breaking a new ground, generating a paradigm shift, research publications, acknowledgement by way of frequency of citations, awards and honours, quality of research guidance and projects.

**Quality of Character** and Outlook of Faculty is as important as the quality of its intellect. In fact, it is this, which constitutes the Bedrock of Quality Education.



**The Study Of Misconception In The Teaching Of Life Science Among  
The Students Of The Secondary Level Of In The District Of North 24  
Parganas, West Bengal**

Dissertation submitted in partial fulfillment for M.Ed degree

Submitted by

**Sanchita De (Sarkar)**

**M.Ed student of Satyapriya Roy College of Education**

**College Roll No.: M/03**

**Registration No.: 11114-00429 of 2018-2019**

**University Roll No.: 111141-180032**

**Semester: IV**

**Session: 2018-2020**

**Under the supervision of Dr.**

**Kaushik Chatterjee**

**Associate Professor**

**Satyapriya Roy College of Education**



**West Bengal University of Teachers' Training, Education Planning And Administration**

**Kolkata**

## CHAPTER. 5

### DISCUSSIONS :

#### 5.1 MAJOR FINDINGS :

1. The mean score of misconceptions in life science among the 40 students in two government schools was found 7.9 approximately 8 which lies between the scoring range from 0 to 26. so it can be said that the government schools students of West Bengal posses moderate positive result in misconceptions in life science.
2. Girls students mean score 8.05 in misconception of life science was slightly higher than boys students mean score 7.75. It means that girls students posses a significantly positive in misconceptions in life science than the boys students in W.B.B.S.E. schools..
3. Comparing student's misconceptions in life science in W.B.B.S.E. schools ,the calculating t-value is 2.0244 at .05 level of significance. That means there is no significant difference between boys and girls of secondary school students in misconceptions in life science.
4. It is seen that modern strategy is much more effective than traditional process to develop the conceptions in life science among the students of W.B.B.S.E schools..

#### 5.2 DISCUSSION :

Due to modern strategy, students can thought scientifically and methodically. For this reason, path of their future studies may gradually increase with proper concept. Their understanding level will be increased. It may lead to a proper establishment in their future. In a traditional process, a student is inactive in teaching learning process which does not cultivate their creativity. And due to lack of nurturance, they become a rote learner, which is not an actual outcome of education.

#### 5.3 LIMITATIONS :

This present study had some limitations which are as follows-

1. The study was limited only among the government schools.
2. The schools were selected mainly from North 24 Parganas of West Bengal.
3. The schools which were selected, were mostly Bengali medium.

4. The selection of school students for this study was class IX only.

#### **5.4 SUGGESTIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH:**

The present study may initial the need for conducting further researches in the following-

1. The study may be conducted with increased sample size.
2. The study may be conducted from different district's government schools of West Bengal.
3. It may not be conducted only in Government schools, but also in private schools.
4. The study may be further expanded by including the role of teachers and parents in the formation of conception in students in life science.
5. A standardized scale could be used for electing response.
6. The study may be conducted on urban and rural region of North 24 parganas of West Bengal and also other districts of West Bengal.

#### **5.5 CONCLUSION :**

The analysis of the data clearly indicates that there is no significant difference between boys and girls and the modern strategy is very much effective to build the students contextual conceptions than traditional process. So it is very awful to the students as many secondary school students completed their course without developing an adequate level of understanding of the concept and theories which they had been taught, for this reason, their future studies may also affected. So it is very essential to develop the conceptions of the students in every subjects which were studied by them.



**A STUDY ON IMPROVEMENT IN ORGANIC  
CHEMISTRY THROUGH SCINCE TEXT CARD GAME  
AT XII STANDARD STUDENTS IN SCHOOL**

**DISSERTATION SUBMITTED FOR PARTIAL FULFILMENT FOR THE  
M.ED DEGREE**

**SUBMITTED BY**

**PRIYA MISRA**

**COLLEGE ROLL NO - M-03  
UNIVERSITY ROLL - 111141 NO - 170011  
REGISTRATION NO - 11114 - 00637 OF 2017-2018  
M.Ed SEMESTER - IV  
SESSION - 2017 - 2019**

**UNDER THE SUPERVISION OF  
DR. NANDINI SAMADDAR  
ASSOCIATE PROFESSOR  
SATYAPRIYA ROY COLLEGE OF EDUCATION**



**THE WEST BENGAL UNIVERSITY OF TEACHERS' TRAINING,  
EDUCATION PLANNING AND ADMINISTRATION**

## CHAPTER-V

### Discussion:-

**5.0 Introduction** – This present chapter of “discussion of result” is concerned with the conclusive feature of the entire study. The analysis and Interpretation of data of the previous chapter, led the researcher towards the concluding aspects of the study has been described in a brief manner. But, while description has been made taken to include all the significant feature of the conclusion otherwise there would be the miss in the charm of the practicability of the study.

**5.1 Summary**-An abstract is a brief summary of a research article, thesis, review, conference proceeding or any in depth analysis of a particular subject and is after used to help the reader quickly ascertain the paper purpose

- This study is focused on the improvement in of organic chemistry through Science text card game at XII standard students at Hooghly district. The method of the study is Quasi-experimental method .60 samples were taken.
- Data is collected on the basis of 25 Question is achievement test, 36 question on learning environmental scale and 10 question on Students Interest scale.
- Three research hypotheses are formulated to guide the study
- . T-test are selected to test the hypotheses.
- The findings states that card game strategy have a positive relationship with improvement in organic chemistry name reaction.

**5.2 Findings:** The result section should state the findings of research arranged in a logical sequence without biasness and Interpretation.

- Positive Impact of Science text card and Traditional method of teaching in enhancing academic achievement of higher secondary school students.
- Positive Impact of Science text card and Traditional method of teaching in learning environment of higher secondary school students.
- Positive Impact of Science text card and Traditional method of teaching in enhancing students interest of higher secondary school students.

### 5.3 Limitations:

The limitation of the studies are-

- The area of the study is limited, only for class XII th standard students.
- The study is conducted only in Bengali medium school.

### 5.4 Suggestions :

- 1) Larger sample would help in generalization of the research findings.
- 2) Gender differences can also be studied in further researches.
- 3) A longitudinal study is desirable for obtaining more reliable and detailed result .

### 5.5 conclusion:

This study is done only for completion of M.Ed. course. Therefore due to shortage of time and Population and Sample area were needed to be enlarge for details research work on this topic. For the in depth, successful research work there will be need to give emphasis in future separately categorized all the boys and girls students.



# **Educational Leadership Qualities Among Secondary School Teachers In The District Of North 24 Parganas, West Bengal**

Dissertation submitted in partial fulfillment for M.Ed degree

Submitted by

**Archita Mohanty Saha**

**M.Ed student of Satyapriya Roy College of Education**

**College Roll No.: M/13**

**Registration No.: 11114-00696**

**University Roll No.: 111141-180004**

**Semester: IV**

**Session: 2018-2020**

Under the supervision of

**Dr. Nandini Samaddar**

**Associate Professor**

**Satyapriya Roy College of Education**



**West Bengal University of Teachers' Training, Education Planning And Administration**

**Kolkata**

## CHAPTER V

### SUMMARY, FINDINGS AND CONCLUSION

#### 5.1 Introduction

This chapter deals with discussion over major findings, limitations found if any and concluding the research findings. It provides a very comprehensive knowledge about the problem concerned.

#### 5.2 Summary

Educational leadership is a collaborate process that unites the talents and forces of teachers, students and parents. The goal of educational leadership is to improve the quality of education and the education system itself.

According to the Association for Supervision and Curriculum Development (ASCD), teachers are the foundation of educational leadership. They not only manage students, but also act as leaders among their colleagues. Specifically, teachers are resource providers that help students and other teachers find online and community resources. They provide valuable classroom management and teaching strategies to other teachers. They also provide educational leaders with constructive feedback for curriculum improvements.

Numerous studies, scholarly articles and reports have identified effective school leadership as a pivotal part of school success. Focusing on distributed leadership and school improvement, much of the research and literature on the subject stresses the need for clear, effective and strong leadership and management in schools if they want to nurture successful pupils.

A well-known and respected literature review by *Leithwood et al* sets out 'seven strong claims about successful school leadership' which are:

- i. School leadership is second only to classroom teaching as an influence on pupil learning.
- ii. Almost all successful leaders draw on the same repertoire of basic leadership practices.
- iii. The ways in which leaders apply these basic practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work.
- iv. School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.
- v. School leadership has a greater influence on schools and students when it is widely distributed.
- vi. Some patterns of distribution are more effective than others.
- vii. A small handful of personal traits explain a high proportion of the variation in leadership effectiveness.

Secondary education is very crucial and an important landmark for students. It paves as well as directs the learners toward their careers and goals. It shapes the future and imparts skill-specific learning to the students. Thus with successful school leadership, these schools become effective incubators of learning, places where students are not only educated but challenged, nurtured and encouraged.

### 5.3 Major Findings

After analysis of the data, the researcher has found out the following:

- i. It has been found that about more than half of the secondary school teachers in the district of North 24 Parganas, are having very high leadership qualities, i.e., 52%, followed by above average category having a 38 % of the population, whereas a lesser percentage of secondary teacher population under average and low category, i.e., 6% and 4% ,respectively.

It may be due to presence of teacher leadership tasks, that include but not limited to- managing teaching, learning & resource allocation, but those who can empower themselves as well as increase collaboration among peers. The district of North 24 Parganas is one of the important educational hubs of West Bengal, resulting in good administration, assessment & evaluation processes.

- ii. It is found that there is significant difference between male and female secondary school teachers. The male secondary school teachers are having high educational leadership than the female secondary teachers.

There are various reasons working behind this marked difference, which has been analysed with the help of an interview schedule. It shows that:

- The teaching profession of a woman is considered as a subsidiary economic activity.
- Female teachers faces more struggle in balancing professional and home front, with lesser support than in case of male members.
- Influential decision making activities like in case of financial matters and resource allocation, are always taken by male members. Before marriage, it is taken by father, brother or other elders, while after marriage husband. Thus the decision making growth is stunted most of the times, in which case it overall affects the agility to be a leader in workplace, here in school.
- Cases are seen where school management and administration practice gender biasness in terms of distributing leadership activities. The policy of extracting more work in less time, overtime work, and multiple allied works are concentrated towards male teachers, thus the female workforce are not exposed to such activities. Moreover, stereotyping and biasness is faced by every person in a society whether be it workplace or home, and a bit more in case of females.
- Female teachers' have multiple other priorities, whether its induced or not. It is seen that, either their priority is family, or both family & work. But in less



cases it is seen that they fully incline towards their professional career. The reason might lie in the fact that they have to manage different kinds of household chores, childrens' studies, etc., with minimalistic support from family or male members.

- Lack of opportunities given to female teachers for demonstrating their financial management skills of school leadership teams.
- Lack of encouraging female teachers regarding distribution of leadership responsibilities within or across schools.
- Lesser recognition of female leadership teams in schools.
- Less involvement of female teachers in strategic leadership matters.
- 

iii. It is found that there is no significant difference between rural and urban secondary school teachers. But rural teachers are showing slightly high educational leadership than the urban teachers.

The development rate of rural schools is higher than the urban areas & also in terms of teacher recruitment. Now a days, administrators and educational societies are investing capital, effort & manpower for better development so that the rural areas are able to come forward. These may be some reasons due to which teacher leaders are demonstrating leadership and undertaking multifarious activities for better student learning.

iv. It is found that there is no significant difference between government and private secondary school teachers. But the government secondary school teachers are having slightly more educational leadership qualities than the private secondary school teachers.

It may be due to the fact that the government job security, salary and other allowances, in this era of inflation, being far better than the private ones, intrinsically motivates the teachers.

v. It is found that there is no significant difference based on experience of secondary school teachers, below and above 10 years. But the latter case shows slightly more educational leadership than the former.

It may be due to more exposure to different academic & administrative activities and experiences gathered over the years.

#### 5.4 Limitations

- i. Due to the on-going pandemic COVID 19, and due to the resultant lockdown, sample size was reduced from 100 to 50.
- ii. Due to the very same reason, only 10 interviews of secondary teachers were possible over telephonic conversation and e-mails.

## 5.5 Suggestions

In view of the resultant findings, the increased responsibilities and accountability of school leadership are creating the need for leadership distribution within, outside and across schools.

- i. Redefining educational leadership responsibilities in a sustainable manner by policy makers, administrators and school personnel in charge, for improved student learning.
- ii. Encourage distribution of leadership- irrespective of gender, experience, field of study & locality.
- iii. Support distribution of leadership through building capacity and resources, irrespective of type of management of school.
- iv. Developing skills for effective school or overall educational leadership.
- v. More focus on equity as well as equality while distributing leadership activities to secondary teachers as well as others.
- vi. Shift in frameworks of educational leadership is needed. In many settings, definitions or frameworks for school leadership are not explicitly focused on practices to improve teaching and learning but rather on the traditional tasks of head teacher or bureaucratic administrator.
- vii. Development of leadership frameworks or standards for stating well-defined responsibilities and expectations, needed from a teacher as a leader.
- viii. Provide higher degrees of autonomy to secondary teachers with appropriate support. While school autonomy seems to be positively correlated with improved learning, school autonomy alone does not guarantee school improvement. Unless teacher leaders have the capacity, motivation and support to make use of their autonomy to engage in the practices that are most conducive to improved learning, school autonomy may have little influence on school outcomes.
- ix. Encourage school leaders to promote teamwork among teachers by explicitly recognising the core role of school leaders in building collaborative cultures and by sharing and disseminating best practice in this domain.
- x. Enhance strategic financial and human resource management Effective planning and management of resources can improve school outcomes by strategically aligning resources with pedagogical purposes. It is therefore important to ensure that school leaders are better equipped to make strategic use of resources.

In view of these conditions, it is important that both policy makers and the school authority, recognise the need to broaden the concept of school leadership and take steps to adjust policy and working conditions accordingly.

## 5.6 Conclusion

School leadership has become a priority in education policy agendas. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the environment and climate within which they work. Effective educational leadership is essential to improve the efficiency and equity of schooling. School leadership practice has been greatly influenced by changes in educational governance and school contexts. On the one hand there are moves towards decentralisation and autonomy coupled with greater accountability; on the other, new approaches to teaching and learning processes and increasingly varied student populations are changing leadership roles and responsibilities. As a result of these trends and factors, school leadership has changed dramatically. It is now increasingly defined by a demanding set of roles including administrative and managerial tasks, financial and human resources, public relations, quality assurance and leadership for improved teaching and learning. The quality of school leadership needs to be enhanced and it needs to be made sustainable.

The findings of the research shows that more than half of the population as samples taken under consideration, i.e. secondary school teachers have high educational leadership qualities. The investigation also noted that there is a significant difference of educational leadership qualities present among male and female teachers, where the former shows greater degree of leadership. This suggests policy makers and various other authorities need to make sustainable decisions, so the existing difference can be wiped out.

Apart from this, the other findings show no such differences among rural-urban, private-government and more or less experienced secondary teachers.

Thus the present research work, was attempted to study the educational leadership qualities among secondary school teachers of the district of North 24 Parganas in West Bengal, while the ways through which effective educational or school leadership can be practiced, remains unexplored.

As countries strive to reform education systems and improve student results, school leadership is high on education policy agendas. But in many countries, the men and women who run schools are overburdened, underpaid and near retirement. And few people are lining up for their jobs. What leadership roles contribute most to improving student learning? How best to allocate and distribute leadership tasks? How to develop the right skills for effective school leadership? How to make the profession attractive to high-quality candidates? In this context, Improving school leadership practices: policy & practice, can be undertaken for future research consideration.



# **RELEVANCE OF THE PEDAGOGICAL ASPECTS OF RABINDRANATH TAGORE'S EDUCATIONAL IDEAS AND ITS REFLECTION ON PRESENT DAY SCHOOLS**

DISSERTATION SUBMITTED FOR PARTIAL FULFILLMENT FOR THE M.Ed. DEGREE

**SUBMITTED BY – ATRAYEE BANERJEE**

**COLLEGE ROLL NO. – M-8**

**UNIVERSITY ROLL - 111141 NO-170003**

**REGISTRATION NO -11114-00251 OF 2017-2018**

**SEMESTER -IV**

**SESSION -2017-2019**

**UNDER THE SUPERVISION OF DR. MOUSUMI BORAL**

**ASSISTANT PROFESSOR (SENIOR GRADE -III)**

**SATYAPRIYA ROY COLLEGE OF EDUCATION**



**SATYAPRIYA ROY COLLEGE OF EDUCATION**

**AFFILIATED TO THE WEST BENGAL UNIVERSITY OF TEACHERS' TRAINING,  
EDUCATION PLANNING AND ADMINISTRATION**

## Chapter-5

### (E)

#### 5.1. Discussion

Tagore was fully dissatisfied with the prevalent system of education at that time and called the schools as factories of rote learning. That's why, he advocated the principle of freedom for an effective education. He said that the children should be given freedom so that they are able to grow and develop as per their own wishes. In Tagore's philosophy of education, the aesthetic development of the sense was as important as the intellectual development. That's why music, literature, art and dance were given great prominence in the daily life of the school. A man through the process of education should be able to come out as a harmonious individual in time with his social set-up of life. Placing teachers above the method of teaching Tagore said- "The fact that education is something vital makes the teacher's duties and responsibilities deserving of serious attention. The teachers should know that it is for him to inspire life in the students by his own living to enkindle the flame of knowledge in the students by his own knowledge." (Tagore-1921).

Tagore's ideas for creating a system of education aimed at promoting international co-operation and creating global citizens. He planned an education that was not only deeply rooted in one's immediate surroundings but also should connect to the cultures of the wider world, predicated upon pleasurable learning and individualized to the personality of the child.

Tagore felt that the curriculum should revolve organically around nature with flexible schedules to allow for shifts in weather and with special attention to natural phenomena and seasonal festivities. Rabindranath did not write a central educational treatise, and his ideas must be gleaned through his various writings and educational experiments at Santiniketan in general. Classes held in the open air under the trees to provide for a spontaneous appreciation of the fluidity of the plant and animal kingdoms and seasonal changes. Children sat on hand-woven mats beneath the trees, which they were allowed to climb and run beneath between classes.

Nature walks and excursions were thus a part of the curriculum and students were encouraged to follow the life cycles of insects, birds and plants. Class schedules were made flexible to allow for shifts in the weather or special attention to natural phenomena, and seasonal festivals were created for the children by Tagore.

Tagore observed that the prevailing educational framework dismissed the natural interests, likes and dislikes of the child. It was a mere imposition on the tender brains of the child.

He developed suitable curriculum for school children by giving it an entirely new orientation. Education must aim at a harmonious coalesce between nature and balance between different subjects of study. Tagore's idea of "Peripatetic Education" thus bears a reflection to this point. Knowledge acquired in due course will be real and the process of acquiring it will be enlivening. He strongly recommended excursions and tours forming an inseparable part of school curriculum.

He suggested that during "frequent excursions and tours the pupils with their senses might observe and learn numerous facts of interests." In an essay entitled "A Poet's School," he emphasizes the importance of an empathetic sense of interconnectedness with the surrounding world.

In keeping with his theory of subconscious learning, Rabindranath never talked or wrote down to the students, but rather involved them with whatever he was writing or composing.

The students were allowed access to the room where he read his new writings to teachers and critics and they were encouraged to read out their own writings in special literary evenings.

In teaching also he believed in presenting difficult levels of literature, which the students might not fully grasp, but which would stimulate them. The children were encouraged to follow their ideas in painting and drawing and to draw inspiration from the many visiting artists and writers.

Most of Rabindranath's dramas were written at Santiniketan and the students took part in both the performing and production sides. He mentioned how well the students were able to enter into the spirit of the dramas and perform their roles, which required subtle understanding and sympathy without special training. He wrote "Without music and the fine arts, a nation lacks its highest means

of national self-expression and the people remain inarticulate." Tagore was one of the first to support and bring together different forms of Indian dances. He helped to revive folk dances and introduced dance forms from other parts of India, such as Manipuri, Kathak and Kathakali. To encourage mutuality, Rabindranath invited artists and scholars from other parts of India and the world to live together at Santiniketan on a daily basis to share their cultures with Visva-Bharati, to approach the West from the standpoint of such a unity of life and thought of Asia.

In terms of curriculum, he advocated a different emphasis in teaching. Rather than studying national cultures for the wars won and cultural dominance imposed, he advocated a teaching system that analyzed history and culture for the progress that had been made in breaking down social and religious barriers. Such an approach emphasized the innovations that had been made in integrating individuals of diverse backgrounds into a larger framework, and in devising the economic policies which emphasized social justice and narrowed the gap between rich and poor. Art would be studied for its role in furthering the aesthetic imagination and expressing universal themes.



By this analytical descriptive survey study, it can be said that Tagore's ideas on pedagogical practice can guide teachers, educators, policy makers to make guiding principles operational. So, it can be said Tagore's model of educational pedagogy, can still be relevant to a great extent especially in different aspects, like –

- construction of knowledge and connecting knowledge to life outside the school
- Ensuring that learning is shifted away from rote methods
- Ideal relationship among teachers and students
- Continuous comprehensive evaluation
- Mother tongue as medium of instructions
- Societal context of education
- Critical pedagogical practice
- Cultural diversity and Multicultural classroom practices
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric
- making examinations more flexible and integrated into classroom life
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country. In the present context, these new developments and concerns, to which our curriculum must respond is somehow, get direction through Tagore's original ideas on Pedagogy.

## 5.2 Summary and Findings

Rabindranath's educational philosophy was not a system in the prevalent sense of the term system. A system formulated by modern day pedagogies with rules and regulations and ready-made methodology in which teachers are thought how to teach particular subjects and prepare lessons and text books within set paradigms.

- Tagore's educational ideology based on the natural phenomenon aiming to explore the correlation between education and especially the natural features of the place in question is termed as the Green Education.
- According to Tagore, education and nature are inseparably related to each other. Every human being acquires knowledge through the various experiences of "nature." Even mere passive observation of nature imparts us with knowledge. The sea, sand, mountains, rivers, plants, animals, climate temperature and seasons influence the character and thinking of a person. The knowledge gained from the natural environment is a kind of 'informal learning.'
- The emotional attachment and commitment to a place thus influence a person's experience and shape his personhood, inspiring him to live and prosper ecologically.
- His vision of culture was not a static one. Tagore advocated new cultural fusions, and he fought for a world where multiple voices were encouraged to interact with one another and to reconcile differences within an overriding commitment to peace and mutual interconnectedness, to break down barriers of all sorts gives us a model for the way multiculturalism can exist within a single human personality.
- Rabindranath discarded the notion of text – books centered learning.
- He put the responsibility of educating the students in a joyful manner upon the "Guru". They are easily accessible to students, well-educated teachers, who inspires.
- The motto of the institution is where the whole world forms its one single nest.
- Joyous learning and experience of mental and physical freedom

- Linguistic medium connected to a child's social and cultural environment
- Education for empathy in the holistic world of nature
- This institution follows multicultural classroom pedagogy. A multilevel curriculum to stimulate critical thought and creative self-expression.
- The school has open spaces and atmosphere of freedom, surrounded by natural environment, organically revolved curriculum.
- Children are able to come directly to the intimacy of nature with the freshness of their senses.
- Stresses were given on tours, nature walks, peripatetic pedagogy, excursions, tours, outings as pedagogic medium of regular curricular transaction.
- He supported teaching and learning through debates and discussions, which develop the power of clear-cut thinking. In this context "Sahitya Sabha"
- He adopted activity method, which makes the learner physically sound. He also held heuristic method where the student is in the position of a discoverer.
- He stressed on free environment, which makes learner self-disciplined.

After in depth analysis of Tagore's educational ideas on pedagogical aspects and his pedagogical contributions it can be concluded that there exists a close interrelation in the basic guiding principles of NCF 2005 and Rabindranath Tagore's educational ideas.

Rabindranath Tagore's vision about education was a joyous journey. If we look at his educational model from today's perspective, we find that it addresses so many of educational concerns and dilemmas that we are presently facing in practicing curriculum. It continuously offers a creative and flexible model of education within multi-cultural, multilingual situations. This model could provide adequate scope for viewing a theoretical understanding and its practical aspects in a more integrated manner rather than as two separate components.

The document of NCF, frequently revolves around the question of curriculum load on children. It mentioned that, "In this regard we seem to have fallen into a pit. We have bartered away understanding for memory-based, short-term information accumulation."

These practices thus needed to be reversed. We need to give our children some taste of understanding, following which they would be able to learn and create their own versions of knowledge as they go out to meet the world of bits, images, and transactions of life. Such a taste of original knowledge would make the present of our children wholesome, creative and enjoyable; they would not be traumatized by the excessive burden of information that is required merely for a short time before the hurdle race we call examination.

The document suggests some ways of getting out of this self-imposed adversity and, Tagorian pedagogy can be ideal model in this aspects. Even if it is not possible to conduct each and every class on naturalistic setting in present circumstances, frequent observation, fieldwork, field trips, excursion can be scheduled to provide students direct purposeful learning.

NCF-2005 clearly pointed out the loopholes of pedagogical practices in today's school education system. It has been advised that, students should be encouraged to construct knowledge, and acquisition of knowledge should essentially be based on building understanding of what his senses contact to.

Tagore's idea of "Peripatetic Education", thus bears a reflection to this point also, as he also stressed that, Knowledge should be acquired in due course will be real and the process of acquiring it will be enlivening. The excursions and tours forming an inseparable part of curriculum of poet's school, Patha Bhavana. He suggested pedagogic practices like frequent excursions along with tours, outing, observation of nature, causes holistic development of pupils with their senses and all the domains. These pedagogic practices help them to observe and learn numerous facts of interests, and accordingly help children to construct knowledge about the world.

These are the same hue of the "Constructivist approach" of learning, which is gaining utmost importance, and thus emphasized in NCF-2005.



This galvanizes their spirit of curiosity inspiring them with a feeling of joy in discovery by themselves. In this way, our education system will not have divorced children from the streams of life, confined within the four walls of the classroom, will not become artificial and lose its value. He advocated undertaking free and independent activities like gardening, regional study, laboratory work, drawing, original composition, with co-curricular activities like games, social service, student-self art.

Tagore sought out to work out a system that would give due consideration to the inherent tendencies and potentialities of the child by devising activities that would gradually shape his personality. He considered education as a continuous social process to be linked with the economic and social life of the community. These ideas are true match or echo of "Critical Pedagogic practice" advised and directed by NCF-2005 in the chapter –"Knowledge and Learning".

His school "Patha Bhavana" thus very much resembled a miniature community where sense training, face-to face communion with nature, channelizing emotions and discovering the spiritual and creative base of the child remained an integral aspect of education. Tagore supported the cause of the total development of a child under the benevolent tutelage of nature. The ideas of respect for the child, dignity of human personality, love and manual work, love of nature, patriotism and brotherhood of men are the coming legacies that Tagore left for us and for the coming generations in the future times.

On the other hand, the pedagogic practices in different schools of West Bengal shows there are some positive efforts in some areas of pedagogic practices, but quality wise, situation wise they are lacking as teachers are not internalizing the guidelines and following routines only in most of the cases. Thus, reflective teaching learning is the need of the hour.

observation of pedagogical practices in different schools of West Bengal, which was aimed to the actual reflection of Tagore's pedagogic ideologies and guidelines by NCF-2005, it can be that the teachers needed to be develop insights for reflective thinking in proving quality pedagogical practices of what the nation wants today.

There is urgent need to connect local and the contextualized knowledge and experience in order to improve the children's learning experience; to reaffirm one's experiences outside school; to draw learning from observing and interacting, classifying, categorizing, questioning, reasoning and thinking in relation to these experiences.

In this context, the teacher is a facilitator who encourages learners to reflect, analyze and interpret the process of knowledge construction.

### 5.3. Limitations

Limitations point out weaknesses of the research, they are the constraints on generalizability, applications to practice, and/or utility of findings.

This particular study is limited to some areas, these are-

- The content analysis, which had been done to show relevance of Rabindranath Tagore's pedagogical aspects in present day, contemporary education, is based on thematic analysis of National Curriculum Framework - 2005 only.
- The study aimed to study pedagogical practices according to Tagore's educational thought in present day schools with reference to school level and took Patha Bhavana as "Poet's School", and does not include "Shikhsa Satra" and Visva-Bharati as a whole.
- In this short time, the researcher could not include all classes according to school level structure of Indian education system and thus the sample size has been reduced. The observations were done only for some specific schools, specific classes and at the same time to the specific subject disciplines like literature, science, social science, and performing arts only, and unable to observe each and every disciplines listed in school education curriculum.

#### 5.4. Recommendation and suggestions

At the heart of the learning complex is the individual, the learner, in his and her unique individuality. In the transmitting of knowledge and its learning, the teaching of a subject or skill and its acquisition — the individual learner is both the subject and end purpose of the process. Whether the learner is at the center or at the periphery is the defining characteristic that distinguishes one educating system from another.

In the “Education for the Twenty-First century: Asia Pacific Perspectives” APEID, it was mentioned that the central theme of the arguments in the preceding sections is the need for a unified holistic view of future-oriented education. One aspect of the unified view encompasses the content or what is taught, the process of how the content becomes a learning experience and the abilities, skills and insights that are formed and nourished by the whole process.

So, it is important to recognize that when a significant change occurs in any one element in education, it affects the whole educational environment including the teaching-learning process, institutional organizations, and the basic framework of beliefs and value assumptions.

Many a path of educational reform has ended as a blind alley because of exclusive concentration on any one aspect to the neglect of the complex whole of relationships.

The recognition of the learner as an active, indeed driving, force in the knowledge-learning process and the self-realization of his/her range of potentialities in that process is a crucial fulcrum for reorienting education. Learning and Creativity are cardinal goal of the knowledge-learning processes as well as of the educating system is that of developing creativity. This goal is not only closely linked to but directly flows from the shift to the learner centered / learner-driven education processes.

The degree to which the student is engaged, involved, and committed is the real test of teaching and of the learning environment. Teaching that is only transmission of fixed body of knowledge (whether by a teacher or by high-tech devices) is sterile and makes the students' passive learners by rote. Active and participatory learning teaching shows itself in enhanced ability to think and act independently and creatively.

The development of curiosity and of the questioning attitudes, and of a will and capacity to choose an action and make a commitment, are important elements of participatory education.

The knowing-learning process should be presented in contexts in which there is constant interplay of thought and action, theory and application.



Knowledge, as it is presented in the education systems, is highly fragmented into ever-smaller segments of disciplines. This tendency has been reinforced by sterile tests and measurements of the evaluation procedures. The methods of teaching which treat knowing-learning as an integrated process constantly relate the particular to the general and the general to a specific expression, and build interdisciplinary and cross-disciplinary links. The linkage is equally important with the other domains of knowledge, notably values, and real life-problems at all levels from local to global.

In conclusion if we pose the question 'does Tagore's educational vision' has relevance for the 'modern education', the answer must be an emphatic yes.

The contemporary educators and thinkers, policy makers, unequivocally share the same concern, as raised by Tagore, for developing an educational model that extends beyond fragmentary bookish knowledge. They argue that it is only through this humane educational system, the opening doors for creative consciousness, mutuality, and direct contact with our ecosystem can be achieved in the future millennium.

This is a critical area for innovation and creative educational initiatives. The teacher's role is crucial in the "knowing-learning" process and especially in reorienting education. Thus, the teachers are not a narrow specialist but a knowledge-worker, a lifelong learner. In the perfection of the teaching process, the teacher and the learner are partners, enquiring and exploring together.

This study, presents a vision of what is desirable for our children. It seeks to enable those who are involved with children and their schooling with the bases on which they can make choices that determine educational inputs.

This study aimed to provide an understanding of issues relating to children's learning, the nature of knowledge. This approach tried to draw attention to the importance of the school ethos and culture, the classroom practices of teachers, learning outside the school, and learning resources, as much as to the dimensions of the system that exert direct and indirect influence.

In the context of change perspective, it is imperative to pursue an integrated model of teacher education for strengthening the professionalization of teachers.

Other educationists have shared Tagore's educational ideas and many of his innovations have now become part of general educational practices, but his special contribution lay in the

emphasis on harmony balance and total development of personality. The teacher student relationship designed by Tagore is a model in this context.

As one of the earliest educators, to think in terms of the global village, Tagore's educational model has a unique sensitivity and aptness for education within multi-racial, multi-lingual and multi-cultural situations amidst conditions of acknowledged economic discrepancy, political imbalance and social evils and very much act as a model for gaining ideas about pedagogical practices for present educational needs of the country.

In NCF- 2005, it was also mentioned that, the ideas expressed by educational thinkers are studied in a piecemeal manner, without the necessary context and without concern about where these ideas emanated from. No wonder that these are studied and memorized, but seldom applied. The visionary and the great educationist in Tagore solved this problem of today as far back as fifty years. In today's schools, his theory and practice may not be transplanted. However, his educational philosophy, curriculum, and pedagogy can inspire the educators of today.

Through this study and the discussion it was found that educational work of Tagore deserves more scrutiny as Tagore's impact on education in India, has not been fully recognized.. It needs to be recognized and evaluated by educationists around the world.

His impact on education has been felt more but researchers, or educationists, teachers have not articulated it. Tagore's formal and authoritarian educational system created a new way of looking at education, his thought on international aspects of education was remarkable. Though it is not possible within the scope of this essay to present a detailed analysis of today's educational trends, but a look at some recent works on education underscores validates many of Tagore's educational concern.

Thus, further comprehensive study with this objective is needed for expected learning out come in 21st century education. There is huge scope for action researches on transaction of curriculum, pedagogical practice of different schools in all over India basis .To Bridge the gap between theories and practices of teaching learning and to implement pedagogical theories into practice comparative survey researches are necessary.

নারীর অধিকার প্রতিষ্ঠায়  
আশাপূর্ণা দেবীর 'প্রথম প্রতিশ্রুতি' (উপন্যাস)

Dissertation submitted in partial fulfillment for M.Ed. degree

Submitted by

**SUPRIYA GUPTA**

M.Ed. student of Satyapriya Roy College of Education

College Roll No : M37

University Roll : 111141 No. : 190025

Registration No. : 11114-00097 of 2019-2020

Semester-IV

Session : 2019-2021

Under the supervisor

**Prof. (Dr.) NABAKUMAR SAHA**

Assistant Professor

Satyapriya Roy College of Education



The West Bengal University of Teachers' Training, Education Planning &  
Administration  
(WBUTTEPA)  
kolkata

## পঞ্চম অধ্যায়

### ভূমিকা

#### (introduction)

বাংলা কথাসাহিত্যে এক অন্যতম যশস্বী সম্মানিত লেখিকা হলেন আশাপূর্ণা দেবী (১৯০৯-১৯৯৫)। দ্বিতীয় বিশ্বযুদ্ধান্তর পর্বে আর্থ সামাজিক ব্যবস্থার বিবর্তনের ডেউ অন্দরমহলের গণ্ডি পেরিয়ে অবরোধবাসিনী লেখিকা আশাপূর্ণা দেবীর সৃষ্টি জগতকেও প্রভাবিত করেছিল। সময়কাল সচেতন লেখিকা তাঁর সাহিত্য জীবন পরিক্রমায় বিবর্তিত যুগটিকে দেখেছেন। সময়ের এই পট পরিবর্তনের হাত ধরেই লেখিকা আশাপূর্ণা দেবীর নারিমুক্তি চেতনার বিবর্তন ঘটেছে। তবে তাঁর কাছে নারিমুক্তি কখনোই পুরুষ বিদ্বেষের সমার্থক হয়ে ওঠেনি। তাঁর শক্তিশালী লেখনি বর্তমান প্রজন্মের অধিকাংশ পাঠককে বিশেষভাবে আকৃষ্ট করেছে। মেয়েদের কথা মেয়েদের চোখ দিয়ে দেখে মেয়েদের মন দিয়েই বিচার করেছেন এবং মেয়েদের অধিকার সংক্রান্ত চিন্তাধারাকে প্রাধান্য দিয়েই মেয়েদের ভাবনার মাধ্যমে তা প্রকাশ করেছেন – এখানেই তিনি অন্যদের থেকে স্বতন্ত্র। আর তাঁর এই লেখনির বৈশিষ্ট্যের নিরিখেই অনুসন্ধিৎসু মন নিয়ে অধিকার সচেতন নারীর জীবন সংগ্রাম ও আত্মপ্রতিষ্ঠার কাহিনির রস সিঞ্চনে বর্তমানে এই গবেষণার কাজে ব্রতী হয়েছি।

#### ৫.১) ফলাফল (findings)

নারীর অধিকার সংক্রান্ত বিষয়টি বিশ্লেষণের ক্ষেত্রে আলোচ্য উপন্যাসটিকে কেন্দ্র করে যে বিশেষ কয়েকটি দিক পরিস্ফুট হয়, সেগুলি নিম্নরূপ –

- পুরুষতান্ত্রিক সমাজে নারীকে যেমন নিজের মতাদর্শ স্থাপন করতে দেখা যায়, তেমনি অপরদিকে পরিবারে অনাচার অবিচারের বিরুদ্ধেও তাকে প্রতিরোধ করতে দেখা যায়।
- পারিবারিক কর্তব্যপালনের পাশাপাশি নারীর স্বতন্ত্র সিদ্ধান্ত গ্রহণ ও প্রথাগত জীর্ণ মানসিকতার পরিবর্তন হতে দেখা যায়।



- শিক্ষার প্রয়োজনীয়তা সম্পর্কে নারীর সচেতনতা পরিলক্ষিত হয়। তাই শিক্ষাক্ষেত্রে লিঙ্গগত বিভাজন থাকা সত্ত্বেও নারীর শিক্ষার অধিকার অর্জনের বিষয়টি বিশেষভাবে উঠে আসে।
- সামাজিক প্রচলিত রীতিনীতি, যেমন – বাল্যবিবাহ, কৌলীন্য প্রথা, বহুবিবাহ, নানাবিধ সংস্কার ইত্যাদির বিরুদ্ধে যেভাবে নারীকে প্রতিবাদে সরব হতে দেখা যায়, তেমনি নারী নির্যাতনের মতো ঘৃণ্য অপরাধের বিরুদ্ধেও তার বিদ্রোহী সত্তা প্রকাশিত হয়।
- কোনো ক্ষেত্রে নারীকে অর্থনৈতিকভাবে স্বনির্ভর হতেও দেখা যায়।
- শিশুর শিক্ষা ও সার্বিক বিকাশের ক্ষেত্রেও নারীর সচেতনতা বিশেষভাবে লক্ষ্যণীয়।
- মূলত নারীর আত্মপ্রতিষ্ঠা, আত্মমর্যাদা, আত্মবিশ্বাস ও আত্মনির্ভরতা – সমস্ত কিছুই প্রতিফলিত হয়।

## ৫.২) সমালোচনামূলক পর্যালোচনা (critical interpretation)

- আশাপূর্ণা দেবীর ‘প্রথম প্রতিশ্রুতি’ নামক উপন্যাসটিতে নারীর অধিকার সংক্রান্ত যাবতীয় ক্ষেত্র, যেমন – পারিবারিক অধিকার, শিক্ষার অধিকার, সামাজিক অধিকার, অর্থনৈতিক অধিকার ও সর্বোপরি স্বাধিকার অর্জনের ক্ষেত্রটি পুঙ্খানুপুঙ্খ রূপে বিশ্লেষিত হয়েছে।
- আলোচ্য উপন্যাসে তৎকালীন সময়ের সমাজনীতি, অর্থনীতি, রাজনীতি এমনকি কুসংস্কার, লোকাচার, সামাজিক আন্দোলন প্রভৃতি বিষয়গুলিও উঠে এসেছে নানাভাবে।
- স্ত্রী শিক্ষা, ফিমেল স্কুল, বিধবা বিবাহ, কৌলীন্য প্রথা, গৌরীদান প্রভৃতির পাশাপাশি অন্যান্য বিষয়, যেমন – ব্রাহ্ম হিন্দু সংঘাত, বাবু কালচার, কবিরাজী চিকিৎসা বনাম আধুনিক চিকিৎসা সমস্ত কিছুই স্থান পেয়েছে উপন্যাসে।
- চিরাচরিত নারীর মুখের ভাষাকে কেন্দ্র করে ছড়া, হেঁয়ালি, শ্লোক, ব্রতকথা, প্রবাদ প্রবচন ইত্যাদি লৌকিক উপাদান ছড়িয়ে ছিটিয়ে আছে, উপন্যাসের প্রতিটি স্তরে।
- ইতিহাস, সমাজতত্ত্ব, লোকসংস্কৃতির বিপরীতে তীর্থযাত্রায় পুণ্য সঞ্চয় ও কাশীবাসের বিষয়টিও উপন্যাসে উল্লেখিত হয়েছে বিশেষ আঙ্গিকে।

### ৫.৩) কী শিখলাম (what do we learn)

নারীর অধিকার সংক্রান্ত বিষয়টি বিশ্লেষণের প্রেক্ষিতে আমরা জানতে পারলাম –

- নারীকে তার নিজের অধিকার নিজেকেই অর্জন করতে হবে।
- অন্ধসংস্কারাচ্ছন্ন মানসিকতার পরিবর্তন ঘটাতে হবে।
- প্রয়োজনে নারীকে যুক্তি দিয়ে, বুদ্ধি দিয়ে কোনোকিছু বিচার করে তা গ্রহণ করার মানসিকতা গড়ে তুলতে হবে।
- পরিবার হোক বা সমাজ – উভয় ক্ষেত্রেই যে কোনো অন্যায়ের বিরুদ্ধে তাকে রুখে দাঁড়াতে হবে।
- নিজের প্রতি হোক বা অন্যের প্রতি – কোনো ক্ষেত্রেই অন্যায়কে চুপচাপ সহ্য করে মেনে নেওয়া যাবে না, নারীকে হতে হবে প্রতিবাদী।
- নারী প্রতিবাদী তখনই হতে পারবে, যখন সে তার আত্মমর্যাদা, আত্মবিশ্বাস ও আত্মনির্ভরতা সম্পর্কে দৃঢ় সচেতন হবে।
- শিক্ষার প্রয়োজনীয়তা সম্পর্কে নারীকে সুদৃঢ় মনোভাব গড়ে তুলতে হবে, তবেই সে সমাজে আত্মপ্রতিষ্ঠা লাভ করতে পারবে।
- নারী আত্মপ্রতিষ্ঠিত হওয়ার মধ্যে দিয়ে পরিবারে মান সম্মান নিয়ে থাকার অধিকার পাবে। পারিবারিক যেকোনো সিদ্ধান্তে তার মতামত গৃহীত হবে।
- শুধু পরিবার নয়, আত্মপ্রতিষ্ঠিত নারী সহজেই সামাজিক মর্যাদা লাভেও সচেষ্ট হবে।
- অন্যদিকে নারী সমস্ত পারিবারিক ও সামাজিক দিক থেকে প্রথাগত বন্দি জীবন ছিন্ন করে, সর্বদা অন্যের মুখাপেক্ষী না থেকে, অর্থনৈতিকভাবে স্বনির্ভর হলে একদিকে যেমন নিজের প্রয়োজনটুকু নিজে মেটাতে সক্ষম হবে, তেমনি অপমানের বোঝা মাথায় নিয়ে বয়ে বেড়ানোর দায়ভার থেকেও মুক্তি পাবে।

### ৫.৪) অতিরিক্ত সুপারিশ (further recommendation)

- নারীশিক্ষার প্রসার ঘটাতে হবে।
- শিশু যাতে শিক্ষাগ্রহণের সুযোগ পায়, সে বিষয়ে নারীকেই অগ্রণী ভূমিকা পালন করতে হবে।
- প্রত্যেক নারীকে উচ্চশিক্ষা গ্রহণে তৎপর হতে হবে।

- ক্ষেত্রবিশেষে সকল নারীকে তার অধিকার সম্বন্ধে বিশেষভাবে সচেতন হতে হবে।
- অসহায় নারীদের অবলম্বন রূপে সহায়কের ভূমিকা নারীদেরই পালন করতে হবে।
- প্রাচীন ভাবধারার বশবর্তী না হয়ে নারীকে আধুনিক বিজ্ঞান মনস্কতার অধিকারী হতে হবে।

#### ৫.৫) ভবিষ্যৎ গবেষণার পরামর্শ (suggestion for future research)

আশাপূর্ণা দেবীর নারীর অধিকার কেন্দ্রিক প্রতিটি গ্রন্থই অনবদ্য। স্বল্প সময়ের কারণে শুধুমাত্র 'প্রথম প্রতিশ্রুতি' উপন্যাসটি নিয়েই সংক্ষিপ্ত আকারে নারীর অধিকার সংক্রান্ত বিষয়টি অনুধাবন করার চেষ্টা করা হয়েছে। আরও ভালো করা সম্ভব হত, যদি আশাপূর্ণা দেবীর ত্রয়ী উপন্যাসের বাকি দুটি উপন্যাস - 'সুবর্ণলতা' ও 'বকুলকথা' এবং অন্যান্য আরও কয়েকটি গ্রন্থ এই কাজের সঙ্গে যুক্ত করা যেত। আর উপন্যাসকেন্দ্রিক এই নারীর অধিকার অর্জনের বিষয়টিকে তাই সংবিধানের কোনো নিয়মাবলীর আলোকে বা কোনো তথ্যমূলক সমীক্ষাকেন্দ্রিক বিশ্লেষণ করা সম্ভব হয়ে ওঠেনি।

## উপসংহার (conclusion)

‘নারীকে আপন ভাগ্য জয় করিবার  
কেন নাহি দিবে অধিকার  
হে বিধাতা।’

রবীন্দ্রনাথ ঠাকুর ‘মহুয়া’ কাব্যগ্রন্থের ‘সবলা’ নামক কবিতায় যে প্রশ্ন উত্থাপিত করেছিলেন, আশাপূর্ণা দেবীর সৃষ্ট নারী চরিত্ররাও একইভাবে এই প্রশ্নের উল্লেখ করেছে। তবে আধুনিকতার স্পর্শে, শিক্ষার আলোকে জাগ্রত নারীসমাজের একাংশ আজ এটা মানে যে, অধিকার কেউ কাউকে দিতে পারে না। নিজের অধিকার নিজেই অর্জন করে নিতে হয়। যার ফলশ্রুতি হিসেবে, আমরা নারীবাদী সাহিত্য আন্দোলনেরও উল্লেখ পাই। নারীকে তার অধিকার অর্জনের লক্ষ্যে স্বাভাবিকভাবেই প্রতিবাদী হয়ে উঠতে দেখা যায়। জীবনকে অর্থবান করে তোলার জন্য শোচনীয় দাসত্ব থেকে মুক্তি পাওয়াই হয়ে ওঠে নারী জীবনের অপর একটি উদ্দেশ্য। পারিবারিক, সামাজিক, রাজনৈতিক, অর্থনৈতিক – সমস্ত ক্ষেত্রেই পুরুষের সমকক্ষতা অর্জনের লক্ষ্যে নারীকে প্রতিজ্ঞাবদ্ধ হতে দেখা যায়। ‘জীবনের কারবারি’ আশাপূর্ণা দেবী তাঁর কথাসাহিত্যের দর্পণে তুলে ধরতে চেয়েছেন সেইসব অবরোধবাসিনীদের ‘হয়ে ওঠার কাহিনি, যাদের জীবন বহির্বাস্তব আর অন্তর্বাস্তবের সংঘাতের মধ্যে দিয়ে বিবর্তিত। তাই বলা যায়, নারীকে তার নিজস্ব অস্তিত্বের জাগরণ ঘটাতে ও স্বতন্ত্র সত্তা উন্মোচনের ক্ষেত্রে আশাপূর্ণা দেবীর ‘প্রথম প্রতিশ্রুতি’ উপন্যাসটি ‘নারী’র মানবী হয়ে ওঠার ঐতিহাসিক আলোকবর্তিকা স্বরূপ এক অমূল্য সাহিত্যিক সম্পদ রূপে পরিগণিত হয়।



**EDUCATION TO ERADICATE THE SOCIAL EVILS AS  
ENVIASAGED BY SWAMI VIVEKANANDA**

Submitted by

**RAJESH BISWAS**

**M.Phil Student Roll :111003 No: 180008**

**Registration No: 11100-00722 of 2017-2018**

**Session : 2017-2019**

Under Supervision of

**DR. SUBRATA KUMAR SAHOO**

**The West Bengal University of Teachers' Training,  
Education Planning and Administration  
Kolkata-700019, West Bengal**

## MAJOR FINDINGS FOLLOWING THE OBJECTIVES OF THE STUDY

**O<sub>1</sub> : To find out the ways to eradicate the social evils through education as envisaged by Swami Vivekananda.**

While enquiring into the cause of various crimes plaguing our society now and then, it appeared to the investigator that it was fear, cowardice, greed and ambition which were the root causes. Because we forget our innate perfection or divinity, these evil qualities become the motive power of all our actions. Love of lucre and love of power become dominant in us. As the motto 'I must get this amount of money, I must seize that power by hook or by crook' becomes the driving force with the inevitable result that we are hurling ourselves into the snares of crime and punishment.

According to Swami Vivekananda evils are plentiful in all the societies and there are no outright remedies thereof. It is only through proper education that all negative and weakening ideas are eliminated as well as the crime in society.

**O<sub>2</sub> : To discover essential purpose of education according to Swami Vivekananda;**

According to Swami Vivekananda the purpose of education is to unfold fully the inner power and potentialities of the student, otherwise called **perfection** - an idea quite beyond the scope of so called education based on book learning. The investigator has found out that what Swami Vivekananda called 'manifestation' of the perfection already in man' \_\_\_ The definition of education really boiled down to '**life -building, man-making, character-making, assimilation of ideas**' with the proper understanding of the meaning of the phrases the investigator came to the conclusion that in making the purpose of education meaningful and effective, all the phrases must be given proper attention to.

## DETAILED DISCUSSION ON THE MAJOR FINDINGS

- ❖ *While analysing different events on corruption over the last 30 years or so, the investigator curiously found that a large number of educated intellectuals occupying high officer in Government or privet sector had become involved in corrupt practice in some form of other with Swami Vivekananda's man-making ideas as the back ground , the investigator concluded that bereft of proper education as underscored by Swamiji and outlined above (section 2 in the first column ), these high officials fell a pray the twin evils of weakness and cowardice and were forced to commit numerous crimes in society.*
- ❖ *The Caste system and untouchability now almost in there last phase, had long since throttled our society - barring the growth of our society. According to Swami Vivekananda the root cause of these two evils is lack of proper education. Without proper education, men and women in the lower castes fail to discover the power within and the upper caste people take full advantage of their weakness exploit and torture them. The upper caste people, on other hand, are not also educated in the sense of the term because proper education must bring catholicity and expansion. **Education removes all weakness and helps peoples to get back strength. This strength helps people to construct their life. Researcher makes a flow sheet diagram to show the ways of removing the causes of social evils as observed by Swamiji. Flow sheet is given below:***



*Strong brain, clear mind free from nonsensical superstitions*



*Heroism, fearlessness*



*Expansion, love*



*Straight forwardness, uprightness, frankness*



*Freedom, originality, individuality*



*The concept of life*

- ❖ *The plight of persons belonging to tower castes may be interpreted in word of Swamiji 'whatever you think, that you will be. If you think yourselves weak, weak you will be; if you think yourselves strong, strong you will be.' (Vedantism: lecture at Jaffna, lecture from Colombo to Almora p33-34)*
- ❖ *The message of Swamiji was put forth by one of his admirers, Josephine Macleod almost at the fag end of his earthy life, Viz in 1899 "Swamiji's message is ready - all there is in life is character." But unfortunately this aspect of life \_\_\_the most essential \_\_\_ is sadly neglected in the education system going all over India save perhaps a few microscopy group here and there.*



## LIMITATION

*Swami Vivekananda has great contribution on every state of human being. There are very few areas of individual development remain unnoticed by him. It was very difficult to study on whole areas, which has a great role played by Swami Vivekananda. So the investigator focused on the study which is limited to the educational views of Swami Vivekananda on specific area, purposes of education and eradication of social evils through education. It was very difficult to conduct this study in depth in a limited time-frame. Investigator used an Analytical style and not point-by-point investigation of Swami Vivekananda's ideas of education for a limited time period. Yet it was claimed that the investigator has tried to study an in-depth analysis and to honestly present the all facts.*

## CONCLUSION

*There have been many changes in the education field since Swami Vivekananda. But there are no as many changes as in area of society. One such change is noticeable in education that it is try to engage people to preparing human being for the society. Swami Vivekananda had envisioned a society without social evils, and wants to create new honest human being. But the present type of our society which is losing its morality, truthiness, honesty. There are various types of social evils, which have been increasing by various causes. Investigator concluded that, according to Swami Vivekananda, there are social evils in every society, and there are many causes. But there are no any one solution. Social evils can be eradicated through only education. The eradication power is already in everyman but it is covered by its weakness, selfishness, untruthfulness and nature. Education is only system which can uncover or remove the obstacles and help us to make contact with our real perfection which fills with purity, truthiness, honesty and unselfishness. Thus education can eradicate all social evil. The education must be based on purposes of education likely assimilation of ideas, man-making education, character-building etc.*

**A STUDY ON THE ATTITUDE OF B.ED.  
STUDENT-TEACHERS TOWARDS YOGA  
EDUCATION**

Dissertation Submitted for the Partial Fulfillment for the M.Ed.  
Degree

*By*

**Madhumita Nandi**

**UNIVERSITY ROLL - 111141 NO-170006**

**REGISTRATION NO -11114-00266**

**SESSION -2017-19**

*Under the Supervision of*

**Dr. Piku Chowdhury**

Satyapriya Roy College of Education



West Bengal University of Teachers' Training, Education Planning and  
Administration

# CHAPTER 5

## DISCUSSION

### 5.0. Chapter Overview

This chapter describes the interpretation of the results obtained on the basis of questionnaire and open-ended interview schedule. The limitations of the works is also discussed. Finally suggestion and recommendation from the work has been delivered.

### 5.1. Summary and Findings

#### 5.1.1. Findings from the Survey Questionnaire

We have performed normality tests and calculated mean, median, skewness, kurtosis from the data available based on the questionnaire obtained from 60 teacher-students comprising proportionate numbers of male-female, rural-urban, pre-service-deputed and experienced and unexperienced student-teachers. The results show a normal probability curve with a mean and median score of 78.00 and 79.00. The results are then performed 't' parametric-test based on the hypothesis assumed. Results clearly indicate that no significance mean difference is observed between male-female and urban-rural teacher-students. Thus the hypothesis for significant mean difference for attitude of male-female and rural-urban student-teachers towards yoga-education and inclusion in school curriculum is acceptable.

On the other hand, a significant mean difference at 0.01 level of significance at the degrees of freedom of 58 is obtained between deputed-pre-service and experienced-unexperienced student-teachers. Thus the hypothesis no significant mean difference of attitude towards yoga education among deputed-pre-service and experienced and un-experienced student-teacher is not acceptable. Results clearly indicate that the deputed teachers and experienced (in yoga training) student-teacher have more positive attitude and aware towards yoga education. One of the possible reason of this finding may be due to the experience in school level teachings.



### **5.1.2. Findings from the Interview schedule**

From the interview schedule the necessity of yoga education has been anonymously understood. The aim of yoga is to increase concentration of mind, self-power, physical and mental health. Yoga released tension by increasing mind concentration by relaxing the nerve. Yoga makes body and mind healthy. Though yoga can be started from any phases of life, but practicing from primary school level is always better for anyone.

### **5.2 Limitations**

As other survey studies, this study has its own limitations. The limitations are discussed below.

1. The survey has been carried out among a sample size of 60. This size is very small to conclude more general conclusion.
2. The time duration at which this survey is carried out is very small. More time is required for data collection with large sample size, analyses etc.
3. The respondents are not always interested to take part in such surveys.
4. More practical and better results may be obtained if the same questionnaire is also served after practicing yoga to all respondents for a period of at least 3 months.
5. No sample is collected from B.P.Ed. colleges. Direct comparison regarding physical education and yoga education can be made.

### **5.3 Recommendation and Suggestion**

The student-teachers from all colleges irrespective of sex, area, experienced etc. gave positive attitude about the necessity of introduction of yoga education in schools. Thus there is necessity for the development of infrastructure for practicing yoga in schools. The government, Govt. aided or private schools should take proper steps for implementation of yoga classes in schools. It is also been established that the student-teachers think yoga is not limited to particular religion and hence they can aware students and their parents for regular practice of yoga. The un-experienced teachers should also be given training to yoga by special courses with the B.Ed. programme. Theoretical background of yoga is also needed for better results. Yoga related competitions can be arranged by schools to increase interest in yoga among students.

**SATYAPRIYA ROY COLLEGE OF EDUCATION**  
W.B.U.T.T.E.P.A.



**THE IMPACT OF USING MULTIMEDIA ON TEACHING-LEARNING  
PROCESS IN TEACHERS TRAINING INSTITUTES  
IN WEST BENGAL**

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATION (M.Ed).

**Submitted by:**

**LADLI BHATTACHARYYA**

**College roll no:- M-19**

**University Roll : 111141. No: 190005**

**Registration no: 11114 – 00255 of 2019-2020**

**Session: 2019-2021**

**Semester-IV**

**Under the supervision of  
RIPA MAZUMDER**

## DISCUSSION:

## 1. SUMMARY AND FINDINGS:

Discussion about the whole study i.e. summary and findings of the study is done and future directions are provided on the basis of the findings of the study.

- **Summary:**

This study focused on the level of multimedia usage among 100 student teachers of teachers training institute of North 24 pgs. in West Bengal. The study was conducted in 3 dimensions i.e. the differences of the level of using multimedia on teaching learning process in teachers training institutes with regard to gender (male & female), locality (rural & urban) and educational stream (language, social science & science). The design of the study is descriptive survey method. 100 samples were taken one teachers training institute from rural area (50) and one from urban area (50). The data was collected on the basis of a questionnaire with 25 multiple choice questions (MCQs) related to the Multimedia package and its impact on teaching learning process. Three research hypotheses were formulated to guide this study. Graphical representation (Bar graph) and t-test has selected to provide the differences among student teachers towards the impact of using multimedia on teaching learning process with regard to their gender, locality. And and F- test (ANOVA) has selected to calculate the difference of the impact of using multimedia on teaching learning process in teacher training institutes on the basis of educational stream. The finding revealed that there is significant difference in the use of multimedia on teaching learning process in teacher training institutes with regard to gender and locality. The impact of multimedia on male group is higher than that of female group and the impact of using multimedia on the teachers training institute of urban area college is higher than that of rural area. There is also a significant difference in the impact of using multimedia on teaching learning process in teacher training institutes with regard to the educational stream. The student teachers of Science group have more knowledge and efficiency about multimedia than Social science group and the student teachers of Social science group have more knowledge and efficiency about multimedia than that of Language group.

- **Findings:**

The result section should state the findings of research arranged in a logical sequence without biasness and interpretation:

- It was found that the impact of using multimedia on teaching learning process in teachers training institutes is significantly different between Male and Females. The impact of multimedia on Males are slightly positive than that of females.
- The impact of using multimedia on teaching learning process in teachers training institutes is significantly different between Rural and Urban area. The impact of multimedia on Urban area college is positive than that of rural area.



- The impact of using multimedia on teaching learning process in teachers training institutes is significantly different between Language, Social science and Science group. The student teachers with educational stream of science group have more positive impact of multimedia usage than social science group and educational stream of social science group have more positive impact of multimedia usage than that of language group.

### 3.2. LIMITATIONS:

The limitations of the study are those characteristics of design or methodology that impact or influence on the interpretation of the findings of research. Here are some limitations given below:

- Due to pandemic situation it was not possible to collect data by face-to-face method from the student teachers. So here the data are collected through online.
- It is never possible to show the impact of using multimedia on teaching learning process in teachers training institutes of entire West Bengal through the survey on only 50 Student Teachers of one Rural Area College and 50 Student Teachers of one Urban Area College. It only can give an idea.
- As the data was collected on the basis of objective type questions, the student teachers may not give their proper opinion about the multimedia usage in their college. There is a big possibility of biasness.
- The area of the study was limited only among student teachers.

### 3.3. RECOMMENDATIONS AND SUGGESTIONS:

Recommendations and suggestions in research paper can be defined as a critical embarrassment regarding the best course of action in a certain situation. Therefore, on the basis of findings the recommendations and suggestions has made and given below:

- The teachers training institutes need to pay more attention to the use of multimedia in presenting curriculum and they should be equipped with multimedia resources as much as possible.
- Adequate training of teacher educators is required for the use of multimedia content in the class room of teachers training institutes. Some basic training in the use of multimedia devices must be given to student teachers also.
- Some college programs should be organized through the use of multimedia, like seminar, quiz etc.

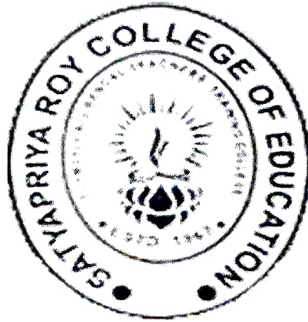
There is a fair scope of carrying out a good number of research works in this field. The humble suggestions and recommendations for further studies are outline below:

- Teachers' attitude towards the impact of Multimedia technologies on child psychology.
- Educational Implementation of Intellectual and Creative Multimedia Technologies.
- Effectiveness of educational multimedia applications on teaching strategy and evaluation.
- A comparative study on the impact of multimedia on Rural and Urban higher secondary school students.



**ENVIRONMENTAL ATTITUDE OF STUDENT-TEACHERS  
TOWARDS SUSTAINABLE DEVELOPMENT: A STUDY**

**A DISSERTATION SUBMITTED TO THE SATYAPRIYA ROY  
COLLEGE OF EDUCATION FOR AWARD OF THE DEGREE OF  
MASTER OF EDUCATION (M.Ed.), 2021**



**SUBMITTED BY :**

**SANTANU GHOSH**

**ROLL: 111141 NO: 190049**

**Reg. No: 11114 – 00093 of 2019-2020**

**SUPERVISED BY:**

**RIPA MAZUMDER**

**ASSISTANT PROFESSOR**

**SATYAPRIYA ROY COLLEGE OF EDUCATION**

**(A NCTE RECOGNIZED POST-GRADUATED COLLEGE UNDER  
W.B.U.T.T.E.P.A.)**

**SALT LAKE, SECTOR-I, KOLKATA- 700 064**

## **CHAPTER -5**

**DISCUSSION, SUMMARY & CONCLUSION**

**“EVERYTHING HAS BEEN SAID ALREADY, BUT AS NO ONE  
LISTENS, WE MUST ALWAYS BEGIN AGAIN”**

**-ANDRE GIDE**

## CHAPTER -5

### DISCUSSION

#### 5.0. SUMMARY & CONCLUSION

##### 5.1. Introduction

Sustainable development is the global concept today. It is about the interface between human society and environment. It is about a better way of approaching the management of natural resources and the adverse effects of globalization in order to address a range of problems. Since student-teachers are significant pillars of societal development. Education is the only tool that helps maintain environmental stability along with SD and education helps to create positive environmental attitude (EA) of student-teachers towards SD. We called sustainability can be achieved through education. Teacher education programs should be designed to equip the pupil teachers with techniques and strategies so that they can inculcate right attitude among students towards the environment and instill civic sense (Lahiri, 2011, p. 38).

This chapter basically focused on the interpretations and describe the significance of findings in light of what was already known about the research problem being investigated and analyzed statistically and explain any new understanding or insights that emerged as a result of particular study of the problem.

##### 5.2. Summary

A summary does not include this development of thought. It simply restates, in brief, all of the points that have been made thus far. It is done either to remind readers/listeners what has been covered up this point or to clarify the main points in a particularly complex or convoluted presentation. The researcher, in the present study describe to know the environmental attitude of student-teachers towards sustainable development.

1. In the 1<sup>st</sup> chapter researcher highlighted the statement of problems. Researcher also narrates his research title, objectives, hypothesis, delimitation and the signification of the study.
2. In 2<sup>nd</sup> chapter researcher narrates the other study related literature reviews in India and Abroad.

3. In 3<sup>rd</sup> chapter researcher come to his work proper. The researcher narrated the methodology. Researcher also used the questionnaire as a tool developed by him with expert validation for the study.
4. In 4<sup>th</sup> chapter researcher put all data collected from student-teachers of different types of teacher's training college. Then calculated the data and find out the Mean, SD, 't'-test and ANOVA. Hypothesis testing was done by statistically.

### 5.3. Major Findings

On the basis of the result and their interpretation researcher has conducted some findings. The major findings were as follows:

- ❖ The level of environmental attitude of student-teachers of Howrah district reveals that most of the student-teachers had a high environmental attitude. This showed their positive environmental attitude. It may be suggested that positive environmental attitude (EA) of student-teachers promotes responsible environmental behavior.
- ❖ The study was confined that the status of environmental attitude of student-teachers towards Sustainable Development (SD) was high. Student-teachers had positive environmental attitude towards SD. It may be said that their positive EA towards SD deeply influenced and made them more conscious about environment and development.
- ❖ It was found that the student-teachers in their environmental attitude towards sustainable development was significantly different between males and females but the level of EA towards SD of females is slightly high than males.
- ❖ It may be concluded that there was no significant difference among student-teachers belonging to different educational streams in their environmental attitude towards sustainable development. Moreover, it was found that educational stream had no such influence on student-teachers in creating significantly different EA towards SD. The student-teachers of science group possessed more positive EA towards SD than others group.
- ❖ The study was confined that there was no significant primary interaction effect between gender and stream of study. Moreover, it was found that educational stream had no effects on gender.

### 5.4. Educational Implication



In future student-teachers will be good teachers and they will be aware directly or indirectly of the students and citizens on environmental sustainability. Their environmental attitude towards sustainable development influences their students and make them more conscious about environmental awareness, pollution, degradation, environmental movement etc. Their positive environmental role will be affects their student's attitude and it's formed constructive society. This study will help the curriculum makers to include the environment related matter in the B.Ed. curriculum. It increases student-teachers knowledge on environment and SD which will be helpful for building their positive EA towards SD. Moreover, educational stakeholders should conduct various educational programs to make public aware.

### 5.5. Limitations

The limitations of the study are those characteristics of design or methodology that impact on the interpretation of the findings of research. Here are some limitations given below:

- Only the environmental attitude towards SD among the 90 student-teachers of six teacher's training colleges of Howrah district is not able to show the overall EA among the student-teachers of WB.
- As data was collected on the basis of objective type questions, the student-teachers may not given their proper opinion about the environment and SD.
- In a very short period of time, the researcher was unable to visit different teacher training colleges of the various districts of WB for collection of data.
- Due to the lockdown situation, the colleges were closed and it was not possible to collect data from student-teachers to face to face mode.
- Due to the lack of face to face communication with guide, the researcher has to face considerable difficulties in completing the research works.
- Due to inability to collect references from the library in specific manner, this research method has remained weak in some cases.

## 5.6. Recommendation and Suggestions

Recommendation and suggestion in research paper can be defined a critical embarrassment regarding the best course of action in certain situation. Therefore, on the basis of findings the recommendation and suggestions has made and given below:

- Student-teacher should gather more knowledge about environment and sustainable development because they would be a teacher in future and they will aware the students about environment and SD.
- Always student-teachers should always think positive about environmental sustainability so that it improves their environmental attitude and perception towards sustainable development.
- Teacher training institutes should arrange several environmental programmes to improve the level of environmental attitude among the student-teachers.
- The curriculum of teacher education programme should be modified by NCTE to include values to protect and save our environment for tomorrow.
- Student-teacher should be more eco-friendly and eco-centric so that they can make future generations more accountable to the environment.

### 5.7. Conclusion

From the above data interpretation the outcomes are generalized that there is insignificant difference between the male and female student-teachers about the level of environmental attitude towards SD. It can be said that student-teachers environmental attitude towards SD is independent with regard to gender and stream of study. Both male-female and language, social-science & science student-teachers are high EA towards SD. But the level of EA towards SD of female student-teachers are slightly high than male student-teachers. Student-teachers have concern and responsible with regard to environment and their positive EA towards SD deeply influenced and made them more conscious about environment and development. This positive EA of student-teachers will make the future generation more aware, responsible and conscious towards the environment. Student-teachers will play an important role in protecting the environment as well as raising public awareness through various environmental campaigns. Therefore, future research could investigate deeper on environmental knowledge, attitude, awareness, perception about sustainable development.

**A STUDY OF EMOTIONAL INTELLIGENCE AMONG BOYS  
AND GIRLS AT THE SECONDARY LEVEL IN NORTH 24  
PARGANAS.**

**SUBMITTED BY**

**AMIT MANNA**

**M.ED 4th Semester**

**Registration No :- 1111-00235**

**Roll 111141 - No 190035**

**SESSION-2019-2021**

**supervised By**

**Asst. Prof. Chumki Das**

**SATYAPRIYA ROY COLLEGE OF EDUCATION  
THE WEST BENGAL UNIVERSITY OF TEACHERS  
TRAINING PLANNING AND ADMINISTRATION**



## **5.1. INTRODUCTION**

The purpose of this quantitative study was to explore the emotional intelligence of adolescent boys and girls at the secondary level, higher education administrations, faculty, and staff need to inducted the experience that encourage the student. Emotional intelligence growth by understanding which encourage behavioural emotional and academic growth, can make the decision regarding the allocation of resource and development of programming. This research added to the previous literature on the area of student emotional development. To day in this modern world with globalization and advancement in science and technology, survival of the fittest has become the motto of the general on and intelligence quotient aloec casual help the student to thrive and survive the complexities of their daily life. According to Golman, state that 20% of success is life depends on IQ and the other 80% depends on emotional intelligence.

## **5.2. FINDINGS**

The findings of the present study are presented bellow...

- ❖ Out of 200 respondents, most of respondents (170) think they lose there temperament and few respondents (10) think they lose there temperament and some respondents (20) think they lose there temperament.
- ❖ Out of 200 respondents most of them 180 they think unsafe, some respondents 40 they think unsafe and few respondents 60 they think unsafe.
- ❖ Out of 200 respondents, some respondents 110 make easily friendship or aquitance with others, few respondents 40 make easily friendship or aquitance with others and some respondents 50 make easily friendship or aquitance with others.

- ❖ Out of 200 respondents, some respondents 90 think they get heartled easily and few respondent 50 they think get heartled easily, few respondent 60 they think get heartled easily.
  - ❖ Out of 200 respondents few respondents 80 they think others are suffering and they are feel internally happy. Some respondents Disagreed 90 (45%) they think others are suffering and they are feel happy and few respondents Neutral 30 (15%) they think others are suffering and they are feel happy.
  - ❖ Out of 200 respondents few respondents Agreed 45 ( 22.5%) they think play better than studying, some respondents Disagreed 60 (30%) they think paly better than studying and most of the respondents 90 (45%) they think play better than studying.
  - ❖ Out of 200 respondents some of respondents Agreed 60 (30%) they think Better to be alone, few respondents Disagreed 40 (20%) they think Better to be alone and most of respondents 100 (50%) they think Better to be alone.
  - ❖ Out of 200 respondents most of respondents Agreed 90 (45%) they hate anything, few respondents Disagreed 20 (10%) they hate anything and most of respondents Neutral 90 (45%) they hate anything.
  - ❖ Out of 200 respondents some respondents Agreed 70 (35%) they feel hesitation or fear, few respondents Disagreed 25 (12.5%) they feel hesitation or fear and most of respondents Neutral 105 (52.5%) they feel hesitation or fear.
  - ❖ Out of 200 respondents most of respondents Agreed 100 (50%) they think other heart win easily, few respondents Disagreed 25 (12.5%) they think other heart win easily and some respondents Neutral 75 (34.5%) they think other heart win easily.
  - ❖ Out of 200 respondents, few respondents Agreed 25 (12.5%) they think that, they can not able to work properly, most of respondents Disagreed 135 (67.5%) they think that they can able to work properly and some respondents Neutral 40 (20%) they are no response.
- Researcher found that Emotional Intelligence plays an important role in determining individuality.
  - In The Times of adolescent, the Emotional Intelligence has a special effect.

- The difference of Emotional Intelligence can be observed for boys and girls.
- There is no difference between boys and girls of the Emotional Intelligence of the urban and the rural areas.

### 5.3. PRESENT RELEVANCE OF THE STUDY

The society is dynamic and changing, the people always have to adapt to this changing situation, that could be the relationship with the society or the individual and the emotion of the mind in the way of this adapting one. Who has a big way to adjust to the situation. The research's focus will greatly enrich the current social situation and bring about an emotional stability in the face of the issue. Not only that, the current study of discussion will help in saving a lot of energy in the emotional conditions of the persons.

### 5.4. LIMITATION OF THE STUDY

The work conducted by the investigator/researcher was descriptive type and for the partial fulfillment for the dissertation in M.ED. Naturally he was to depend on the result obtained by application of some crude statistical measure on small sample basis on his survey work. So the researcher opined that there were some limitation under which he was to work, some of them given below—

- The sample of the study was restricted to two hundred (200) students only.
- In choosing the sample the researcher selected only students of nine (ix) and ten (x) they may not be representative of the population.
- It is difficult to measure the intensity of depth of opinion in such survey.
- Due to short span of time, the researcher could not apply their test on a large number of sample.
- The tools used of the opinion determined only by interview schedule.
- The situation and the environment in which the study may also affect the reliability of data.
- All over, it had not become correct to collect data, difficulty in the current COVID-19 pandemic situation.

### 5.5 SUGGESTION

The researcher proposed for the further studies on this Topic in following ways—



- ❖ To spread the research on the basis of West Bengal, it should not be limited into one district.
- ❖ Not only on urban and rural areas, the researcher survey may be done in wide areas.
- ❖ The researcher has done his survey 200 ( two hundred) samples, but can be done on sample of more in number.
- ❖ For the further study the researcher can be done only among Bengali medium students but also among the researcher will do research from english medium students.
- ❖ The time take for the research work can be lengthened to make the research more perfect.
- ❖ More tools can be used to make the research more effectiveness.
- ❖ A critical study on Emotional intelligence among adolescent boys and girls at the secondary level, but the present study the researcher can be discussed at all the levels of education.
- ❖ For the further study the researcher can be discussed a comparative study WBBSE and CBSE student regarding secondary level.
- ❖ To make the study more effective the questionnaire can be detailed out and made more comprehensive.



## 6 CONCLUSION

- Emotional intelligence involves knowledge of the situation and plays a vital role in determining one's personality. Students intelligence not solely affect his behaviours with the classroom however additionally influence the behaviour of his adolescent students. In the personal scenario, parents, teacher and also the educational institutions are very aware about to empowers the psychological features aspects of the child they ought to provide more time and effort for developing, not only for cognitive professional skills however also effectives skills for the development of emotional intelligence because it is important to strengthen the emotional intelligence for development of balanced personality and to make there well equipped to face the challenges of a comparative future. Hence, the fact that emotional intelligence significantly towards one's, success is one's are achievement. Teacher and parent should provide trips for resolving conflict trust building way. It will be very useful for the development of emotional intelligence among children.

THE DEVELOPMENT OF ENGLISH  
LANGUAGE EDUCATION IN COLONIAL  
AND POST COLONIAL BENGAL - A  
TREND ANALYSIS

Submitted by

**Aparna Dey**

M. Ed. : 4th SEM

REG. No: 11114 - 00394 of 2018 - 2019

Roll No : 111141 - 180002

Under the Supervision of

**Prof. Chumki Das**

Satyapriya Roy College of Education  
The West Bengal University of Teacher's Training,  
Educational Planning & Administration  
Session - 2018 - 2020

## **5.1 Introduction**

A conclusion is the last paragraph in a research paper, or the last part in any other type of presentation . A conclusion is, in some ways, like a introduction. Researcher restate his/ her thesis and summarize your main points of evidence for the reader. We can usually do this in the last part of the research. I have seen in the last stages of this study that how I had to face all the difficulties in doing the research and how appropriate and relevant the research has been in the present situation.

## **5.2 Criticism :**

I had to face some difficulties in doing that research.I had to face a lot of difficulties due to different opinions and debates on the issue. Moreover the data

were not found in an organized order. Although I was careful enough to choose them.

### **5.3 Findings :**

This research study fulfill the gaps of the previous research study. It's a unique research study. This study shows how the English Language Education gradually develop in colonial Bengal and modern West Bengal. This study shows the acceptance of this language education to the people of all over India is how much interesting and now it's a key language of much of the profession in all over India.

### **5.4 Present Relevance of the Study :**

This study is very much relevant to the present situation. Because it is only thought that English education is a language which imposed on Indians by the British. But the fact that the Indians were also interested in this language learning and realized its necessity. But it has often remained invisible. So, if we know this foreign language learning purposes, it's relevant from the colonial period, then we will be more interested about this education. We will find it's good and bad effects.

### **5.5 Limitations :**



There is an opportunity to work all over India on the advancement of English education. But for my convenience I choose only Bengal. So, this Research study delimited within in Bengal & English education only, not any other types of education.

### ***5.6 Suggestions for further Research :***

No study can say the last word about that research. So it cannot be said that my research is completely complete. Hopefully, all the shortcomings in this study will be covered in the next study. So I hope that future M. Ed researchers will fill in all the gaps in that research.

### ***5.7 Conclusions :***

Dissertation is one of the topics in the M.Ed curriculum. This is basically a research paper that all students have to do as must. By doing this I have been able to gain an overall idea about research, which has inspired me in future research. All my teacher, guides and supervisors have made important contributions in this regard.

### ***REFERENCES :***

**Awareness of Gender Sensitization among the teachers at the  
secondary level in Medinipur town schools**

Dissertation submitted in partial fulfillment for M.Ed degree

Submitted by

**Debasis Sau**

M.Ed student of Satyapriya Roy College of Education

College Roll No.: M/22

Registration No.: 11114-00403 of 2018-2019

University Roll – 111141 No. 180040

Semester: IV

Session: 2018-2020

Under the supervision of

**Alina Goperma**

Assistant Professor

Satyapriya Roy College of Education



West Bengal University of Teachers' Training, Education Planning And Administration  
Kolkata

## CHAPTER –5

### SUMMARY AND CONCLUSION

#### 5.1. INTRODUCTION:

This chapter contains few important sections. The first section summarizes the study to provide an overview of the problem, the purpose along with a synthesis of results and summary of findings. Then it reports the limitations of the study, recommendation and suggestion for maintaining positive attitude towards Gender Sensitization. The final section draws the conclusion of the study and provides additional thoughts.

#### 5.2. STATEMENT OF THE PROBLEM:

The present study will be conducted under the title “Awareness of Gender Sensitization among the teachers at the secondary level in Medinipur town schools.”

#### 5.3. OBJECTIVES OF THE STUDY:

- To study the Level of Gender Sensitization among the teachers in secondary level school.
- To study the problems among female and male teachers of secondary level.
- To identify the teacher's role in promoting gender sensitization.
- To find out the strategies to promote gender sensitization.

#### 5.4. RESEARCH QUESTION:

- What are the Level of Gender Sensitization among the teachers in secondary level school?
- What are the problems among female and male teachers of secondary level?
- What is the teacher's role in promoting gender sensitization?
- What are the strategies to promote gender sensitization?

#### 5.5. PROCEDURE OF DATA COLLECTION:

Research work will be carried out through survey method at Government- Aided School in the district of Paschim Medinipur in West Bengal. Data will be collected through questionnaires and Interview schedules from the school teachers, headmasters/headmistress.. Every school teachers, Headmasters/Headmistress will be provided the questionnaires. Sufficient time would be provided to the respondents for getting well thought of responses

and the items would be explained and clarified if required. It would be clarified that strict confidentiality would be maintained and that the data would be used for research only. The respondents would be notified that there is no right or wrong response and they must express their honest opinion. Finally the filled up questionnaire will be collected.

### **5.6. OBJECTIVES WISE METHODOLOGY:**

- **To study the Level of Gender Sensitization among the teachers in secondary level school.**

The data are collected from secondary schools of Medinipur town. Different cartographic method adopted to determine the objective -1 .Using the cartographic technique i.e. Bar Diagram to show the objective -1.

- **To study the problems among female and male teachers of secondary level.**

The data are collected from secondary schools of Medinipur town. Different cartographic method adopted to determine the objective -2 .Using the cartographic technique i.e. Pie Diagram to show the objective -2.

- **To identify the teacher's role in promoting gender sensitization.**

The data are obtained from secondary schools of Medinipur town. Different cartographic method adopted to determine the objective -3 .Using the cartographic technique i.e. Pie Diagram to show the objective -3.

- **To find out the strategies to promote gender sensitization.**

The data are opinion from secondary schools of Medinipur town. Different cartographic method adopted to determine the objective -3



## **5.7. SUMMARY AND FINDINGS OF THE STUDY:**

Findings related to this indicator are mentioned below:

- The distribution of awareness among teachers towards Gender Sensitization is normal.
- Exposures to Gender Sensitization have resulted in creating either average or more than average level positive awareness among general teachers of schools. It indicates satisfactory positive impact of Gender Sensitization.
- Both male and female teachers possess alike awareness towards Gender Sensitization and gender is ineffective to bring attitudinal change difference among the male and female teachers. Thus, gender and awareness of male and female teachers are independent.
- Male and Female teachers have shown more positive awareness towards Gender Sensitization.

## **5.8. LIMITATIONS OF THE STUDY:**

- The study has been conducted in five schools of Medinipur but not all the schools of these districts. So, the result has found on the basis of these five schools may not reflect the true story of the whole district.
- During the time of data collection all the teachers were not available at the same time and also the classes were going on. So, it was difficult to collect the data from them.
- It is important to note that this study is preliminary and exploratory in nature. All data collected was based entirely on the honesty and the perceptions of participants regarding their awareness towards Gender Sensitization.

## **5.9. RECOMMENDATION AND SUGGESTIONS:**

Based on the study, the following suggestions can be forwarded to improve the conditions of Gender Sensitization among the teachers at secondary level.

1. Both special and general B.Ed training teachers should be appointed as teachers in future in the school, as they handle Gender Sensitization.
2. Awareness should be done more in the rural area schools and not just in the urban set up.

3. A separate budget should be allocated for awareness of Gender Sensitization among the teachers by the education department.
4. Foundation Course for 3 months was organized to provide basic knowledge to teachers to deal with Gender Sensitization. Further, these teachers, whenever required, could consult the special educators for meeting educational needs of students and also for construction of the curriculum.
5. Holding of seminars and conferences at the state level must be made compulsory where in main themes about awareness of Gender Sensitization should be discussed. Teachers from various institutions should be invited for the same. Resource persons from various states as well as abroad should be invited to orient the participants.
6. Appropriate monitoring facilities should be formed to monitor awareness of Gender Sensitization.
7. Appropriate co-cooperation and support should be given to all the schools when different categories of students are enrolled in them by the various departments.
8. Barrier free environment should be created at the schools.
9. Committee should be formed for the effective implementation of awareness of Gender Sensitization among the teachers.
10. The framing of the curriculum for the schools should be done by the various experts and the professionals involved in the field of special education for flexible curriculum.
11. The State Government should be awards and incentives to all the schools who show good progress.
12. Appropriate sensitization, orientation and awareness should be done of all the teachers, parents, students, headmasters, educational officers and the public at large so that awareness of Gender Sensitization is made clear to all.
13. There should be an overall collaboration and co-operation among all the departments like the social welfare, education department, the NGO's and the school, so the awareness of Gender Sensitization among the teachers is a success.
14. Various schemes should be updated and as per the requirements and needs.
15. The circulars and other scheme copies should be dispatched to all the schools in time regarding the awareness of Gender Sensitization among the teachers.
16. Various court judgments in favors of awareness of Gender Sensitization and latest circulars issued by the centre and the state should be made available to all the educational institutions in time.

17. The part of the local members, the government must take initiative to encourage them and to make them aware so that they can effectively play their role.

### **5.10 SUGGESTIONS FOR FURTHER RESEARCH:**

1. A study could also be conducted to ascertain the awareness of the parents regarding Gender Sensitization.
2. A comparative study may be undertaken to understand the functioning of awareness of Gender Sensitization in Medinipur and other district in our state.
3. Comparative study can be conducted on the problems of Gender Sensitization among male teachers and female teachers at the secondary level of West Bengal.
4. Study could be conducted on the status of awareness of Gender Sensitization in different district of West Bengal.
5. A study could be conducted to develop effective curriculum for Gender Sensitization at the primary level.
6. Study may be conducted to organize effective co-curricular activities for students at different levels of education.
7. Study to be conducted on the problems of awareness of Gender Sensitization among the teachers at the primary and secondary level.
8. A study on the importance of professional development of the teachers engaged in awareness of Gender Sensitization in the form of training and orientation programmes is also recommended.
9. A study on the co-relation of the socio-economic factors of parents and the education of the students is also recommended.

### **5.11 CONCLUSION:**

On the basis of the results of the study, it is concluded that despite all challenges, school teachers have a positive and favorable attitude towards awareness of Gender Sensitization. They are ready to be part of such interventions provided all prerequisites for introducing awareness of Gender Sensitization are ensured. It is also concluded that though the teachers are willing to accept awareness of Gender Sensitization in their schools. Based on the observations by the researchers during school visits, following are some of the key recommendations:

**A study on women empowerment through education in India and  
analyse its impact on socially, economically and politically**

DISSERTATION FOR M.ED. DEGREE

SUBMITTED BY

**TANIA BISWAS**

M.ED. STUDENT OF SATYAPRIYA ROY COLLEGE OF EDUCATION  
COLLEGE ROLL NUMBER-M/01

REGISTRATION NO.11114-00101 OF 2019-2020

ROLL. 111141 NO.190029

SESSION 2019-2021

UNDER THE SUPERVISION OF

**MITALI BASAK**

SATYAPRIYA ROY COLLEGE OF EDUCATION

**WBUTTEPA**



**WEST BENGAL UNIVERSITY OF TEACHERS TRAINING EDUCATION  
PLANNING AND ADMINISTRATION, KOLKATA**



## CHAPTER V

### FINDINGS, SUGGESTIONS & FURTHER RECOMMENDATIONS OF THE STUDY

#### 5.1 INTRODUCTION

This chapter deals with discussion over major findings, present relevance of the study, suggestions, further recommendations, & delimitations found if any and concluding the research findings. It provides a very comprehensive knowledge about the women empowerment through education in India and analyse its impact on socially, economically and politically.

#### 5.2 MAJOR FINDINGS

After objective wise analysis, the researcher has found out the followings:

I. After analysing the main indicator of the women empowerment the present researcher has divided the indicators into two main parts-

(a) **Qualitative Indicators**

(b) **Quantitative Indicators**

##### (a) **Qualitative Indicators:**

- Increase in self-esteem and confidence
- Increase in articulation, knowledge and awareness on health, nutrition reproductive rights, law and literacy
- Increase in personal leisure time and time for child care
- Decrease of workloads
- Change in roles and responsibility in family and community;
- Decrease in violence on women and girls;
- Responses to changes in social customs like child marriage, dowry, discrimination against widows
- Visible changes in women's participation level attending meetings, participating and demanding participation;
- Increase access and ability to gather information;
- Positive changes in social attitudes
- Awareness and recognition of women's economic contribution within and outside the household
- A woman's decision-making over her work and income.

##### (b) **Quantitative Indicators:**

- Demographic trends – maternal mortality rate, fertility rate, sex ratio, life expectancy at birth, average age of marriage reflects the women empowerment status in our society.
- Number of women participating in different development programmes.
- Greater access and control over community resources/ government schemes
- Visible change in physical health status and nutritional level
- Change in literacy and enrolment levels
- Participation levels of women in political process.

## II. Many Components of Women Empowerment are identified

III. Globalisation, liberalisation and other socio economic forces have given some respite to a large proportion of the population. However there are still quite a few areas where women empowerment in India is largely lacking.

IV. India needs to be a change in the mindset of the people in the country. Not just the women themselves, but the men have to wake up to a world that is moving towards equality and equity.

V. There are several government programs and NGOs in the country, there is still a wide gap that exists between those under protection and those not.

VI. Empowerment of women could only be achieved if their economic and social status is improved. In order to create a sustainable world, we must begin to empower women.

VII. Eliminating gender differences in access to education and educational attainment are key elements on the path to attaining gender equality.

VIII. Child marriage which is still prevalent in our society must be stopped

IX. A woman needs to be physically healthy so that she is able to take challenges of equality

X. Violence against women must be eradicated from the society.

XI. Women's political participation has been considered a major measure of women's empowerment.

XII. Female infanticide is a common practice in India

XIII. Social Reformers like Raja ram Mohan Roy, Iswar Chandra Vidyasagar etc., focused on women education, prevention on child marriage, Sati, polygamy etc. After Independence of India, the constitution makers and National Leaders recognized the equal social position of women with men. The position and status of women all over the world has risen incredibly in the 20th century. Now the status of women changed a lot. She has brought the property rights, voting rights, equality in civil rights, matters of marriage, employment etc.

XIV. In modern Indian society a lot of changes happened in women's life especially in Kerala compared to Bengal, Bihar, Orissa etc.

XV. Women empowerment is an essential element for national development.

XVI. Existing position of women and achieve gender equality, which will have a positive spill over effect on the sustainable development of the country.

XVII. Education enhances the quality of women and makes some strategies to grow upward, to gear the entire education system to play positive interventionist role in the empowerment of women.

XVIII. This paper concludes that attaining development among all the pillars of sustainable development is unthinkable without empowering women and obtaining gender equality.

### 5.3 DELIMITATIONS

- Due to the on-going pandemic COVID 19, and due to the resultant lockdown study mainly based on e-journal, e-books, e-magazines, & different types of organizations website.
- Due to the very same reason, objectives of my study are very limited.

### 5.4 PRESENT RELEVANCE OF THE STUDY

#### • Women empowerment through education:

Women empowerment is the pivotal part in any society, state or country. It is a woman who plays a dominant role in the basic life of a child. Women are an important section of our society. Education as means of empowerment of women can bring about a positive attitudinal change. Education crucial for the socioeconomic and political progress of India. The Constitution of India empowers the state to adopt affirmative measures for prompting ways and means to empower women. Education significantly makes difference in the lives of women. Women Empowerment is a global issue and discussion on women political right are at the fore front of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the international women conference at NAROIBI in 1985. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So we can't neglect the importance of education in reference to women empowerment. To see the development in women education India is supposed to upcoming super power of the world in recent years. Empowerment means a psychological sense of personal control or influence and a concern with actual social influence, political power and legal rights. It is a multi level construct referring to individuals, organizations and community. It is an international, ongoing process centred in the local community, involving mutual respect, critical reflection, caring and group participation, through which people lacking an equal share of valued resources gain greater access to the control over these resources.

Let's see the difference in the literacy rate between men and women in given table are as under

#### Literacy rate in India

Year	Persons	Males	Females
1901	5.3	9.8	0.7
1911	5.9	10.6	1.1
1921	7.2	12.2	1.8
1931	9.5	15.6	2.9
1941	16.1	24.9	7.3
1951	16.7	24.9	7.3
1981	36.2	46.9	24.8
1991	52.1	63.9	39.2
2001	62.38	76.0	54.0
2011	74	82.1	65.46

Source: censusindia.gov.in



- On observing the above table, we come to know that at no point could the literacy rate of women match that of men. As a result, even after 74 years of independence, women occupy a secondary position in our social hierarchy. Inspire of being aware of her position, women can't transform the situation due to lack of education. Therefore, women's empowerment can't be effected unless we persuade the importance of women's education.
- Therefore, the empowerment of women through education is crucial for improving the current socio-economic condition of India.

### 5.5 FURTHER RESEARCH (RECOMMENDATIONS)

- Due to limited time and the current epidemic situation, a very short qualitative study has been completed here, but in the future if the study should be done through quantitative manner mainly focused on field study, practical situation and real life experience based. Then the study will be useful for the betterment of our nation.

### 5.6 SUGGESTIONS

In view of the resultant findings, the increased responsibility and accountability of society as well as nation towards women empowerment through education is very important. In researchers point of view I would like to give some suggestions for improving the position of women in the society.

- To develop the skills for self-decision making power, taking capabilities in women and allow them to present their point of view effectively in family & society.
- To improve accessibility and quality of maternal and child health care services.
- To identify the evidence on how women's empowerment affects important development outcomes such as health, education, fertility behaviour, income levels, etc.
- To improve and increase clinical and contraception delivery services
- To open more child care centres for working women
- To identify the ways in which the effects of policies and programmatic interventions to promote women's empowerment have been measured;
- To improve access to sanitation, drinking water, fuel, wood and fodder for women.
- To develop health management and health package at all levels
- To organise educational and empowerment programmes for girls and women
- To conduct and promote experimentations and innovations and research in the problems and programmes of empowerment of rural women.
- To increase awareness in women, for their development to use their talent optimally not only for themselves, but also for the society as a whole
- To create awareness among women to be truly ambitious and to dream for betterment
- To make efforts in organising the women for fighting against the problems and difficulties related to them;
- To integrate socio-economic activities with concern for health and environment protection in the light of the rural women culture.



## 57 CONCLUSION

Empowerment can be viewed as means of creating a social environment in which one can make decisions and make choices either individually or collectively for social transformation. The empowerment strengthens the innate ability by way of acquiring knowledge, power and experience (Hashemi Schuler and Riley, 1996). Empowerment is the process of enabling or authorizing individual to think, take action and control work in an autonomous way. It is the process by which one can gain control over one's destiny and the circumstances of one's lives. There are always a number of elements in the society which are deprived of their basic rights in every society, state and nation, but these elements lack in the awareness of their rights. If we enlist such elements from the society, then women would top this list. In fact, women are the most important factor of every society. Even though everybody is aware of this fact, but nobody is ready to accept this fact. As a result, the importance which used to be given to women is declining in today's society. As a consequence of this growing tendency of underestimating women such as to make them occupy a secondary position in society and to deprive them of their basic rights, the need for empowering women was felt. Empowering women has become the focus of considerable discussion and attention all over the world. Today we enjoy the benefits of being citizens of a free nation, but we really need to think whether each of the citizens of our country is really free or enjoying freedom, in the true sense of the term. The inequalities between men and women and discrimination against women are an age-old issue all over the world. Thus women quest for equality with man is a universal phenomenon. Women should equal with men in matters of education, employment, inheritance, marriage, and politics etc. Their quest for equality has given birth to the formation of many women's associations and launching of movements. The Constitution of our nation doesn't discriminate between men and women, but our society has deprived women of certain basic rights, which were bestowed upon them by our Constitution. Empowerment allows individuals to reach their full potential, to improve their political and social participation, and to believe in their own capabilities.

Women empowerment refers to increasing the spiritual, political, social, educational, gender or economic strength of individuals and communities of women. Women's empowerment in India is heavily dependent on many different variables that include geographical location (urban / rural) educational status social status (caste and class) and age. Policies on Women's empowerment exist at the national, state and local (Panchayat) levels in many sectors, including health, education, economic opportunities, gender based violence and political participation. However there are significant gap between policy advancements and actual practice at the community level.

Empowerment of women is essentially the process of upliftment of economic, social and political status of women, the traditionally underprivileged ones, in the society. It is the process of guarding them against all forms of violence. Women empowerment involves the building up of a society, a political environment, wherein women can breathe without the fear of oppression, exploitation, apprehension, discrimination and the general feeling of persecution which goes with being a woman in a traditionally male dominated structure.

Women constitute almost 50% of the world's population but India has shown disproportionate sex ratio whereby female's population has been comparatively lower than males. As far as their social status is concerned, they are not treated as equal to men in all the places. In the Western societies, the women have got equal right and status with men in all walks of life. But gender disabilities and discriminations are found in India even today. The paradoxical situation has such that she was sometimes concerned as Goddess and at other times merely as slave.