

Journal of the School of Language, Literature and Culture Studies

ISSN: 0972-9682

CERTIFICATE OF PUBLICATION

This is to certify that the article entitled

A PILOT STUDY ON VALUE CONFLICT AND FAMILY TYPE CONTEXT IN JAMSHEDPUR

Authored By

Dr. Raj Kumar Nayak

Department of Education Netaji Subhas University, Jamshedpur

Published in

Journal of the School of Language, Literature and Culture Studies

ISSN **0972-9682** with IF=7.138

Series: 26, Year: 2024

Double-Blind, Peer Reviewed, UGC CARE Listed Journal



Journal of the School of Language, Literature and Culture Studies

ISSN: 0972-9682

CERTIFICATE OF PUBLICATION

This is to certify that the article entitled

Gender Equality and the Empowerment of Women

Authored By

Prof. (Dr.) Raj Kumar Nayak

Professor, Department of Education, Netaji Subhas University, Jamshedpur

ज्ञान-विज्ञान विमुक्तये

UGC
University Grants Commission

Published in

Journal of the School of Language, Literature and Culture Studies

ISSN **0972-9682** with IF=7.138

Series: 26, Year: 2024

Double-Blind, Peer Reviewed, UGC CARE Listed Journal



Annals of the Bhandarkar Oriental Research Institute

CERTIFICATE OF PUBLICATION

This is to certify that the article entitled
SUSTAINABLE DEVELOPMENT AND THE PART THAT TECHNOLOGY PLAYS

Authored By

ज्ञानमि
Prof.(Dr.)Rajkumar Nayak

UGC

University Grants Commission

Published in Vol. CIV, Issue-7, July 2023

Annals of the Bhandarkar Oriental Research Institute with ISSN : 0378-1143

UGC-CARE List Group I

Impact Factor: 6.5



Annals of the Bhandarkar Oriental Research Institute

CERTIFICATE OF PUBLICATION

This is to certify that the article entitled
“PILOT STUDY ON ACADEMIC SELF CONCEPT AND ACADEMIC ACHIEVEMENT OF
SECONDARY SCHOOL STUDENTS”.

Authored By

Prof. (Dr.) Raj Kumar Nayak
M.A(Education, English, Philosophy, Journalism and Mass Communication), M.Ed. , M.Phil.,
PhD(Education), Department of Education, Netaji Subhas University, Jamshedpur

University Grants Commission

Published in Vol. CIV, Issue-7, July 2023

Annals of the Bhandarkar Oriental Research Institute with ISSN : 0378-1143

UGC-CARE List Group I

Impact Factor: 6.5


Srinand
Editor in chief



SUSTAINABLE DEVELOPMENT AND THE PART THAT TECHNOLOGY PLAYS

Hurmat Shahin¹, Dr. Ranjan Kumar Mishra^{2*} and Prof.(Dr.)Rajkumar Nayak³

¹Assistant Professor, Department of IT, Netaji Subhas University, Jamshedpur, India

²Assistant Professor, Department of IT, Netaji Subhas University, Jamshedpur, India

³Professor, Department of Education, Netaji Subhas University, Jamshedpur, India

* Corresponding Author: <ranjan@nsuniv.ac.in>

ABSTRACT

Technology is relied on to solve environmental issues worldwide because governments and their advisors are unwilling to make the social and political reforms needed to reduce output and consumption. To counteract the environmental damage caused by increased output and consumption, technology would need to change drastically. Technology has failed. However, without a political reevaluation, such a drastic technological revolution is unlikely. Technology and society are inextricably linked. The dispute over sustainable development hinges on whether technical advancement, even if accomplished, can mitigate economic development enough to avoid other changes. Sustainable development policies aim to transform economic growth. They believe that technology will allow us to find new resources or create alternatives if one runs out. Technology will help us maximize what remains. Sustainable development's economic tools, legislative measures, and consumer pressures target recycling, waste minimization, material substitution, improved industrial methods, pollution control, and resource efficiency. The British Pearce Report recommends recycling and rubbish reduction to reduce resource consumption and environmental damage. "The major feature of a sustainable development path of economic progress is the ability to interrupt the flow of wastes to these resources through recycling, product redesign, conservation, and low-waste technology."

Key words: Sustainable Development, Technology

INTRODUCTION

Because governments and their advisors are almost universally unwilling to make the social and political reforms that would be necessary to decrease growth in production and consumption, there is a huge reliance on technology to solve environmental concerns around the world today. However, very drastic shifts in technology would be required to keep up with and mitigate the mounting environmental damage brought on by rising output and consumption. Previous technological solutions are not adequate. However, it is still unclear if such a dramatic and radical reform of our technological systems is possible or even likely without a reevaluation of political priorities. Neither the development nor the impact of technology can be separated from the larger social context. The question of whether technical progress, even if achieved, can lessen the impact of economic development sufficiently to assure other types of change will not be necessary lies at the heart of the debate over the possible success of sustainable development.

FIRST, LET'S DEFINE SUSTAINABLE DEVELOPMENT.

The ability of future generations to satisfy their own requirements must not be sacrificed for the needs of the present, and this is what is meant by "sustainable development."

A PILOT STUDY ON SELF-CONCEPT OF SECONDARY SCHOOL STUDENTS IN JAMSHEDPUR TOWN

Ms Shivani Singh

Ph.D. Research Scholar, Netaji Subhas University, Jamshedpur

Prof.(Dr.) Raj Kumar Nayak

Professor and Dean, School of Education, Netaji Subhas University, Jamshedpur

Abstract

This pilot study explores the self-concept of secondary school students in Jamshedpur Town, Jharkhand. The study aims to understand how various factors such as gender, socio-economic status, and academic performance influence students' self-concept. A total of 100 students from different secondary schools were surveyed using a self-concept scale. The findings suggest that students' self-concept is significantly influenced by their academic achievements and socio-economic background, with noticeable gender-based differences. The study also highlights the role of peer influence and family environment in shaping self-concept during adolescence.

Introduction

Self-concept refers to the way individuals perceive themselves, which is shaped by personal experiences, social interactions, and cultural factors. In the context of adolescents, particularly secondary school students, self-concept plays a critical role in shaping their academic performance, social relationships, and mental health. Secondary school is a crucial period in an individual's life when they begin to form more complex and integrated views of themselves.

Jamshedpur, a prominent industrial town in Jharkhand, serves as an ideal location for exploring the self-concept of adolescents, as it is characterized by a diverse socio-economic landscape. Students in this region come from varied backgrounds, which may influence their self-perceptions and overall development. The purpose of this study is to investigate the self-concept of secondary school students in Jamshedpur and explore the factors contributing to it.

Review of Literature

Self-concept has been a subject of interest for many researchers in psychology and education. Various theories, such as William James' theory of self and Carl Rogers' humanistic theory, emphasize the importance of self-awareness and self-esteem in personal development. Studies have shown that self-concept is positively correlated with academic achievement (Marsh, 1990),



ANALYSIS OF HISTORICAL TEXTS STUDIED IN SCHOOLS USING THE ICSE CURRICULUM

Dr. Raj Kumar Nayak

M.A.Education, M.A. English, M.A. Philosophy
M.A. Journalism and Mass Communication
M.Phil Education, M.Ed., Ph.D. Education)

Professor

Department of Education

Netaji Subhas University, Jamshedpur, Jharkhand

Visiting Expert N.C.T.E. Inspection Team,

Life Time Member of AIAER, The Global Community, IATE

Editor of "Global Evolution Bi-Annual" (Management & Teacher Education) Research Journal

Editor of "Pahal Horizon" Bi Annual Journal, ISSN: 2456-4842, International Research Journal

Ms. Nutan Kumari

M.A. History, M.Ed. UGC NET, History, Ph.D Research Scholar, Netaji Subhas, University,
Jamshedpur, Jharkhand

ABSTRACT

Smriti Irani, the HRD minister, voiced concerns during the budget session of Parliament in February 2016 on the content of a few history textbooks used by pupils from ICSE and CBSE schools. One of the causes of all this was the commemoration of a terrorist's death anniversary and anti-national chanting on the JNU campus. The lecturers and students who assembled on the JNU campus for the celebration held the opinion that Kashmir was unjustly occupied by India, and that any action taken to liberate it—including an attack on the Indian Parliament, the temple of Indian democracy—constituted an act of freedom struggle. As a result, they view Afzal Guru, the terrorist who attacked the Indian Parliament, as a martyr, much like Bhagat Singh, and his hanging by the Indian justice system as judicial killing. The history textbooks that were given to college and university students at the secondary level contain the seeds of these anti-national ideas. It has a significant impact on how they perceive both our nation and historical figures. For handling the future, one can learn a lot from past. Some of the fundamental goals of teaching and learning history at the school level include instilling patriotism in students and ensuring that students are aware of both the country's ancient and modern histories, its culture, historical sites and monuments, and historical figures' lives. Early in their academic careers, students should get familiar with the state and national histories of the areas in which they live. Then, in higher courses, one can study world history to become more global together with national modern history, and this must be a common practise in general history curricula. I looked over the ICSE board's history curriculum out of pure curiosity and thought about the historical subjects covered in the classroom.

1. Background:

The HRD minister, Smriti Irani, expressed concerns over the material in a few history textbooks

TEACHING AND LEARNING IN HISTORY

Dr.Raj Kumar Nayak

M.A.Education,M.A. English,M.A.Philosophy

M.A.Journalism and Mass Communication

M.Phil Education,M.Ed.,Ph.D. Education)

Professor

Department of Education

Netaji Subhas University,Jamshedpur,Jharkhand

Visiting Expert N.C.T.E. Inspection Team,

Life Time Member of AIAER,The Global Community, IATE

Editor of “Global Evolution Bi-Annual” (Management& Teacher Education) Research Journal

Editor of “Pahal Horizon” Bi Annual Journal, ISSN: 2456-4842, International Research Journal

Ms.NutanKumari

M.A.History,M.Ed. UGC NET History,Ph.DResearch Scholar, Netaji Subhas

University,Jamshedpur,Jharkhand

ABSTRACT

While teaching history in a classroom, it is necessary to understand the nature and scope of history and how it is related with other disciplines in an integrated manner. History provides a rich ground for correlation with other subjects. As a teacher, you need to have a clear idea about the nature of history and how it can be correlated with other subjects. It gives a good insight into the present and tells the experiences of the past in dealing with the present problems. Teaching of history for the student teachers is important because it helps them to understand how families, societies, institutions and countries evolved, great people and their deeds, citizenship, development of science and technology, etc. It is the responsibility of the teachers to mould the future citizens in which learning of history plays a major role because it is the basis of all areas of human life-political, social, economic, cultural religious and social life. The main thrust of this Paper is to acquaint you with teaching-learning process in history. We started the unit by explaining the meaning of history. Studying history helps students to understand their past, analyse the present and also predict the future. It helps them to analyse social problems and challenges in the right direction that mould them to become an active citizen. We discussed the nature, aims and objectives of teaching history. Different approaches and methods to teaching history, namely,

TEACHERS' PERCEPTIONS OF THE PROBLEMS FACED IN THE TEACHING OF HISTORY JHARKHAND AND GHANNA IN SENIOR HIGH SCHOOLS

Dr. RajKumar Nayak

M.A.Education, M.A. English, M.A. Philosophy, M.A. Journalism and Mass Communication
M.Phil Education, M.Ed., Ph.D. Education)

Ms. Nutan Kumari

M.A. History, M.Ed. UGC NET History, Ph.D Education Research Scholar, Netaji Subhas
University, Jamshedpur, Jharkhand

ABSTRACT

History is an important school subject which conveys invaluable lessons from the past and whose worth transcends regional, national and cultural boundaries. Such a subject needs to be taught well in order to make learners gain deep appreciation of the relevance of their learning. However, effective teaching of history in Ghanaian schools has long been blighted by problems and challenges that have often gone unaddressed. With little empirical literature emerging from Jharkhand, this study, drawing on 32 history teachers from senior high schools, examined history teachers' perceptions of the problems faced in the teaching of history in Jharkhand. The descriptive cross-sectional research design was used for the study and data were collected through questionnaires. The study found that overloaded syllabus, insufficient human and material resources, lack of support for the subject and large classes were the major problems facing the teaching of history. Based on the findings, the study concluded that the problems confronting the teaching of history in the districts are administrative and pedagogical in nature. On this conclusion, it was recommended, among others, that syllabus content should be integrated to make it sync with the period given for its implementation. Also, the necessary resources should be provided to enhance the teaching of the subject.

Keywords: History syllabus, history teaching, history teachers, problems.

Introduction

There are different subjects at the Secondary School level in Jharkhand that are deemed essential in contributing to national development and forging international cooperation and integration. These subjects range from the Arts to the Sciences and are recognized as genuine fields of academic scholarship. History as a subject falls within the General Arts, and has for a long time, enjoyed a place in Jharkhand's school curriculum. The teaching of history in Ghana could be traced informally to the pre-colonial days when parents and elderly persons recounted the past of their



**TEACHERS' AWARENESS OF THE 2009 RTE ACT AMONG UPPER PRIMARY SCHOOL:
PILOT STUDY**

Dr. Rajkumar Nayak

(M.A. Education, M.A. English, M.A. Philosophy
M.A. Journalism and Mass Communication
M.Phil. Education, M.Ed., Ph.D. Education)

Professor

Department of Education
Netaji Subhas University, Jamshedpur, Jharkhand
Visiting Expert N.C.T.E. Inspection Team,
Life Time Member of AIAER, the Global Community, IATE
Editor of "Global Evolution Bi-Annual" (Management & Teacher Education) Research Journal
Editor of "Pahal Horizon" Bi Annual Journal, ISSN: 2456-4842, International Research Journal

Palas De

M.A M.Ed. Ph.D. Research Scholar, Netaji Subhas University, Jamshedpur, Jharkhand

ABSTRACT

Following the 86th amendment to the constitution in 2002, education is now a fundamental right under our Indian constitution. After this addition, receiving a free, public education between the ages of six and fourteen is considered a fundamental right of every kid. The RTE Act of 2009 established this privilege. The primary duty for understanding and carrying out this Act rests with the instructor. Therefore, it is important for teachers to understand and be informed of the RTE Act-2009. The purpose of this work was to investigate from many viewpoints the amount of RTE Act-09 awareness among instructors. The researcher selected a total of 349 instructors from the upper primary division of government-aided schools in the Jhargram area for this study. According to the survey, there are noticeable differences in RTE knowledge between male and female instructors, teachers in rural and urban areas, and teachers of science and arts.

Keywords RTE Act Govt. Aided School Fundamental rights Indian constitution Awareness level

INTRODUCTION

All citizens need to be educated if a nation is to prosper. The RTE Act was passed by the Indian Parliament on August 4, 2009, marking the Government of India's successful first step towards making this a reality. The act outlines the procedures for implementing Article 21A of the Indian Constitution's requirements for free and mandatory education for children aged 6 to 14 years. This Act establishes education as a legal right for all children. For societal harmony and open government, the rights to food, knowledge, and education are seen as fundamental freedoms. Now, the Right to Free and Compulsory Education Act of 2009 (RTE-2009), which went into effect on April 1, 2010, has also been passed. It should be remembered that the only provision in the constitution with a specific time limit was Article 45, which stated that the state shall work to provide free and compulsory education for all children until they reach the age of 14 within ten years of the beginning of this constitution. This provision was the first to recognize education as a directive principle of state policy. Evidence, however, indicates that



RTE ACT-2009'S EFFECTS ON WEST BENGAL'S RURAL MIDDLE SCHOOLS

Dr. Raj Kumar Nayak

(M.A.Education,M.A. English,M.A.Philosophy
M.A.Journalism and Mass Communication
M.Phil Education,M.Ed.,Ph.D. Education)

Professor

Department of Education

Netaji Subhas University,Jamshedpur,Jharkhand

Visiting Expert N.C.T.E. Inspection Team,

Life Time Member of AIAER,The Global Community, IATE

Editor of "Global Evolution Bi-Annual" (Management& Teacher Education) Research Journal

Editor of "Pahal Horizon" Bi Annual Journal, ISSN: 2456-4842, International Research Journal

Palas De

M.A M.Ed. Ph.D Research Scholar

Netaji Subhas University,Jamshedpur,Jharkhand

ABSTRACT

The purpose of this research was to examine how the RTE Act of 2009 has affected rural elementary and middle schools in West Bengal. Student and faculty opinions on how the RTE Act-2009 has been implemented in classrooms were gathered by the researcher. The article is structured around the researcher's attempts to collect data utilizing a Google form questionnaire. Based on the responses, it was clear that the RTE Act-2009 made a big difference in the classroom.

Keywords: RTE Act-2009, Women Education, School Dropout, Enrolment, and Infrastructure

1. INTRODUCTION

The best teachers on the planet disperse what is often regarded as the world's most potent weapon: education. The government of India included the "Right to free and Compulsory Education Act-2009" in article 21A of the Indian constitution because it recognized the significance of education and the responsibility of teachers in delivering that education. The RTE Act-2009, or the Right of Children to Free and Compulsory Education Act 2009, was passed by parliament in July 2009 and went into effect on April 1, 2010. It was enacted as a result of the 86th Amendment, which was passed in December 2002. In a landmark decision, Article 21A of the Indian Constitution elevated the right to education to the same level of protection as the right to life. According to the RTE Act of 2009, all children between the ages of 6 and 14 have the right to an education, and the state must offer such education in a way it deems appropriate. According to Article 21A of the Constitution, the RTE Act2009 guarantees every child the opportunity to attend a formal, full-time primary school that meets certain minimum requirements. Newly released in 2020, the New Education Policy also stresses the importance of the RTE-2009 Act and its successful implementation.

Duflo (2001) and Kremer (2003) argue that policies and initiatives aimed at bettering educational



SOCIAL FREEDOM OF WOMEN IN TEACHING

Dr. Raj Kumar Nayak

M.A.Education, M.A. English, M.A. Philosophy
M.A. Journalism and Mass Communication
M.Phil Education, M.Ed., Ph.D. Education)

Professor

Department of Education

Netaji Subhas University, Jamshedpur, Jharkhand

Visiting Expert N.C.T.E. Inspection Team,

Life Time Member of AIAER, The Global Community, IATE

Editor of "Global Evolution Bi-Annual" (Management & Teacher Education) Research Journal

Editor of "Pahal Horizon" Bi Annual Journal, ISSN: 2456-4842, International Research Journal

Mrs. Papiya Haldar

Ph.D Research Scholar in education

Netaji Subhas University, Jamshedpur, Jharkhand

ABSTRACT:

A form of survey A pilot research on the social freedom of female teachers at the secondary level has been carried out in the East Singhbhum area. 400 people were chosen at random as the sample size for the subject and location. A standardised instrument created by L. I. Bhushan has been used to assess the social independence of female teachers. Mean, S.D., and CR values were employed in statistical analysis of the data. Female professors in science and art are shown to have similar levels of social freedom in both urban and rural settings.

Keywords: Social freedom, Locality, Subjects, Tools, Measurement.

INTRODUCTION

The persistent efforts to build a national system of education over the course of several decades have been a significant aspect of educational growth in India. In the year 1910, Sri Aurobindo was the one who initially visualised. A national education system. The nature and power of the human mind, the nature of simultaneous and successive teaching, and the development of mental and logical faculties were all major points of emphasis. Another potent indigenous paradigm deeply ingrained in Indian culture was Gandhiji's Buniyadi Taleem (Basic Education), which was envisioned in the Wardha Scheme. The curriculum created under this programme was focused on a child's overall development and reflected the Gandhian concept of education, which emphasises the growth of the body, mind, and spirit. In India after independence, there have been several stages of schooling. The government of India quickly established the Secondary Education Commission (1951–1953), which made a number of recommendations for raising the standard of education in schools moving forward. The Education Commission was established between 1964 and 1966, and it produced more thorough materials on education that included all levels and facets of education as a whole. This marked a significant turning point in the development of India's contemporary educational system. The goal of universalizing primary education has not yet been met, despite the constitution's provision for free and required



TEACHING AS A FUNCTION OF TEACHERS' SENSE OF RESPONSIBILITY

Dr. RajKumar Nayak

M.A.Education, M.A. English, M.A. Philosophy
M.A. Journalism and Mass Communication
M.Phil Education, M.Ed., Ph.D. Education)
Professor

Department of Education

Netaji Subhas University, Jamshedpur, Jharkhand

Visiting Expert N.C.T.E. Inspection Team,

Life Time Member of AIAER, The Global Community, IATE

Editor of "Global Evolution Bi-Annual" (Management & Teacher Education) Research Journal

Editor of "Pahal Horizon" Bi Annual Journal, ISSN: 2456-4842, International Research Journal

Mrs. Papiya Haldar

Ph.D Research Scholar in education

Netaji Subhas University, Jamshedpur, Jharkhand

ABSTRACT:

Successful nation-building depends on the competence, performance, and sense of responsibility of its educators. The importance of teachers having a strong sense of personal accountability cannot be overstated. The term "professionalism" is used to describe a person's dedication to and investment in their chosen field in order to achieve desired results. Teachers are essential to the growth and development of children since it is their job to teach their students and instill in them important ideals. Teachers do more than impart information to their pupils; they also help them acquire valuable transferable skills including the ability to think critically, solve problems, communicate effectively, and work together effectively. A great educator not only knows their stuff, but also knows how to motivate their students to learn. This study is analytical in nature. It is based on the secondary sources of data like journals, articles, and different websites regarding this topic.

KEYWORDS: Sense of responsibility, commitment, in-service and pre-service teachers, accountability.

INTRODUCTION:

The standard of living in any country is directly proportional to the level of education its residents have received. Teachers have a significant impact on students' learning outcomes. Henry Brooks Adams once said, "A teacher affects eternity; he can never tell where his influence stops." This remark emphasizes the significance of educators and the influence they have on the lives of their pupils well into the future.

The fate of a nation rests in the hands of its educators. For this reason, we refer to them as the creators of humanity and the architects of society. Teachers are the true backbone of the educational system. Quality, traits, and dedication of teachers are crucial to the success of any educational institution. Therefore, it is crucial to invest in the teacher's professional development in order to raise the bar of the



THE SOCIAL MEDIA USE PATTERNS OF HIGH SCHOOL STUDENTS

Parveen Nisha

Research Scholar, Department of Education, Rabindranath Tagore University,
Raisen, Bhopal (M.P)

Dr.Kiran Mishra

Guide, Dean – Department of Education, Rabindranath Tagore University, Raisen, Bhopal (M.P)

Dr.RajKumar Nayak

Co- Author, (M.A. in Education, M.A. in English, M.A. in Philosophy, M.Phil. Education,
M.A. in Journalism and Mass Communication, M.Ed. Ph.D. Education)

Professor, Netaji Subhas University, Jamshedpur

Former Associate Professor

Fakir Mohan University, Vyasa Vihar, Balasore

Former Professor, BMCE, Choudhary Ranbir Singh University, Jind, Haryana

Visiting Expert N.C.T.E. (NRC) Inspection Team,

Life Time Member of AIAER, The Global community, IATE

Abstract

Use of social media, a key innovation of the information technology industry, is on the rise. The rising popularity of social media platforms provide an opening for innovation and investment in related technologies. Therefore, social media not only serves an economic purpose, but also encourages people to engage in society. In terms of daily living in a democratic society, it also presents opportunity for undemocratic activities and operations. Understanding the economic, social, and cultural impacts of social media requires first gaining insight into user behaviour. With this in mind, the purpose of this study is to collect data on how frequently high school students use various forms of social media. Eight hundred and fifty-three students (419 female and 434 male) participated in the study. Researchers used a scale called the "Frequency of Social Media Instruments Usage Scale" to measure how often people used each of 10 distinct social media tools, and why they used them. A 20-item scale called "Reasons of Social Media Usage Scale" is used to compile the data. There is also a 5-point scale used to rate scales. According to the survey's results, "Youtube" is the most popular social media platform among the students who filled out the survey, with "Facebook" coming in second. Both "MySpace" and "LinkedIn" have relatively low user engagement. Students use social media mostly for the purposes of document sharing, information and opinion exchange, and amusement. It was found that students rely on the profiles of others far too frequently as a substitute for promoting themselves on social media. There is a significant gap in social media use between the sexes. The majority of student social media use occurs on mobile devices. Average everyday student social media use is between three and six hours.

High school students, social media, technology usage, and social media's educational potential are some of the terms that will be discussed.

Introduction

The creative nature of computer and internet technologies has led to rapid change and growth in

CLASSROOM MORALE OF ADOLESCENT STUDENTS CREATIVITY AND ACADEMIC ACHIEVEMENT AND SOCIO-ECONOMIC-STATUS

Dr. RajKumar Nayak

M.A.Education, M.A. English, M.A.Philosophy, M.A.Journalism and Mass Communication
(M.Phil Education, M.Ed., Ph.D. Education)

Ms.Priti Pragnya Samal

(M.A.in Education, M.A.in Political Science, M.Phil Education, B.Ed.), Lecturer in Education,
Veer Hanuman Jew Degree Mahavidyalaya, Nikirai, Kendrapada

ABSTRACT

The goal of the current study is to determine whether classroom morale among adolescent students, academic achievement, creativity, and socioeconomic status are related to one another. The most crucial time in a student's life is during their adolescence. The students mature physically, emotionally, and mentally during this time. Every facet of a student's behaviour is impacted by group behaviour. The most significant group in his life at this level is his class. Academic achievement, locus of control, creativity, personality, intelligence, and different levels of socioeconomic status, such as high, average, and low socioeconomic status, as well as parental income, parental education, and parental occupation, among other factors, may all play a role in the development of classroom morale. There have only been a relatively small number of studies done in this direction, according to an inadequate review of the pertinent literature. Given that this is a new field of study, it presents challenges to all researchers. The results of the study will be helpful in raising classroom morale at the high school level for educational administrators, planners, social reformers, teachers, and parents. With the results in mind, we can state with confidence that the current study offers evidence on the nature and relationship among independent variables and demographic characteristics that affect adolescent students' classroom morale. The study discusses the significance of creativity, academic success, and socioeconomic position as elements determining classroom morale and the interactions between these variables. The findings are valuable from the perspective of classroom morale as well as from a research perspective, in the largely unexplored area of classroom morale, the factors responsible for the development of positive classroom morale and how to best utilise it for student adjustment and, in turn, overall learner development.

EMOTIONAL INTELLIGENCE WITH ADJUSTMENT, STRESS AND ACHIEVEMENT AMONG SENIOR SECONDARY STUDENTS IN ODISHA

Dr. RajKumar Nayak

M.A.Education, M.A. English, M.A.Philosophy, M.A.Journalism and Mass Communication
M.Phil Education, M.Ed., Ph.D. Education)

Priti Pragnya Samal

M.A Education, M.A.Pol.Sc. M.Phil Education, B.Ed, Lecturer in Education, Veer Hanuman Jew
Degree Mahavidyalaya, Nikirai, Kendrapada

ABSTRACT

For individuals who quickly fall into the stage of maladjustment, into the sea of tension, and exhibit poor academic performance as a result of maladjustment and stress, the current study was extremely essential. How the person exits the period of maladjustment and stress is through the use of emotional intelligence. A person can adapt to their environment by properly developing their emotional intelligence. Stress is a condition that can lead to both physical and mental health issues. It can sometimes result in suicide. Studying the students' emotional intelligence was crucial in order to understand how vital it is for overcoming difficulties such as stress and maladjustment as well as for improving academic performance.

Introduction

At the start of a new century, success and intelligence are not perceived the same way they once were. The conventional view of intelligence is being replaced over time by new hypotheses. The entire student has come to be the focus of attention, including not only his or her capacity for reasoning but also for creativity, emotion, and interpersonal skills. Howard Gardner published the multiple intelligence hypothesis in 1983, and Mayer and Solvay introduced the emotional intelligence theory in 1990. Then, Goleman (1995). Emotional intelligence, social intelligence, and luck are now more important factors in a person's success and adjustment than IQ alone is. Goleman (1995). (1995). This study aims to investigate whether there are any relationships between emotional intelligence and stress, adjustment, and academic achievement. Do senior secondary high achievers have high levels of emotional intelligence? Do kids with high emotional intelligence levels struggle with stress or adjusting to new situations? Exist any relationships between emotional intelligence and stress, adjusting, and success? Hence, students in senior secondary school from both urban and rural locations made up the study's population.

Statement of the Problem

Gender Justice And Women in India: A Speculative Study

Ms.Prity Kumari Singh ¹, Prof. (Dr.) Raj Kumar Nayak

¹Research Scholar, Department of Education, Netaji Subhas University, Jamshedpur

²Professor, Department of Education, Netaji Subhas University, Jamshedpur

Abstract

Government supports gender fairness under Indian Constitution. Government efforts to promote gender equality and women's representation in many industries are vital. The Protection of Women from Domestic Violence Act, 2005, the Dowry Prohibition Act, 1961, the Prohibition of Child Marriage Act, 2006, the Indecent Representation of Women (Prohibition) Act, 1986, the Sexual Harassment of Women (Prevention, Prohibition, and Redressal) Act, 2013, the Immoral Traffic (Prevention) Act, 1956, and the Commission of Sati Prevention Act, 1987 are criminal and special laws. The new India concept has advanced women's progress to women-led. Government has employed education, social, economic, and political empowerment to make women equal partners in fast-paced and sustained national growth. The 15 countries with female presidents include India. Indian women are the most elected municipal officials worldwide. India has 10% more female pilots than average. International Society of Women Airline Pilots claims 5% female pilots. Over 15% of Indian pilots are women. The Directorate General of Civil Aviation (DGCA) has advised all scheduled airlines and major airport operators in India to participate in the IATA 25 by 2025 diversity and inclusion project, which aims to increase women in senior positions by 25% by 2025. Women can work in air traffic control, fire services, and airport operations at the Airports Authority of India (AAI). Fee waivers for female AAI Direct Recruitment candidates. Boys and girls have equal Gross Enrollment Ratios in primary and secondary school. STEM gender ratio is 43%, one of the highest globally. Many programs encourage women's STEM participation. In 2020, VigyanJyoti was formed to address girls' underrepresentation in 9th–12th science and technology. Since 2017-18, the Overseas Fellowship Scheme has permitted Indian women STEM researchers to work abroad. For India's first Mars Orbiter Mission, Mangalyaan, women scientists designed and tested scientific instruments at the Space Application Centre. The Indian government has also implemented structural and regulatory changes to promote women in numerous sectors. Under Skill India Mission, Women Industrial Teaching Institutes, National Vocational Training Institutes, and Regional Vocational Training Institutes teach women to improve their employability. The 2019 Code on Wages, 2020 Industrial Relations Code, 2020 Occupational Safety, Health, and Working Conditions Code, and 2020 Code on Social Security encourage women's employment. National Agriculture Market (eNAM) markets agricultural commodities online, "Kisan Call Centres" answer farmers' problems in their dialect, and KisanSuvidha, Agri Market, National Crop Insurance Portal, and UMANG are mobile apps Digital technology helps women trade.

The Indian government announces "Mission Shakti," comprising Sambal and Samarthya. "Sambal" runs BetiBachaoBetiPadao, One Stop Centre, Women Help Line, Nari Adalat. Pradhan Shakti Sadan, Hub for Women's Empowerment, Sakhi Niwas (Working Women Hostel), Palna, Anganwadi cum Creches empower women farmers through the "Samarthya" sub-Prime Minister Kisan Samman Nidhi, Kisan Maan Dhan Yojana, Krishi Sinchayee, Paramparagat Krishi Vikas, Fasal Bima, and others Country women benefit from government efforts to improve their access to productive resources and agricultural extension services. National Cooperative Development Corporation employs women in food grain processing, plantation crops, oilseed processing, fisheries, dairy & livestock, spinning mills, handloom and power loom weaving, Integrated Cooperative Development Projects, and more. DAY-NRLM empowers rural women economically through 90 lakh women Self Help Groups (SHGs) with 10 crore female members. The almost 40 million PMAY properties are mostly owned by women. All this has improved women's financial decisions. Most local products are managed by women; "Vocal for Local" strengthens them.

Gender Equality and the Empowerment of Women

Ms.Prity Kumari Singh¹, Prof. (Dr.) Raj Kumar Nayak

¹Research Scholar, Department of Education, Netaji Subhas University, Jamshedpur

²Professor, Department of Education, Netaji Subhas University, Jamshedpur

Abstract

Many say that women's status and place in society are the best indicators of a civilization's growth and flaws. Gender justice and women empowerment have been issues in many nations and arenas for generations. Despite the legal end of systematic discrimination, hidden mindsets and attitudes persist. Indignity and bigotry still plague women. Any meaningful economic growth and pro-poor development strategy must include gender equality and women's empowerment. Despite the Universal Declaration of Human Rights Charter, International Covenants, and treaties, women worldwide have been denied social, economic, and political justice. Male-dominated culture has used them as opposite sexes. Despite the Constitution and law protecting women's rights, society's callousness, apathy, and indolence make women feel weaker. It is manufactured, not divine. Despite proclamations, constitutional guarantees, and legislative provisions, cultural ideas and institutions have not moved significantly in favor of women's equality. But optimism is necessary to achieve the goal. To end gender inequity, planned and intentional efforts must accelerate this shift. To fight evil, avoid black-and-white laws. Socially aware judges are better than punitive statutes for crimes against women. Now, awaken the public conscience. The complicated subject of women's self-actualization should not be handled by one sector. The State, community organizations, parliamentarians, and the courts must work together to promote gender justice legislative reform and a new age of equality for men and women.

Key Words: Gender inequality ,women empowerment

Introduction

Gender equality and women's empowerment have been hot topics for decades, if not centuries, in many countries and spheres of influence. Even when institutionalized discrimination has been formally eliminated, the deeply embedded mindset and attitude

A PILOT STUDY ON FRUSTRATION AMONG SECONDARY STUDENTS IN PURULIA DISTRICT OF WEST BENGAL

Prof.(Dr.) Raj Kumar Nayak

Professor and Dean, School of Education, Netaji Subhas University Jamshedpur

Sandip Chatterjee

PhD Research Scholar, School of Education, Netaji Subhas University Jamshedpur

Abstract

This pilot study investigates frustration levels among secondary school students in the Purulia district of West Bengal, focusing on its relationship with academic performance, socio-economic status, and contributing factors. Frustration, a common emotional response to unmet goals, is particularly relevant in the context of adolescent education, where academic and social pressures are significant.

A sample of 150 students, selected from five secondary schools through random sampling, participated in the study. Data were collected using a standardized frustration inventory, academic performance records, and a socio-economic survey. The analysis employed statistical techniques, including mean, standard deviation, and Pearson's correlation coefficient.

The findings revealed that students experienced moderate to high levels of frustration, with a mean frustration score of 3.5 on a 5-point scale. A negative correlation was observed between frustration and academic performance; students with higher frustration levels exhibited lower academic achievement. Socio-economic status significantly influenced frustration levels, with students from lower socio-economic backgrounds reporting greater frustration due to limited resources and parental support. Key sources of frustration included academic pressure, peer relationships, family expectations, and inadequate access to learning materials.

Gender differences were noted, with female students experiencing higher frustration due to family expectations, while male students reported greater frustration related to peer dynamics. The study emphasizes the need for academic support programs, counseling services, and enhanced parental involvement to mitigate frustration among students.

This research provides critical insights into the emotional challenges faced by secondary students in Purulia, highlighting the importance of addressing socio-economic disparities and fostering a supportive educational environment. The findings can inform strategies to reduce frustration and improve students' academic and emotional well-being. Further studies on a larger scale are recommended to validate these findings and develop targeted interventions.

Introduction

Frustration is an emotional response that occurs when an individual perceives a gap between their goals and the obstacles preventing the achievement of those goals. In the context of secondary school students, frustration can manifest in various ways, including academic challenges, peer

PILOT STUDY ON EMOTIONAL VIOLENCE OF SECONDARY SCHOOL MUSLIM FEMALE TEACHERS IN CHAKRADHARPUR TOWN OF WEST SINGHBHUM**Prof.(Dr.) Raj Kumar Nayak**

Professor and Dean, School of Education, Netaji Subhas University Jamshedpur

Ms Reena Mahto

PhD Research Scholar, School of Education, Netaji Subhas University Jamshedpur

Abstract

Emotional violence is a pervasive issue that affects various sectors, particularly in educational settings. This pilot study explores the emotional violence experienced by Muslim female teachers in secondary schools located in Chakradharpur Town, West Singhbhum. Through qualitative and quantitative analysis, this study examines the forms, causes, and impacts of emotional violence on the mental health and well-being of these teachers. The study also seeks to identify coping strategies employed by the teachers to deal with such violence. This research provides valuable insights into the socio-cultural and institutional factors contributing to emotional violence in schools, with a focus on the intersectionality of gender, religion, and profession.

Introduction

Emotional violence, also referred to as psychological or mental violence, can manifest in various ways, including verbal abuse, humiliation, isolation, intimidation, and manipulation. Unlike physical violence, emotional violence leaves no visible marks but can have profound and long-lasting effects on the victim's mental health, self-esteem, and professional functioning. In the context of education, teachers—especially female teachers—are often vulnerable to such forms of violence due to their gender and the societal norms that influence their roles.

The situation is particularly complex for Muslim female teachers, who navigate multiple layers of identity, including gender, religion, and profession. In regions like Chakradharpur Town in West Singhbhum, where socio-cultural norms and religious beliefs can play a significant role in shaping attitudes toward women, Muslim female teachers face a unique set of challenges. Despite the critical role that teachers play in shaping the future of students, their well-being often remains neglected. This study aims to investigate the prevalence and impact of emotional violence on Muslim female teachers in this region and provide recommendations for addressing this issue.

Statement of the Problem

The study seeks to answer the following questions:

1. What forms of emotional violence do Muslim female secondary school teachers in Chakradharpur experience?
2. What are the socio-cultural factors that contribute to emotional violence in the workplace?
3. How does emotional violence affect the professional performance and personal well-being of these teachers?
4. What coping mechanisms do these teachers employ to deal with emotional violence?

A PILOT STUDY ON FRUSTRATION AMONG SECONDARY STUDENTS IN PURULIA DISTRICT OF WEST BENGAL

Prof.(Dr.) Raj Kumar Nayak

Professor and Dean, School of Education, Netaji Subhas University Jamshedpur

Sandip Chatterjee

PhD Research Scholar, School of Education, Netaji Subhas University Jamshedpur

Abstract

This pilot study investigates frustration levels among secondary school students in the Purulia district of West Bengal, focusing on its relationship with academic performance, socio-economic status, and contributing factors. Frustration, a common emotional response to unmet goals, is particularly relevant in the context of adolescent education, where academic and social pressures are significant.

A sample of 150 students, selected from five secondary schools through random sampling, participated in the study. Data were collected using a standardized frustration inventory, academic performance records, and a socio-economic survey. The analysis employed statistical techniques, including mean, standard deviation, and Pearson's correlation coefficient.

The findings revealed that students experienced moderate to high levels of frustration, with a mean frustration score of 3.5 on a 5-point scale. A negative correlation was observed between frustration and academic performance; students with higher frustration levels exhibited lower academic achievement. Socio-economic status significantly influenced frustration levels, with students from lower socio-economic backgrounds reporting greater frustration due to limited resources and parental support. Key sources of frustration included academic pressure, peer relationships, family expectations, and inadequate access to learning materials.

Gender differences were noted, with female students experiencing higher frustration due to family expectations, while male students reported greater frustration related to peer dynamics. The study emphasizes the need for academic support programs, counseling services, and enhanced parental involvement to mitigate frustration among students.

This research provides critical insights into the emotional challenges faced by secondary students in Purulia, highlighting the importance of addressing socio-economic disparities and fostering a supportive educational environment. The findings can inform strategies to reduce frustration and improve students' academic and emotional well-being. Further studies on a larger scale are recommended to validate these findings and develop targeted interventions.

Introduction

Frustration is an emotional response that occurs when an individual perceives a gap between their goals and the obstacles preventing the achievement of those goals. In the context of secondary school students, frustration can manifest in various ways, including academic challenges, peer relationships, family expectations, and societal pressures. Understanding the causes and effects of

A PILOT STUDY ON ACADEMIC CHEATING AMONG SECONDARY SCHOOL STUDENTS IN BANKURA DISTRICT OF WEST BENGAL

Prof.(Dr.) Raj Kumar Nayak

Professor and Dean, School of Education, Netaji Subhas University Jamshedpur

Sandip Roy

PhD Research Scholar, School of Education, Netaji Subhas University Jamshedpur

Abstract

This pilot study explores the phenomenon of academic cheating among secondary school students in Bankura District, West Bengal. Academic cheating, encompassing behaviors such as copying during exams, plagiarism, and unauthorized collaboration, has become a pervasive issue in educational institutions. The study aims to identify the prevalence of cheating, its underlying causes, and the socio-economic and demographic factors influencing such behaviors. A descriptive survey design was employed, involving 200 students from five schools, with data collected through questionnaires, interviews, and classroom observations.

Findings reveal that 65% of students admitted to engaging in some form of cheating, with examination-related dishonesty being the most common. Socio-economic status, family background, and academic pressure emerged as significant contributors, alongside peer influence and inadequate awareness of ethical practices. Male students and those from lower-income families reported higher incidences of cheating. Teachers highlighted the lack of consistent institutional policies to address the issue.

The study underscores the need for stricter academic policies, ethical education, and parental involvement to combat cheating. Recommendations include teacher training, enhanced monitoring protocols, and counseling sessions to reduce academic pressure. This research provides a foundational understanding of academic dishonesty in Bankura, offering insights for broader studies and effective interventions.

Introduction

Academic cheating has emerged as a significant challenge in modern education systems, raising concerns about integrity, ethics, and the overall purpose of learning. In the context of secondary education, academic cheating involves various behaviors such as copying during exams, plagiarizing assignments, and unauthorized collaboration. The Bankura district of West Bengal, with its unique socio-cultural and economic background, provides an insightful setting to study the phenomenon of academic cheating. This pilot study explores the prevalence, factors, and implications of academic cheating among secondary school students in this region.

Statement of the Problem

The problem is stated as “**A PILOT STUDY ON ACADEMIC CHEATING AMONG SECONDARY SCHOOL STUDENTS IN BANKURA DISTRICT OF WEST BENGAL**”

Review of Literature

Volume-20, Issue-02 (July-December) 2024

(UGC approved Multi-disciplinary Peer-Reviewed Journal)

UGC CARE LIST since 2017 under UGC Social Sciences Approved Group Journal



COMBATING VIOLENCE AGAINST WOMEN AND SECONDARY SCHOOL STUDENTS

Dr. RajKumarNayak

M.A.Education, M.A. English, M.A. Philosophy, M.A. Journalism and Mass Communication
M.Phil Education, M.Ed., Ph.D. Education)

Professor

Department of Education, Netaji Subhas University, Jamshedpur, Jharkhand

Visiting Expert N.C.T.E. Inspection Team, Life Time Member of AIAER, The Global Community,
IATE, Editor of "Global Evolution Bi-Annual" (Management & Teacher Education) Research Journal
Editor of "Pahal Horizon" Bi Annual Journal, ISSN: 2456-4842, International Research Journal

Ms. Reena Mahto

M.A M.Ed. Ph.D Research Scholar, Netaji Subhas University, Jamshedpur, Jharkhand

ABSTRACT

Currently, there are numerous groups and institutions striving to address the pressing issue of violence against women (VAW). In addition, there are legal measures to combat VAW, many of which have changed recently in response to a number of egregious acts of violence. This piece is based on the author's involvement with women's collectives in Jharkhand's Poraiyahat block. Women in these collectives view VAW as a development priority and have taken action to solve it, defying the patriarchal system's dominance and the current, discriminatory social norms. The article raises concerns about the state's lack of focus on these issues and emphasizes the significance of tackling structural issues like patriarchy and gender-based discrimination. If we want to accomplish development for all, our development organizations and, most crucially, the state, must take up and scale up these understandings and activities. Physical issues, psychological distress, physical disabilities that last a lifetime, and long-term physical or mental illness are all strongly linked to violence against children. Governments should ensure that the law protects and provides for children's human dignity. International research have unequivocally demonstrated that nonviolent, constructive discipline yields superior results while any form of violence is linked to a number of negative outcomes. To move closer to realizing children's right to protection from all forms of violence in all settings, including the school, the adoption of the most effective teaching methodology throughout the educational system, by assisting teachers in developing non-violent, positive discipline strategies, may be the best course of action.

Introduction

Currently, there are numerous groups and institutions striving to address the pressing issue of violence against women (VAW). In addition, there are legal measures to combat VAW, many of which have changed recently in response to a number of egregious acts of violence. This piece is based on the author's involvement with women's collectives in Jharkhand's Poraiyahat block. Women in these collectives view VAW as a development priority and have taken action to solve it, defying the patriarchal system's dominance and the current, discriminatory social norms. The article raises concerns about the state's lack of focus on these issues and emphasizes the significance of tackling structural issues like patriarchy and gender-based discrimination.



A PILOT STUDY ON FRUSTRATION AMONG COLLEGE-GOING STUDENTS

Dr. RajKumarNayak

M.A.Education,M.A. English,M.A.Philosophy
M.A.Journalism and Mass Communication
M.Phil Education,M.Ed.,Ph.D. Education)
Professor

Department of Education

Netaji Subhas University,Jamshedpur,Jharkhand

Visiting Expert N.C.T.E. Inspection Team,

Life Time Member of AIAER,The Global Community, IATE

Editor of “Global Evolution Bi-Annual” (Management& Teacher Education) Research Journal

Editor of “Pahal Horizon” Bi Annual Journal, ISSN: 2456-4842, International Research Journal

Sandip Chatterjee

M.A Education. Ph.D Research Scholar
Netaji Subhas University,Jamshedpur,Jharkhand

Abstract

The purpose of the present Pilot study was to investigate the impact of gender and Living of Area of the college students on Frustration. The sample for the study comprised of 200 college students from Purulia , District (W.B). In each 100 male college going students (50 urban and 50 rural male students) and 100 female College Going students (50 Urban and 50 rural students). The scale was used for data collection Frustration test constructed by Dr.N.S.Chauhan and Dr.Govind. Where gender and Living of Area were considered as independent variables and Frustration as dependent variables. 2x2 factorial design was used and data were analysis by Mean, SD and ANOVA. Results 1) Male College Students high Frustration than Female College Students. 2) Urban College Students high Frustration than Rural College Students.3) There is significant Interaction between gender and Living of Area on dimension of Frustration among College Going Students. 4) Urban Male College Students high Frustration than Rural Male, Urban Female and Rural Female College Students.

Keywords – Gender, Living of Area, Frustration.

Introduction

In particular, secondary and higher secondary science and non-science students, who constantly struggle with critical and chaotic situations for the sake of survival and to stand on the academic firmament, play a crucial role. Frustration is an important psychological construct that is a universally cosmopolitan variable among mankind. Mild levels of Frustration are caused by a number of circumstances, and while it is necessary to overcome them, higher levels of the same are poisonous to people in general and the academic achievements of students in particular. In this circumstance, the person's achievement is more severely paralysed. It is because he is unable to direct his energies in the appropriate directions. It has been established that frustration is both a social and personal course. Due to this, scientific methodology is lagging behind, which is a necessary condition even for human survival. An individual's attitude and manner of behaving can be greatly impacted by their level of



**EXAMINING WEST BENGALI ADOLESCENTS' PERSPECTIVES ON ACADEMIC
CHEATING IN SECONDARY SCHOOL**

Dr. RajKumar Nayak

M.A. Education, M.A. English, M.A. Philosophy

M.A. Journalism and Mass Communication

M.Phil Education, M.Ed., Ph.D. Education)

Professor

Department of Education

Netaji Subhas University, Jamshedpur, Jharkhand

Visiting Expert N.C.T.E. Inspection Team,

Life Time Member of AIAER, The Global Community, IATE

Editor of "Global Evolution Bi-Annual" (Management & Teacher Education) Research Journal

Editor of "Pahal Horizon" Bi Annual Journal, ISSN: 2456-4842, International Research Journal

Sandip Roy

M.A M.Ed. Ph.D. Research Scholar

Netaji Subhas University, Jamshedpur, Jharkhand

Abstract

The attitudes and perceptions of academic cheating among secondary school students in West Bengal are investigated. Secondary data from regional surveys and research are analyzed and synthesized in this study. Academic dishonesty amongst West Bengali secondary school students is investigated here via the lenses of peer pressure, parental expectations, and perceived benefits. Academic dishonesty was shown to be pervasive in secondary schools across West Bengal. Students frequently engage in forms of dishonesty, such as plagiarism, exam cheating, and copying from other students. According to the findings, students cheat because they feel pressured to perform well academically, are afraid of failing, and are oblivious to the implications of their actions. The results also suggest that students cheat because they want to fit in with their peers. Student dishonesty was also found to be influenced by parental expectations. Children with parents with high expectations were found to be more prone to engage in dishonest behavior. Students' perceptions of academic rivalry are related to their likelihood of cheating, according to the findings. Competition among students encourages dishonest practices. The scope of this research extends beyond the secondary schools in West Bengal. By learning about students' perspectives on academic dishonesty, educators, policymakers, and parents can create effective treatments. Integrity in education can be fostered by encouraging respect for others, open communication, and peer support

Keywords: academic cheating, attitudes, beliefs, secondary school students, West Bengal, peer influence, parental expectations, academic competition, integrity, ethics.

Introduction

Academic integrity is the bedrock of education because it upholds principles like honesty, objectivity, and the desire to learn. Academic dishonesty is a growing worldwide problem that threatens the integrity of the learning and assessment processes. To fully grasp the breadth and depth of academic



ADOLESCENT GIRL AND WOMEN EMPOWERMENT

Dr. RajKumar Nayak

M.A.Education, M.A. English, M.A. Philosophy
M.A. Journalism and Mass Communication
M.Phil Education, M.Ed., Ph.D. Education)

Professor

Department of Education

Netaji Subhas University, Jamshedpur, Jharkhand

Visiting Expert N.C.T.E. Inspection Team,

Life Time Member of AIAER, The Global Community, IATE

Editor of "Global Evolution Bi-Annual" (Management & Teacher Education) Research Journal

Editor of "Pahal Horizon" Bi Annual Journal, ISSN: 2456-4842, International Research Journal

Ms. Sarita Kumari

M.A. History, M.Ed., M.A. Hindi, M.A. Sociology, Ph.D Research Scholar

Netaji Subhas University, Jamshedpur, Jharkhand

ABSTRACT

Any systematic endeavour must include a conceptual framework because it serves as the foundation for the study. It aids in the investigator's comprehension of the phenomenon being studied and allows him to move forward with the investigation. This Paper provides a brief overview of the study's theoretical underpinnings.

Key Words: Adolescent, Women, Empowerment

2.1 INTRODUCTION

Any systematic endeavour must include a conceptual framework because it serves as the foundation for the study. It aids in the investigator's comprehension of the phenomenon being studied and allows him to move forward with the investigation. This Paper provides a brief overview of the study's theoretical underpinnings.

2.2 EDUCATION

There are several definitions of empowerment in literature. Empowerment refers to "giving power or authority" as well as "enabling or permitting." The fundamental premise underpinning the concept of empowerment is power. Power must be adaptable and scalable in order to be empowering. The concept of empowerment varies based on the setting and particular group of individuals. The term "empowerment" is widely used to describe a process in which the weaker groups gain more influence over decisions and resource allocation. It is a way to develop the capacity and opportunity to participate in decision-making and implementation, as well as the ability to influence the decision with the appropriate knowledge, self-respect, and self-assurance.

The Government of India's Country Report defines empowerment as the transition from a state of imposed helplessness to one of authority. By acquiring capability, persons who have been denied the opportunity to make decisions are empowered, according to Kabeer (2005).



EMPOWERMENT OF GIRLS IN INDIA AT THE TEENAGE LEVEL

Dr. RajKumar Nayak

M.A.Education, M.A. English, M.A. Philosophy
M.A. Journalism and Mass Communication
M.Phil Education, M.Ed., Ph.D. Education)

Professor

Department of Education

Netaji Subhas University, Jamshedpur, Jharkhand

Visiting Expert N.C.T.E. Inspection Team,

Life Time Member of AIAER, The Global Community, IATE

Editor of "Global Evolution Bi-Annual" (Management & Teacher Education) Research Journal

Editor of "Pahal Horizon" Bi Annual Journal, ISSN: 2456-4842, International Research Journal

Ms. Sarita Kumari

M.A. History, M.Ed, M.A Hindi, M.A Sociology. Ph.D Research Scholar

Netaji Subhas University, Jamshedpur, Jharkhand

Abstract

Teenage women are an invaluable asset to any nation's economic development. Adolescent girls have huge health, education, social, and economic demands that are not being met. Investing in their health and development is an investment in the larger well-being of the country. However, recently, organisations across the world have realised how crucial it is to invest in young women. The health, education, empowerment, and economic possibilities of adolescent girls are actively being worked on by a wide range of government, non-profit, and business organisations. The goals of this article are to inform future programme development for civil society organisations, educators, policymakers, and funders working in the field of adolescent girls' empowerment; to shed light on the challenges faced by adolescent girls; and to focus on empowerment strategies for adolescent girls. Teenager, Independence, Financial Resources.

Key words: adolescent, Women, Empowerment

INTRODUCTION

Twenty percent of India's people are teenagers, making this demographic an area that needs immediate attention. About 47% of India's entire adolescent population is made up of females, making the country home to 230 million young people between the ages of 10 and 19 (GoI, 2001). It is this adolescent population that will enter the workforce in the next 5-15 years and play a crucial role in India's socio-economic development. In many countries, the concept of a transitional period between childhood and adulthood is relatively new, leaving adolescents in a state of limbo. Adolescence is the time when people develop into their adult selves physically, mentally, and emotionally, as well as financially and socially. The World Health Organisation (WHO) defines adolescence as the years 10–19, whereas "youth" include those aged 15–24. In industrialised countries, men have a better standing than women because their unpaid domestic work is not recognised as contributing to the economy. Girls and young women are mostly seen as "reproductive labourers" in other countries. They conduct crucial



**“PILOT STUDY ON ACADEMIC SELF CONCEPT AND ACADEMIC ACHIEVEMENT OF
SECONDARY SCHOOL STUDENTS”.**

Satyasakha Tripathy

Research Scholar (Education), Netaji Subhas University, Jamshedpur, Jharkhand.

Prof. (Dr.) Raj Kumar Nayak

M.A(Education, English, Philosophy, Journalism and Mass Communication), M.Ed. , M.Phil.,
PhD(Education), Department of Education, Netaji Subhas University, Jamshedpur

Abstract

Students' perceptions of their own academic talents are particularly crucial at the secondary school level. The study's objectives were to compare the academic self-concept of male and female secondary school students and to investigate the association between academic self-concept and academic accomplishment. Six hundred and fifteen male and female 14–17-year-olds enrolled in secondary schools around the country and served as the study's sample. The students in this sample come from 15 different CBSE-accredited high schools in West Bengal, India, during the 2021-2022 academic year. Cumulative Grade Point Average (CGPA) from the preceding school year was used as a proxy for academic performance. Kampe and Naik's (2013) Academic Self Concept Scale (ASCS) was used to gauge students' perspectives on their own academic prowess. The ASCS had 57 items split into 8 categories: academic ability, academic interests, study, examination, academic interaction, academic efforts, curriculum, and academic future. According to the findings, female students showed a larger positive correlation between academic self-concept and achievement ($r=.28$) than male students ($r=.17$). Student intellectual self-perception was also found to differ by gender. The intellectual self-concept of female students was noticeably greater than that of male pupils

Keywords: academic self-concept, academic achievement, secondary students

1. Introduction

There has been a lot of study on self-concept in general, both in India and elsewhere, but far less on academic self-concept specifically. Students' academic self-concept is their overall perspective on, interest in, and performance in school. The way children and teenagers see themselves has a significant part in helping them adapt to school and focusing their efforts on their studies. Individuals' academic selves, along with their social selves, emotional selves, and physical selves, are key components of their overall selves, as demonstrated by the multi-dimensional model of self-concept [1, 2, 3]. Self-worth theory provides the theoretical foundation for the self-concept construct [4]. A person's self-concept is an understanding of who they are as a result of their upbringing, social context, and personal experiences [5]. A student's academic self-concept can be defined as their belief in their own academic strengths and weaknesses [6]. Individuals' perceptions of their own academic competence are central to the academic self-concept [7,8]; this multidimensional model of self-concept draws a clear contrast between general self-concept, which comprises cognitive, affective, and behavioural characteristics, and academic self-concept. Academe, as described by Cokley [9], definition of self-concept as a student's opinion of one's own academic abilities in relation to those of one's peers. When

A Pilot Study on Value Conflict and Family Type Context in Jamshedpur

Ms.Sharmistha Aich & Dr.Raj Kumar Nayak

Deptt. of Education, Netaji Subhas University, Jamshedpur

Abstract

The goal of the study is to comprehend the current state of value conflicts among teenagers. A total of 120 people make up the study's sample (60 boys and 60 girls). The findings showed that there is no difference in value conflict between students from the two types of families and that type of family has no bearing on value conflict. It also claims that boys are perceived as having a higher value for conflict than girls. Boys may be more socially exposed than girls, which could be the cause.

Overview

One of the main causes of social problems in contemporary society is seen to be value erosion. Because society is dynamic by nature, both individuals and groups affected by it are independent of one another and the changes they bring about. Any society's expansion and progress are determined by its ideals and standards of civilization. Values are the cornerstones upon which a robust society is built. They are the basis of society. Regretfully, the younger generation is not upholding standards, and their propensity for living a life based on values is waning as a result of outside influences like violence and greed. Home and school instill ideals in children, and when kids are exposed to society, their interactions with it cloud their judgement of appropriate behaviour. Value conflicts therefore do arise in their brains. In order to resolve this dispute, they must enhance their emotional and social intelligence. Both their home and school can assist them in resolving their differences. The confused status of children in today's culture has made the study of values and value conflict important.

The social, political, and economic misery that modern man has created and which affects all of human society is horrifying. The rate of increase in domestic and social violence is concerning. The eradication of illness, poverty, and illiteracy is still only a pipe dream that will never come to pass. Value-oriented education is the only route out of the current crisis of values in society at large and in education specifically. Several government-approved education panels and committees have formally acknowledged its significance. The Hartog Committee believed that moral education might be provided in regular schools outside of school hours as early as 1929. The 1953 report of the Secondary Education Commission recommended that moral and religious education be offered in schools on a volunteer basis after school hours. It was recommended by the Sri Prakasa committee on religious and moral instruction that moral education be taught in all educational institutions. The 1964–1966 Education Commission also made a strong recommendation for teaching schoolchildren social, moral, and spiritual qualities both directly and indirectly.

The Parental Role in Value Education

In order to develop a healthy individual and create a human community, parents must provide education that instills universal and ethical values like compassion, courage, honesty, tolerance, and truthfulness. A child learns the fundamentals of life at home, where parents serve as both his or her first teacher and school. Parents need to serve as role models for their



**SOCIAL STRATIFICATION AND ENGLISH ACADEMIC PERFORMANCE
IN SECONDARY EDUCATION: A SOCIOLINGUISTIC STUDY
IN JHARKHAND**

Ms. Shivani Singh

(M.A. in English, M.Ed. NET (Education), Ph.D. Education Research Scholar

Dr. Raj Kumar Nayak

(M.A. in Education, M.A. in English, M.A. in Philosophy,
M.A. in Journalism and Mass Communication,
M.Phil. Education, M.Ed., Ph.D. in Education)

Professor

Department of Education,

Netaji Subhas University, Pokhari, Jamshedpur, Jharkhand

Visiting Expert N.C.T.E. Inspection Team, Lifetime Member of AIAER, The Global Community,

IATE Editor of "Global Evolution Bi-Annual" (Management and Teacher Education) Research

Journal Editor of "Pahal Horizon" Bi-Annual Journal, ISSN – 2456-4842, International Research
Journal.

ABSTRACT

It is an acknowledged secret that social stratification exists in every culture. It affects people's eating habits, lifestyle, expectations, and education, among other things, in a variety of ways. Finding out how socioeconomic stratification in Jharkhand, India, affects pupils' academic performance in English at the secondary level of schooling is the goal of this study. An empirical investigation has been done as a result. Through a questionnaire, information was gathered from English teachers and secondary pupils. The analysis of the study's data aims to demonstrate the correlation between students' academic achievement in English and their socioeconomic position, familial history, and place of residence, among other factors. Since socioeconomic stratification and the variation in student performance are related, it is nearly impossible to discover a single solution to this pervasive problem. However, some ideas from veteran English teachers have been offered in this study to help close the achievement gaps between various student groups.

Keywords: social stratification, multidimensional, academic performance

I INTRODUCTION

The role of social connection, social activity, and social context in language acquisition has been proven through research (Vygotsky, 1978). Any progressive society's language is one of its most effective tools. The functions that the communicative abilities and requirements of the available languages in a society play determine the quality of the society. Sociolinguistics is the descriptive study of how many societal factors, such as cultural norms, expectations, and environment, affect how language is used. The entire impact of society on language use is what it is. It also examines how linguistic variants vary across groups divided by particular social characteristics, such as ethnicity, religion, status, gender, level of education, age, etc., and how the development and observance of these standards are used to classify people into social or socioeconomic groups. Language usage differs between social classes just as it



ELEMENTARY TEACHER EDUCATION IN JHARKHAND

Dr. Raj Kumar Nayak

M.A.Education, M.A. English, M.A. Philosophy

M.A. Journalism and Mass Communication

M.Phil Education, M.Ed., Ph.D. Education)

Professor

Department of Education

Netaji Subhas University, Jamshedpur, Jharkhand

Visiting Expert N.C.T.E. Inspection Team,

Life Time Member of AIAER, The Global Community, IATE

Editor of Global Evolution Bi-Annual (Management & Teacher Education) Research Journal

Editor of Pahar Horizon Bi Annual Journal, ISSN: 2456-4842, International Research Journal

Ms. Suman Lata

M.A. Hindi, M.Ed., Ph.D Research Scholar, Netaji Subhas University, Jamshedpur, Jharkhand

ABSTRACT

State development hardly necessitates educational advancement. Training strategies and models, training materials, research, monitoring, and evaluation all change throughout time, but SSA, RMS, and RTE are distinct in their emphasis on pre-service and in-service interventions. All of these initiatives combined, it is anticipated, would help improve educational quality. As a result, states are being pushed to create annual action plans that coordinate goals for teacher training at all levels. Updated annual work plans and new rules for implementing the program

Introduction

The process of preparing people to become teachers by giving them the skills, information, and competencies required for successful instruction is known as teacher education. The advancement of education is crucial for supporting a state's development. Three separate initiatives the SSA (Sarva Shiksha Abhiyan), RMS (Rashtriya Madhyamik Shiksha Abhiyan), and RTE (Right to Education) are focused on advancing education. This area also includes raising the standard and broadening the scope of teacher preparation. The national government intends to support the establishment and capacity enhancement of teacher education institutions and programmes through a designated initiative in 2012, with an emphasis on RTE-2009. This includes training programmes, model development, material creation, research, monitoring, and evaluation for both pre-service and in-service teachers. It is anticipated that these group activities would help raise the standard of instruction in classrooms. States are therefore urged to create annual work plans that complement the specifications of all levels of teacher education. New implementation guidelines as well as a revamped yearly work plan format have also been suggested.

Teacher Training

The purpose of teacher education programmes is to prepare future teachers who can fulfil the



THE POTENTIAL OF TECHNOLOGY AND PROBLEMS RELATED TO TEACHERS IN INDIA

Dr. RajKumarNayak

M.A.Education,M.A. English,M.A.Philosophy
M.A.Journalism and Mass Communication
M.Phil Education,M.Ed.,Ph.D. Education)

Professor

Department of Education
Netaji Subhas University,Jamshedpur,Jharkhand
Visiting Expert N.C.T.E. Inspection Team,
Life Time Member of AIAER,The Global Community, IATE
Editor of “Global Evolution Bi-Annual” (Management& Teacher Education) Research Journal
Editor of “Pahal Horizon” Bi Annual Journal, ISSN: 2456-4842, International Research Journal

Ms.Suman Lata

M.A.Hindi, M.Ed. ,Ph.D Research Scholar, Netaji Subhas University, Jamshedpur, Jharkhand

ABSTRACT

The 2007 McKinsey survey of 25 education systems around the world, including ten of the best performing systems, found evidence to suggest that the main driver of the variation in student learning at school is the quality of teachers. The report concluded that the negative impact of low-performing teachers is severe, particularly during the earlier years of schooling. Across all the systems surveyed the three factors that seemed to matter most in terms of quality were: 1) getting the right people to become teachers; 2) developing them into effective instructors;and 3) ensuring that the system is able to deliver the best possible instruction for every child. The report's much-quoted conclusion was that *'the quality of an education system cannot exceed the quality of its teachers'*. There is now widespread recognition across the world that addressing the issue of teacher shortages and teaching quality is at the heart of improving the quality of education in all countries.

Key Words: Technology, Teacher, Problem

1.1 NEED FOR TEACHERS

25 school systems from around the world, including ten of the best, were surveyed by McKinsey in 2007. systems, evidence was established that the primary factor causing the difference in student performance is the calibre of the teachers affects learning at school. The report found that the detrimental effects of underperforming teachers are substantial, especially in the early years of school. The three elements that appeared to matter most in terms of quality for the systems studied were: 1) finding the proper candidates to work as teachers; 2) helping them become skilled educators; and 3) making sure the system can provide each child with the greatest teaching available. The widely cited report's conclusion reads, "The quality of an education system cannot surpass the calibre of its instructors. Currently, it is well acknowledged around the world that mproving the education system requires addressing the issues of teacher shortages and instructional quality. the standard of education in every



SUSTAINABLE DEVELOPMENT AND THE PART THAT TECHNOLOGY PLAYS

Hurmat Shahin¹, Dr. Ranjan Kumar Mishra^{2*} and Prof.(Dr.)Rajkumar Nayak³

¹Assistant Professor, Department of IT, Netaji Subhas University, Jamshedpur, India

²Assistant Professor, Department of IT, Netaji Subhas University, Jamshedpur, India

³Professor, Department of Education, Netaji Subhas University, Jamshedpur, India

* Corresponding Author: <ranjan@nsuniv.ac.in>

ABSTRACT

Technology is relied on to solve environmental issues worldwide because governments and their advisors are unwilling to make the social and political reforms needed to reduce output and consumption. To counteract the environmental damage caused by increased output and consumption, technology would need to change drastically. Technology has failed. However, without a political reevaluation, such a drastic technological revolution is unlikely. Technology and society are inextricably linked. The dispute over sustainable development hinges on whether technical advancement, even if accomplished, can mitigate economic development enough to avoid other changes. Sustainable development policies aim to transform economic growth. They believe that technology will allow us to find new resources or create alternatives if one runs out. Technology will help us maximize what remains. Sustainable development's economic tools, legislative measures, and consumer pressures target recycling, waste minimization, material substitution, improved industrial methods, pollution control, and resource efficiency. The British Pearce Report recommends recycling and rubbish reduction to reduce resource consumption and environmental damage. "The major feature of a sustainable development path of economic progress is the ability to interrupt the flow of wastes to these resources through recycling, product redesign, conservation, and low-waste technology."

Key words: Sustainable Development, Technology

INTRODUCTION

Because governments and their advisors are almost universally unwilling to make the social and political reforms that would be necessary to decrease growth in production and consumption, there is a huge reliance on technology to solve environmental concerns around the world today. However, very drastic shifts in technology would be required to keep up with and mitigate the mounting environmental damage brought on by rising output and consumption. Previous technological solutions are not adequate. However, it is still unclear if such a dramatic and radical reform of our technological systems is possible or even likely without a reevaluation of political priorities. Neither the development nor the impact of technology can be separated from the larger social context. The question of whether technical progress, even if achieved, can lessen the impact of economic development sufficiently to assure other types of change will not be necessary lies at the heart of the debate over the possible success of sustainable development.

FIRST, LET'S DEFINE SUSTAINABLE DEVELOPMENT.

The ability of future generations to satisfy their own requirements must not be sacrificed for the needs of the present, and this is what is meant by "sustainable development."