

**JOURNAL OF EDUCATION  
AND  
DEVELOPMENT**

*Multi-disciplinary, Peer Reviewed Journal*

**JAKIR HOSSAIN B. ED. COLLEGE  
P. O. –Miapur, Ghorsala,  
Dist. – Murshidabad, West Bengal,  
India, Pin – 742225**

---

**JOURNAL OF EDUCATION AND DEVELOPMENT**

*Multi-disciplinary, Peer Reviewed Journal*

**Editor-in-Chief**

**Dr. Jayanta Mete,**

Dept. of Education, University of Kalyani, Kalyani, Nadia, West Bengal, India-741235

**Asst. Editors**

Dr.Rajkishore Jena & Dr.Amiya Mukherjee

Jakir Hossain B. Ed. College,Miapur,P.O-Ghorsala, Dist. – Murshidabad,  
West Bengal, India

**Board of Advisors**

- Prof. Amarendra Behera, Head, Training and ICT Division, CIET,NCERT, New Delhi  
Dr. Amruth G Kumar, Dept. of Education, Central University of Kerala, Kasargode  
Prof. Abdul Gafoor. K., Associate Professor, Dept. of Education, University of Calicut ,Kerala  
Prof. D. Mukhapadhyaya, Dept. of Education, University of Kalyani, Kalyani, West Bengal  
Prof. G V Gopal, Department of Botany, DESM,RIE, Mysore  
Prof. G. C. Bhattacharya, Dept. of Education, BHU, Banaras, U.P  
Prof. Jaganath K Dange, Dept. of Education, Kuvempu University, Shimoga, Karnataka  
Prof. J. Sharma, SGKTC, Jodhpur ,Rajasthan  
Prof. K. C. Vashishtha, Faculty of Education, Dayalbagh Educational Institute, Dayalbagh, Agra  
Prof. Kartar Singh, Dept. of Education, Aligarh Muslim University, Aligarh, U.P  
Prof. Madhumita Bandyopadhyay, NUEPA, New Delhi-  
Prof. Manas Ranjan Panigrahi, Dept. of Educational Planning and Management, Haramaya  
University, Dire Dawa, Ethiopia, Africa  
Prof. Maheshwaree Pem, University of Mauritius, Curepipe, Mauritius  
Prof. N. B. Biswas, Dept. of Education, Assam University, Silchar, Assam  
Prof. Narain Sinha, Department of Economics ,University of Botswana , Southern Africa  
Prof. Nupur Sen, Dept. of Education, University of Lucknow, Lucknow, U.P  
Prof. P. C. Biswas, Dept. of Education, University of Kalyani, Kalyani, West Bengal  
Prof. Prabhakar Chavan, Dept. of Continuing Education, SNDT Women's University, Mumbai  
Prof. R. G. Kothari, Dept. of Education, CASE, M. S. University, Baroda  
Prof. Rita Chopra, Dept. of Education, Kurukshetra Univeristy, Kurukshetra, Harayana  
Prof. Rakesh Rai, Dept. of Education, Nagaland University, Nagaland  
Prof. Shuchita Sharmin, Dept. of Develoment Studies, University of Dhaka, Dhaka, Bangladesh  
Prof. S. R. Pandey, Dept. of Education, University of Mumbai, Mumbai  
Prof. Suman Dala, Dept. of Education, B.S.P. Mahila Visvavidyalaya, Sonipat, Haryana  
Prof. Kaberi Saha, Dept. of Education, Gauhati University, Gauhati, Assam  
Prof. Subrata Saha, Dept. of Education, Rabindra Bharati University, Kolkata, West Bengal  
Prof. S. Sampath, School of Education, Sastra University, Thanjavur  
Prof. Sudeshna Lahari Roy, Dept. of Eduation, University of Calcutta, Kolkata, West Bengal  
Prof. Sunil Kr. Dey, Dept. of Geography, NEHU, Shillong, Meghalaya  
Prof. T. N. Pan, Dept. of Education, Vidya Bhavana, Visva- Bharati, Santiniketan, West Bengal  
Prof. Tarun Kumar Mondal, Dept. of Geography, University of Kalyani, Kalyani, West Bengal  
Prof. Sujata Bhan, Dept. of Special Education, SNDT Women's University,Mumbai  
Dr. Geeta Sahni, Dept. of Education, (CIE)University of Delhi, New Delhi

---

**JOURNAL OF EDUCATION AND DEVELOPMENT**
**CONTENTS**

<b>Sl. No</b>	<b>Particulars</b>	<b>Page No.</b>
1	<b>TEACHING TECHNIQUES AND METHODS IN HIGHER EDUCATION AND APPRAISAL</b> Dr. Subhash Sarkar & Smt. Sangita Sarma	3
2	<b>STUDY ON THE ATTITUDES OF SECONDARY SCHOOL TEACHERS TO-WARDS LIFE- STYLE EDUCATION IN THE DISTRICT OF UTTAR DINAJPUR</b> Dr. Tripti Dutta	16
3	<b>GANDHIAN PHILOSOPHY : IT'S RELEVANCE ON INDIAN EDUCATION</b> Rini Sonowal	21
4	<b>CRIME AGAINST WOMEN IN INDIA</b> Dr. Sanghamitra Adhya & Nitish Mondal	28
5	<b>ROLE OF THE TEACHER IN INCULCATION OF PEACE EDUCATION AT SCHOOL LEVEL</b> Arpita Biswas & Jayanta Mete	37
6	<b>PROFESSIONAL STRESS OF TEACHERS IN TRIBAL AND NON TRIBAL AREAS OF TRIPURA.</b> Dr. Tinku De (Gope)	45

---

**TEACHING TECHNIQUES AND METHODS IN HIGHER EDUCATION AND APPRAISAL**

**Dr. Subhash Sarkar**  
Assistant Professor  
Department of Education  
Tripura University  
(A Central University)  
Tripura, 799022  
gcssarkar@gmail.com

**&**

**Smt. Sangita Sarma**  
Research scholar  
Department of Education  
Tripura University  
(A Central University)  
Tripura, 799022

**Abstract**

*The purpose of the study was to understand that the methods and techniques of teaching is not an end but a means to arrive at the aims of teaching, therefore, it is well known fact that any one method is not feasible all the times and in all conditions while the every methods and techniques do not serve the purpose of all the teachers in uniform manner. How the students of higher education level learn effectively a content and knowledge of a particular content, how they generalized, synthesize, analyze, transmit, preserve and extent it depends on the teacher how effectively teaching techniques and methods are used by him.*

**Introduction**

“If we teach today as we taught yesterday, we rob children of tomorrow”

John Dewey

Generally, the process of interpreting the world of knowledge to the student’s mind is called method of teaching. Teaching method is the style of presentation of content in a classroom. Using effective methods and techniques in teaching we enhance the presentation of a lesson very effective and students are able to reach the goals of life by the acquisition of knowledge and thus educational objectives are achieved.

Method of teaching is directly related to the presentation of the lesson. Which method of teaching a teacher should use depends on the nature of subject matter and the tacts of the

teacher. Higher education is mainly for promote research of high quality and sustainable human development not only in the level but more relevance in world of work, creation of intellects of world standards and also training of skilled human power at a mass level without compromising on quality. Higher education occupies a special position in the educational system of any nation because it is at the apex of the entire educational structure and thus influences all levels of education. Therefore, to meet the societies expectations from higher education have not remained the same always, but have kept changing with differing social concerns, economic situations and political conditions. Thus, the methods and techniques which will be used by a teacher in higher education levels and what are the main methods and techniques of teaching is available to know and practice the method properly for effective teaching at this stage is very important. The topic of teaching methods and techniques is very popular and so many researcher have done several studies on the topic and studies have been found that lecture method is mostly used teaching method at higher education levels. According, to the students rating after the lecture method discussion method, question answer method, brain storming, heuristic method, project, workshop, conference, seminar etc. methods of teaching.

### **A brief description of higher education**

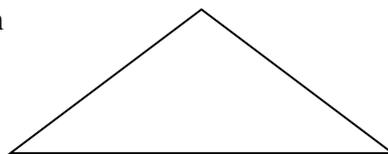
Higher education refers to education in post higher secondary institutions, colleges, and universities. It constitutes top most pyramided of formal education. The more advance phases of human learning is related with higher education. The beneficiaries are about 18 years old and they are mentally matured and capable of performing at the abstract level. They can analyze and synthesize and grasp concepts and ideas of all kinds. Their creative thinking nature is also developed adequately.

Characteristics of higher education has three dimensions –

Dimension of specialization

Dimension of research

institutionalized system



Dimension of formal

Values are nurtured very carefully in higher education level considering in mind the social, economic and universal needs of human being.

## Types of teaching methods

Teaching methods are categorized into two ways –

- Teacher centered methods
- Pupil centered methods

It is again described according to –

- Autocratic teaching strategies – methods of teaching
- Democratic teaching strategies – methods of teaching

According to the strategies various methods of teaching are:

Autocratic	Democratic
<ol style="list-style-type: none"> <li>1. Lecture method</li> <li>2. Story telling method</li> <li>3. Text book method</li> <li>4. Demonstration method</li> <li>5. Tutorial method</li> </ol>	<ol style="list-style-type: none"> <li>1. Question – Answer method</li> <li>2. Discussion method</li> <li>3. Heuristic method</li> <li>4. Discovery method</li> <li>5. Project method</li> <li>6. Role playing method</li> <li>7. Brain storming</li> <li>8. Bloom’s mastery learning methods</li> <li>9. Seminar, Workshops, Conferences etc.</li> <li>10. Case study method</li> <li>11. Assignment method</li> </ol>

It is reveals that all these methods are not alone comprehensive methods of teaching after this brief discussion.

### Methods of Teaching

*“We need technology in every classroom and in every student and teacher’s hand, because it is the pen and paper of our time, and it is the .... Through which we experience much of own world”*

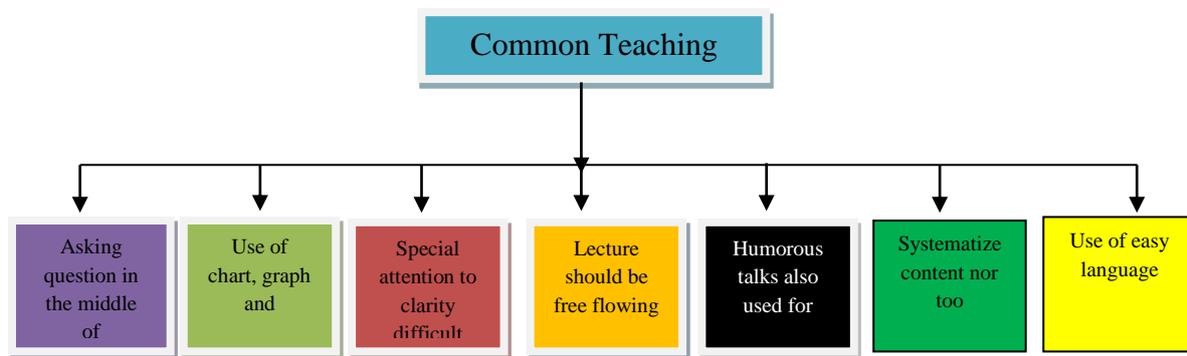
David Warlick

It is directly related to the presentation of the lesson, which method a teacher should use depends on the nature of the subject matter and the ability of learners.

### Lecture Method:

This is the method by which teacher delivers a lecture on any topic in the class and asks several questions in the middle from his students in order to know to what extent students have received the points communicated to them.

A study conducted by Benson, Schroeder, Lantz and Bird (2009) provides evidence that students may play greater emphasis on lecture material than on text books. Teacher must keep the following points in mind while using lecture as a successful method of teaching in that stage of class:



**Fig.1: Davis (1993), Mc Carthy (1992) in article “Common Teaching methods”**

Stated strengths of lecture method that it presents factual material in direct, logical manner, contains experience which inspires, stimulates and useful for thinking to discussion and useful for large group.

Advantage of lecture method:

- Any new lesson needs use of this method
- Cognitive and affective domain of pupil developed
- Need of time is less
- It helps to bring up ability of presentation among student through serving teacher
- Living and effective lecture motivate students for self-study
- Students give their views at the end of lecture.

According to Dr. Shahida Sajjad in his paper “effective teaching methods at higher education level”, Lecture method is getting highest rating score, according to S. Sajjad,

---

University of Karachi, effective teaching methods at higher education level.

Sullivan and McIntosh (1996) said that with planning and effective presentation techniques the lecture can be highly effective and interactive method for transforming knowledge to students. Lecture gives the pupils training in listening and taking rapid notes (Kochhar, 2000; P.345).

#### Story telling method

This method is used for the students of social sciences language subject specially in this method a teacher tells a real story or anecdote to his students about the great men or women like rulers social reformers, prophets, saints, discoverers in order to develop the qualities of these men etc. in them. These stories are directly or indirectly related to the lesson. Once the students are impressed by the story, they identify themselves with any of the characters of the story.

What type of stories should be told to the students in the class depends on the mental and chronological age and interest of students and the nature of the lesson. Some important points to be kept in mind while using this method. Story must be interesting with natural sequence in the incident. Expression of action by the teacher is mandatory. No sequence break, use of good vocabulary and phrases and figures makes story telling lively.

#### Advantage of this method

It increases the interest of students in the lesson, improves vocabulary of pupils, easy to understand the lesson, increase the power of imagination, good manners, etiquettes developed in students, boring dull environment removed from class.

#### **Text book method**

In higher education level this method is not appropriate. In this method the teacher reads the text book loudly and explains the difficult points wherever necessary.

#### **Demonstration method**

This method is especially applicable in teaching, science, craft, art and agriculture. In this method, teacher shows all the activities given in the lesson to the students as an action and explains the important points before them during demonstration by his own activities.

**Three steps are there to follow this method:**

- (i) Lesson is introduced by question answer or lecture method
- (ii) Each and every aspect of the lesson is demonstrated in a step by step manner
- (iii) Evaluative questions are asked finally.

**Tutorial method**

In this method whole class is divided into different groups on the basis of either abilities or interest of students and each group is taught separately. It is easier to give full attention to each and every pupil because of the group being small in this method and group teaching can also be effective due to homogeneity of the group.

**Three types of tutorial methods are found:**

- Supervised tutorial teaching – for bright students
- Group tutorial teaching – for average students
- Practical tutorial teaching – for improvement of psychomotor domain of students behavior.

Advantages of this method are as follows

- This is a remedial teaching which is especially useful to bring the weak students to the average level.
- Individual differences of learners are keeping in mind and according to the students capability class is going ahead.
- By this method lack of previous knowledge is overcome.
- Every student can get chance to express own problems openly and individually. According to ability of students they are fulfilling their task. in this way at the higher educational level students can choose their own interested area and thus dimension of specialization of higher education is fulfilled. For National science students and mathematics this method is very useful.

Demonstration teaching methods are activity based. Child centered strategies emphasizing on effective domain of behavior also along with cognitive domain teacher and students both are active here. In this method affective domain of students along with

cognitive domain given great emphasis.

### **Question Answer method:**

Propounded of this method is famous Greek philosopher, Socrates. In this method subject – matter is presented before the students through questioning. Some questions are formed on the basis of previous knowledge of student first. Then these questions are asked from the students in such a manner that interest and curiosities of students increase by the answer of these questions. Small bit of knowledge as well as interrelated questions are formed according to the subject matter.

Knowledge can be drawn out from within the individual by questioning sequentially. This method is based on psychological principles as needs, interests, mental level and feelings of students are keeping in mind questions are formed.

In this method maximum interaction is possible in the class. Self-learning is very much emphasized students are much more disciplined in this method of class as questioning makes the students alert all time.

### **Discussion method**

This is one of most important and effective method of teaching. Discussion can be formal as well as informal. Formal discussion is arranged for the purpose of achieving pre-determined objectives. In this method group leader is selected to initiate and moderate the discussion. Final conclusion is done by the teacher with the help of group leader. Mcarthy, P. (1992) stated strengths of class discussion as, pools ideas and experiences from group and allows everyone to participate in an active process.

In this method for effectiveness students should have prior knowledge and information about the topic of discussion. (S. Sajjad, University of Karachi: Effective Teaching methods at higher education level). Kochhar (2000, p. 347) stated that, a problem, an issue, a situation in which there is a difference of opinion, is suitable for discussion method of teaching. According to S. Sajjad, University of Karachi, “an effective teaching method at higher education level discussion method is the second best method according to students rating.” This method develops creativity among students, S. Sajjad, University of Karachi, “effective teaching methods at higher educational level”.

**Heuristic method**

Heurism literally means “I discover”. This strategy was developed by Prof. Armstrong. This is a self-learning method where pupils solve theoretical but real and present problems themselves. Five steps are technically involved in this method:

- Presentation of the problem by the teacher.
- Guiding pupils where to collect data from in order to solve the problem.
- Formulation of hypothesis by the students.
- Collection of data by the students for testing the hypothesis.
- Testing the hypothesis – accepting the true hypothesis and rejecting the false one.

Advantages of this method are student obtained knowledge through self-study and self-learning and thus stable and permanent knowledge is obtained by the students.

Scientific attitudes of students are developed through investigation and research. Also develops the self-confidence. This method motivates students for accepting newer and critical challenges. This method specially used by the students of science and mathematics. Heuristic method deals with the phenomenon at present and it is individualistic method.

Discovery method This method maximum used by the students of social sciences subjects. specially subject matter related to past events.

**Project method**

Profounder of this method is W.H. Kilpatric. Philosophical background of this method is ‘pragmatism’. Profounder of this Philosophy is John Dewey. Modifier is J. A. Stevenson. Cardinal principle of this method is

- (i) Learning by doing.
- (ii) Learning by leaving.

According to Parker – Difference of project is a unit of activity in which pupils are made responsible for planning and purposing.

According to J. A. Stevenson – ‘A project is a problematic Act carried out for completion in its natural setting.’

According to Kilpatrick 'A project is a whole-hearted purposeful activity proceeding in a social environment.'

Steps of project method:

- Providing a situation
- Choosing and purposing
- Executing
- Evaluating
- Recording

Advantages of project method are it follows all the basic laws of learning like:

- Law of readiness
- Law of exercise
- Law of effect

As project method has collective approach to solve a problem. Real and practical problem is taken for solve. Six principles of selecting project are maintained – principle of purpose, utility freedom activity, reality and proper planning. Project method promotes cooperative activity and group interaction. It follows democratic ways of learning and gives emphasis on dignity of labour also supports the theory of correlation among different. Subject as well as develop and stimulates creative thinking.

Four types of project are there

- constructive project
- aesthetic project
- problematic project
- drill project

Demerits of this project are:

- time consuming,
- applicability is limited,
- individual evaluation is not possible,

**Role plays method**

In this method students are given chance to play the role of the teacher in the class. Thus it becomes a dramatic method. First of all teacher teaches the topic then she calls out the students on the black board one by one to teach the same topic to the class. When a student teaches, all his class-mates answer his questions besides these short comings of student teacher also noted down. Role playing method is especially used in teachers training colleges. According to S. Sajjad, University of Karachi, 'effective teaching methods at higher education level, mentioned role play occur when participants take on differentiated roles in a simulation. It is a memorable and enjoyable learning method. To gain maximum benefits from this method the incidents selected for enactment should be as realistic as the situation allows.

These role play techniques have already demonstrated their applicability to a wide range of learners, subjects and levels (Singh and Sudarshan, 2005, p. 238-239).

**Brain Storming method**

The assumption of this method of teaching is that a group of people can give more ideas than a single person. In this way, the problem can be analysed and evaluated more comprehensively. This is a problem centered method and problem must be meaningful and related to real life situations. Through this method both type of educational objective i.e. cognitive and affective domain are achieved. So, many good ideas of student can be inculcated through this method and thus imaginative power of students can be developed through this method.

**Bloom's Mastery 'Learning Methods':**

This method was developed by B.S. Bloom. The purpose of this method is to take the students to that level where they do not lag behind their teacher for the topic taught to them and thus students have got mastery over the subject matter. For the weak students all the strategies, techniques and tactics of teaching are used simultaneously and additional time also is given for the remedial teaching.

Subject content is divided into different units with separate objectives for each unit. In this method test is conducted after teaching and those scoring 85% or more isolated. A diagnostic test is conducted for remaining students and remedial teaching is provided to them and again evaluation done.

**Seminar method**

In this method a topic or a problem is given to all the pupils and they are asked to write down a paper after studying several books, journals or conducting a survey. Proper reading session is organized in the next step and then criticism is welcomed to see to what extent the paper is doing justice with the problem and final conclusion is drawn.

**Inductive-Deductive method**

In inductive method of teaching the students are led from particular instance to general conclusion. In this method the concrete examples are furnished to students who derive certain conclusion on its basis.

Inductive method has so many advantages:

- It promotes scientific attitude in students.
- As inductive method is a scientific method it develops logical and psychological scientific mindedness method of teaching and also promote critical thinking and makes student independent. But some problems also there – such as slow and lengthy method and time consuming.

In deductive method of teaching rules, principles and generalizations are provided to the students and then they are asked to verify them with the help of particular examples. In this method students are proceeding from general to particular and from abstract to concerned. This method comparatively simplified the work of a teacher and also save time as it has speed but it has some demerits, practically it does not develop scientific attitude.

**Assignment method**

S. Sajjad, University of Karachi, “Effective teaching methods in higher education, said that written assignment helps in organization of knowledge assimilation of facts and better preparation of examinations. It emphasizes on individual pupil work and the method that helps both teaching and learning processes (Kochhar, 2000: p.352).

Davis (1993) suggests that “give assignments and exams that recognize student diverse background and special interests. For example, a faculty member teaching a course on medical and health training offered students a variety of topics for their term papers, including one on alternative healing belief systems. A faculty member in the social sciences

give students an assignment asking them to compare female only, male only and mixed female work groups'.

### **Conference and Workshop**

Conferences are satisfying the theoretical dimensions and workshops provide a platform to develop the skills in the students of higher education level. Among these students, research will be done by few and thus the cognitive dimension of the behavior is developed through imparting training. Conferences develop a democratic pattern of sharing ideas, pertaining to scientific issues, also highlighting current issues of under application and works as a bridge between old and new ideas and teachers and students; it also transfers knowledge and thus explores new and innovative fields of research.

Workshops facilitate the higher level personalized activities and accumulate the opportunities for students and develop cognitive, affective and psychomotor domains of learning, which are covered through workshops.

### **Techniques of Teaching**

Techniques of teaching make the teaching-learning process interesting, easy and speedy. Important techniques are: (i) Narration techniques, (ii) Explanation technique, (iii) Description technique, (iv) Illustrations, (v) Exposition, (vi) Home assignment techniques.

### **Conclusion**

Teaching techniques and methods in higher education depend on the subjects that means discipline-specific areas such as law, engineering, economics, Creative and performing arts, medicine, nursing—needs different methods and techniques. In higher education, techniques and methods of teaching most of the time give emphasis on demonstration and practice in practical situations and lecture method in theoretical situations. One of the most important activities of higher education is research. For quality research and enhancement of research, inductive and deductive both methods are given emphasis.

At the end of the discussion, in concluding remarks it would be justified to mention some recommendations of the European Commission 'New Modes of Learning and Teaching in Higher Education' (Oct, 2004), these recommendations are as follows

1. The integration of digital technology and pedagogies should form an integral element of higher education institutions, strategies for teaching and learning. Clear goals and objectives

should be defined and necessary organizational support structures established to drive implementation.

2. All staff teaching in higher education institutions should receive training in relevant digital technologies and pedagogies as part of initial training and continuous professional development.

3. Public authorities should develop guideline for ensuring quality in open and online learning, and to promote excellence in the use of ICT higher education provision.

One method individually is not able to meet the need of the student of higher education in classroom. So teacher have to use combination of teaching methods and techniques for gaining highest outcome of teaching learning process.

### References

- Benson,L.,Sechoeder,P.,Lantz,C., & Bi rd,M.(n.d).Student perception of effective processors.Retrieved July 24, from [www.usfca.edu/ess/sym2001/pdf](http://www.usfca.edu/ess/sym2001/pdf) book
- Davis,B.G.(1993).Tools foe Teaching.Jossey-Bass publishers:San Francisco.
- Doyle,K.O.(n.d).Evaluating Teaching , San Francisco:New Lexington Press.
- Doyle.T.(n.d).Evaluating Teachers Effectiveness.Retrieved July 24,2008.from [ferris.edu/fctl/teaching\\_and\\_learning\\_tips/..Eval Teach Effec.htm](http://ferris.edu/fctl/teaching_and_learning_tips/..Eval Teach Effec.htm).
- Hamm,P.H.(Rev.2008).Teaching and Persuasive Communication: Class Presentation Skills. The Harriet W. Sheridan Center for Teaching and Learning: Retrieved July 24, 2009, from [http://www.brown.edu/Administration/Sheridan\\_Center/publications/preskilshtml](http://www.brown.edu/Administration/Sheridan_Center/publications/preskilshtml).
- Braskamp, L.A., & Ory, J.C. (1994). Assessing faculty work : Enhancing individual and instructional performance. San Francisco, CA : Jossey-Bass.
- Report to the European commission on : New modes of Learning and Teaching in higher Education – Octobar,2014.
- Fry, H., Ketteridge S., & Marshall, S. (2009) A Handbook for Teaching and teaching and Learning in Higher education : Enhancing Academic Prac

---

**STUDY ON THE ATTITUDES OF SECONDARY SCHOOL TEACHERS TOWARDS LIFE-STYLE EDUCATION IN THE DISTRICT OF UTTAR DINAJPUR****Dr. Tripti Dutta**Associate Professor, Department of Education,  
University of Gour Banga,  
Malda, West Bengal**□ Introduction :**

West Bengal Board of Secondary Education has introduced a new dimension in its curriculum of Secondary level named Life Style Education as per the recommendations of the Prof. Ranju Gopal Mukhopadhyaya Committee (2001). The Committee mainly emphasized on the education of the misconception about Sex education and creates a true concept about Sex education of all concerns. The committee stressed on biological, psychological, socio-cultural and moral education of the students to materialize this idea. As the students pass through adolescent period in Secondary stage, the committee thinks that this particular stage is an appropriate area to induce and impart the knowledge about life style education.

Talking about Sex is ordinarily considered something secretive, sinful or not worthy of mention in a conservative society, and people feel very much inhibited in talking about Sex. Now it is increasingly being realised that without Sex education people cannot live a happy and well adjusted life because it has been noted that many marital, emotional and mental problems among human beings occur as a result of the misdirection and wrong understanding of the Sex urge. Alva Myrdal has observed, "In general more wholesome attitudes to-wards sex questions will not be created until they are discussed openly and as a matter of fact phenomena". Children ask questions about Sex as the subject fascinates them and it is our answer and the way we give them that plays an important part in forming their future attitudes to-wards sex. Frank and honest response can help them to develop a healthy outlook.

To make this education effective, it must commence from the earliest stages of child's life. It is the family where foundation is laid of a child's personality and where, by stages, his outlook on life and character are moulded. Parents have to play a central role in the scheme at all stages.

In fact a very negligible percentage of parents can be called really knowledgeable who can provide sex education. But our adolescent boys and girls hesitate to discuss their sex

problems with their parents. Because Indian social values are quite different from Western countries where adolescents discuss sex problems with their parents. In this situation, the second agency which can be given the responsibility of providing sex education is teacher. The teacher is the only person who can competently provide sex education with occasional help from doctors and Social Workers.

In this context, it is necessary to know the attitudes of the teacher towards sex or life style education.

From this point of view, the present study is an attempt to explore the attitude of the secondary level teachers towards life style education in the District of Uttar Dinajpur.

**❑ Objective :**

The objective of the study is to know the attitude of secondary school teachers towards life style education in relation to residential background and gender

**❑ Hypotheses :**

OH<sub>1</sub> : There is no significant difference between the attitudes of male teachers and female teachers towards life style education of urban area.

OH<sub>2</sub> : There is no significant difference between the attitudes of male teachers and female teachers towards life style education of rural area.

OH<sub>3</sub> : There is no significant difference between the attitudes of male teachers of urban and of rural area towards life style education.

OH<sub>4</sub> : There is no significant difference between the attitudes of female teachers of urban and of rural area towards life style education

OH<sub>5</sub> : There is no significant difference between the attitudes of male teachers (Urban and Rural areas) and female teachers (Urban and Rural areas) towards life style education

OH<sub>6</sub> : There is no significant difference between the attitudes of teachers (both male and female) of urban and of rural areas towards life style education

**❑ Method :**

Survey method was used to conduct the present study.

Sample: A sample of 80-secondary school teachers was taken randomly from the schools of

urban and of rural areas.

Tool: Self-made attitude scale (Likert type) was used to collect the data.

**❑ Statistical Techniques :**

Data was analysed by using Statistical techniques like Mean, SD and 't'- ratio.

**Results :**

**Showing t – ratio between male and female teachers of urban and rural areas.**

<i>Residential Background</i>	<i>Group</i>	<i>Mean</i>	<i>SD</i>	<i>SE<sub>D</sub></i>	<i>t</i>	<i>Level of Significance</i>
<b>Urban</b>	<b>Male Teachers N=20</b>	<b>73.25</b>	<b>4.97</b>	<b>1.57</b>	<b>3.12</b>	<b>Significant at .01 level</b>
	<b>Female Teachers N=20</b>	<b>78.15</b>				
<b>Rural</b>	<b>Male Teachers N=20</b>	<b>70</b>	<b>3.75</b>	<b>1.85</b>	<b>2.78</b>	<b>Significant at .01 level</b>
	<b>Female Teachers N=20</b>	<b>75.15</b>				
<b>Urban</b>	<b>Male Teachers N=20</b>	<b>73.25</b>	<b>4.16</b>	<b>1.31</b>	<b>2.48</b>	<b>Significant at .05 level</b>
<b>Rural</b>	<b>Male teachers N=20</b>	<b>70</b>				
<b>Urban</b>	<b>Female Teachers N=20</b>	<b>78.15</b>	<b>4.63</b>	<b>1.46</b>	<b>2.05</b>	<b>Significant at .05 level</b>
<b>Rural</b>	<b>Female Teacher N=20</b>	<b>75.15</b>				
<b>Urban &amp; Rural</b>	<b>Male N=40</b>	<b>71.77</b>	<b>4.26</b>	<b>.98</b>	<b>.99</b>	<b>Not Significant</b>
<b>Urban &amp; Rural</b>	<b>Female N=40</b>	<b>70.8</b>				
<b>Urban</b>	<b>Male &amp; Female N=40</b>	<b>75.3</b>	<b>5.01</b>	<b>1.06</b>	<b>2.48</b>	<b>Significant at .05 level</b>
<b>Rural</b>	<b>Male &amp; Female N=40</b>	<b>72.67</b>				

**Interpretation of the Results :**

On the perusal of the above table it is found that the calculated value of 't' is 3.12 which is significant at .01 level. Hence  $OH_1$  is rejected. This means that there is significant difference between the attitudes of male teachers and Female teachers to-wards life style education of urban area.

In relation to  $OH_2$ , it is observed from the above table that the calculated value of 't' is 2.78 which is significant at .01 level. Hence  $OH_2$  is rejected. This indicates that there is significant mean difference between the attitudes of Male teachers and Female teachers to-wards Life-style education of rural area.

From the above table it is found that the calculated value of 't' is 2.48 which is significant at .05 level. Hence  $OH_3$  is rejected. That is to say there is significant difference between the attitudes of male teachers of urban and of rural areas to-wards life style education.

It is found from the above table that the calculated value of 't' is 2.05 which is significant at .05 level. Hence  $OH_4$  is rejected. This means that there is significant mean difference between the attitudes of Female teachers of urban and of rural areas towards life style education.

In relation to  $OH_5$  it is found from the above table that the calculated value of 't' is .99 which is not significant. Hence  $OH_5$  is accepted. This indicates that there is no significant mean difference between the attitudes of Male teachers (Urban and Rural areas) and Female teachers (Urban and Rural areas) towards life style education.

From the above table it is found that the calculated value of 't' is 2.48 which is significant at .05 level. Hence  $OH_6$  is rejected. This means that there is significant difference between the attitudes of teachers (both male and female) of urban and rural areas towards life style education.

**Conclusion :**

The purpose of the study was to assess the attitudes of secondary school teachers to-wards life style education in the District of Uttar Dinajpur. From the findings of the study it is clear that the female teachers both of urban and of rural areas have shown more favourable attitudes towards life style education than the male teachers. The teachers both male and

female of urban area have more favourable attitude towards life style education than the rural area. During the school stages, the teachers must play a very important role in giving requisite knowledge regarding life-style education to the students. It is possible that some teachers may themselves not be quite familiar with the subject. In such situation the education authorities should organise in service training for teachers so that they can competently provide life style education to the students.

#### REFERENCES:

- Aggarwal, J.C:Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi, 2007
- Best, J. W. & Kahn, J. V.: Research in Education, PHI Learning Pvt. Ltd., Delhi, 2009.
- Chauhan, S.S: Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd, New Delhi, 2007
- Ghosh, Nandita: Education in Emerging Indian Society: The challenges and Issues, PHI Learning Pvt. Ltd. New Delhi – 2009
- Koul, Lokesh : Methodology of Education Research, Vikas Publishing House Pvt. Ltd., New Delhi, 2009.
- Kuppuswami: Advanced Educational Psychology, New Delhi, University Publisher, 1964.
- Mangal, S.K: Statistics in Psychology and Education, PHI Learning Pvt. Ltd. New Delhi, 2009

---

**GANDHIAN PHILOSOPHY : IT'S RELEVANCE ON INDIAN EDUCATION****Rini Sonowal**Assistant Professor, Assam Women's University  
Email id:sonowalrini@gmail.com**ABSTRACT**

A nation's progress depends on its educational growth. Education should fulfill the needs of the youth of the country. The great philosopher as well as educationist Mahatma Gandhi deeply understood the importance of education and defined education as all round development of the child. His vision of a new India was through imparting right kind of education to the children. Gandhiji's basic education has great impact in Indian education. The present study makes an attempt to analyze the impact of Gandhian philosophy on Indian education.

**1.0 INTRODUCTION:**

"By education I mean an all-round drawing out of the best in child's and man's body, mind and spirit. Literacy is not the end of education nor even the beginning. It is only one of the means by which man and woman can be educated".

Through the above lines stated by Gandhiji himself, we get a clear view on Gandhiji's philosophy of education. Gandhiji clearly understood the real meaning of education and the truth that education is the base for a nation's development. He emphasizes that education should thrive for all round development of the child. Gandhiji believed that an education system which cannot fulfill the necessary knowledge needed by the students, cannot impart right kind of moral and religious education, cannot infuse social and state consciousness into their minds, is not an ideal educational system. Instead such a kind of education makes a waste out of students' energy.

Mahatma Gandhi, a respected personality as Plato and Aristotle, an international figure who had always dreamt and worked for a new India where people will be educated in the true sense, will be self sufficient, laborious and will live in harmony. In due respect to his philosophy of life as an idealist, a pragmatist, nationalist, this paper throws light on Gandhiji's philosophy of education and its relevance in Indian education.

---

## **1.1 OBJECTIVES OF THE STUDY:**

**1.1.1** To have a clear insight on Gandhiji's philosophy of education.

**1.1.2** To examine the relevancy of Gandhian Philosophy in context of Indian education.

**1.2 METHODOLOGY:** The present study follows descriptive and analytical method while studying the relevancy of Gandhiji's philosophy of education.

## **1.3 GANDHIJI'S PHILOSOPHY ON EDUCATION:**

Gandhiji defined education as all round development of the child. Gandhiji emphasized learning by doing which according to him helps in drawing out the potentiality of the child. Gandhian education includes in its concept the 3H's- Hand(psychomotor domain/skills ), Heart(spiritual domain/skills,)and Head (cognitive domain/skills) along with the 3 R's. According to him there should be coordination among these 3 H's for stimulating the spiritual, intellectual and physical faculties of children.

Gandhiji's idea on educating the child and man grew when he was at Tolstoy Farm, South Africa. Experience in Tolstoy gave birth to his Nai Talim or basic education scheme in 1937. His educational programme Nai Talim implies new education centered around life rather than books. Nai Talim has been defined as education for life, through life and throughout life. Nai Talim has been divided into pre-basic, basic, post-basic, university and social education. Pre-basic is the nursery school part, basic is elementary education for a period of eight years, between 7 and 15 years of age. Post-basic is High school education and social education has become adult education. Gandhi's basic education can be best understood through these lines.

"Primary education, extending over seven years or longer, and covering all subjects up to the matriculation standard except English, plus a vocation used as a vehicle for drawing out the minds of the boys and girls in till departments of knowledge, should take the place of what passes today under the name of primary, middle and high school education. Such education, taken as a whole, can and must be self-supporting."

The main principles of Basic education were-

- Free and compulsory education should be provided for seven years on a nation-wide scale.

- Medium of instruction should be the mother-tongue.
- The process of education should centered around some form of manual and productive work i.e. a craft chosen with due regard to the environment of the child.

Through such kind of manual work Gandhiji tries to develop the sense of freedom, dignity of labour, self dependency and self sufficiency. Alongwith that their physical, moral and spiritual development is also attached. Gandhiji wanted the child to learn the meaning of self discipline. He did not believe in corporal punishment. He gave utmost importance in character development.

The wider aim of Gandhiji's basic education was to make India economically self sufficient by engaging each citizen in some or the other vocation.

Gandhiji advocated lifelong learning. According to Gandhiji education should be attained throughout our life. Gandhiji looks upon education as an integral whole and also as an instrument of social revolution lifting the human life continually to something better culturally, socially, morally and spiritually. Gandhiji propagated education for all without discrimination for creating a healthy community.

"We and our children must build on our own heritage," he wrote. "We must be able to enjoy the treasures of every culture and language through our own vernaculars..."

Education must be imparted through mother tongue. A child educated through his mother tongue will be able to understand his own culture and values and about his own community. Mother tongue would enable the children to express themselves effectively and clearly, learn ethical and moral values and importance of national heritage.

Thus, Gandhiji gave a holistic and practical approach towards education which was also highly decentralized and integrated.

## **1.4 RELEVANCE OF GANDHIAN PHILOSOPHY ON INDIAN EDUCATION:**

### **1.4.1 Pre-primary education:**

According to Gandhiji, Pre- school education should be given to the child with both cooperation of the home environment and the school environment. Their parents were guided on child's diet plan and cleanliness. For learning a child should be provided a friendly environment so that child's feeling of affection and security is fulfilled. Their learning

materials were prepared by locally available resources and through these it was tried to stimulate their intelligence and improve their muscular control and manual skill. Hundreds of 'balwadis' and 'aganwadis' since 1975 throughout India are based in this model of pre-basic school of Gandhiji. These are government sponsored child care and mother care center in India which focuses on nutrition, health and education of the child. These operate in rural areas as well as urban slums.

#### **1.4.2 Primary education:**

Gandhi's concept of Basic Education aims at all round development of human personality. His primary emphasis is on the 3'H's i.e. – Head, Heart and Hand, rather than on 3 R's i.e. – Reading, Writing and Arithmetic. At this stage a child must be imparted education in the child's mother tongue and organically connected with the child's social and cultural environment. His emphasis on free and compulsory education for seven years was an important resolution. This focus the importance of primary education in India. Today we can deeply realize the truth of his words. The primary education has been given the most important place in Indian education that The Right to Education Act was enacted in 2009 which provides free and compulsory education to all children of 6 to 14 years till completion of elementary education. This Act prohibits physical punishment and mental harassment of child. Gandhiji also did not support corporal punishment.

Gandhiji 's basic education was an education for self sufficiency. J.B. Kripalani pointed out that the real "medium of instruction" in Basic Education is work, not language; the mother tongue is a medium of communication, not of instruction.

#### **1.4.3 Secondary education:**

Gandhiji propagated education through self-sufficiency or vocational education of four years duration, with the same curricular contents for adolescent boys and girls in the age group of 15-18, irrespective of their caste or class. He emphasised that it must provide for a great range of productive activities to support the community and provide the basis for sound and well-organized knowledge.

In 2014 through the Make in India , a national initiative which focuses on making India a global manufacturing hub, Prime Minister Narendra Modi focused on skill development and said that specific sectors would be asked to access Industrial Training

Institutes(ITI) located across the country to train manpower locally as per their needs. He wanted to synchronise between objectives of government, academic world, industry and jobseekers for ensuring that industry specific skills are imparted. This view shows importance of Gandhiji's idea on self sufficiency and the efficacy of manual labour. Vocationalisation of Secondary and Higher Secondary Education ,a scheme subsumed under Rashtriya Madhyamik Shiksha Abhiyan with effect from 1<sup>st</sup> April 2013 propagated introduction of vocational education from class IX th onwards i.e. at the secondary stage.Focused on provision of financial costs for engaging with the industry / sector skill councils for assessment ,certification and training was also made.

#### **1.4.4 Higher education:**

Mahatma Gandhi had talked about self sufficiency of colleges and universities. It meant that these institutions instead of depending on government aid should be self financed. India is an agricultural country. Gandhi wanted that more and more self financed agriculture colleges should be opened and they should be attached to related industries which would turn out graduates according to their requirement. He kept the same view for medical and engineering graduates and colleges. The task force constituted by World Bank and UNESCO during 2000 has also observed that higher education helps increase wages and productivity that directly enrich individuals and society. In 2030, India will be amongst the youngest nations in the world with nearly 140 million people in college going age group. Therefore great effort should be made by the government and universities to empower the youth and engaged them in jobs in near future for increase of productivity and development of the nation.

#### **1.4.5 Adult education:**

According to Gandhiji education is for life, through life, and throughout life. Adult education is a matter of teaching the art of living. A man who masters the art of living has become a complete human being. Illiterate mass should be given literary education as mass illiteracy is a sin to India. But it should be kept in mind that education for the adults should be such that they can utilize in their real life.

With objective of promoting adult education ,a series of programmes have been introduced since the first five year plan in India, the most prominent being the National Literacy Mission(NLM) that was launched in 1988 to impart functional literacy to non-

literate in the age group of 15-35 years in a time bound manner. To boost Adult education and skill development during the 11<sup>th</sup> plan Govt. of India introduced two schemes - Saakshar Bharat and scheme for Support to voluntary agencies for adult education and skill development. This shows the necessity of educating the Adult population as initiated by Gandhiji.

#### **1.4.6 Women education:**

In the present 21<sup>st</sup> century we are talking and moving a step forward for women empowerment so that women achieve success in all spheres of life. Education is the milestone of women empowerment. Therefore, aiming for women empowerment, Indian government is giving much importance on women education. In this regard Gandhiji had sown seeds long years ago. Gandhiji believed that women should be educated along with man. If the mother of a child is educated then she can educate her child properly that is women will nurture the future generation of a nation. Gandhiji did not regard woman weaker than man. They should not be mere object in the hands of the men. Gandhiji also looked upon the economic emancipation of the Indian women.

#### **1.5 CONCLUSION:**

Gandhiji's educational philosophy was an outcome of his experience and experimentation of the basic scheme of education at Tolstoy Farm, Sabarmati Ashram and Satyagraha Ashram. He had a new vision of India which he wanted to achieve through his new pattern of national education. He wanted the Indian citizens to become self sufficient, self reliant and self dependent through right kind of education and vocation that they are interested in and through their production they contribute for the growth of the country. If the most prominent and relevant educational ideas of Gandhiji were implemented sincerely long years back, India would have not waited so much long to see her as a developed nation.

#### **REFERENCES:**

- Dehury.(2006). Mahatma Gandhi's contribution to education. *Orissa Review*
- Dr.Sinha.(2011).*M.K.Gandhi Sources, Ideas and Actions* .Ocean Books Pvt.(ltd).
- Dr.Rao.(2012).Educational philosophy of Mahatma Gandhi. *International Journal of Multidisciplinary Educational Research* .ISSN: 2277-7881,Vol-1, Issue-4.

- Gandhi,M.K.(1990).*Chatrar Prati.* (R.S.Gohain,trans.).Satish Bhattacharrya, Secretary, Publication Board Assam,(fifth edn.).
- Gandhi,M.K.(2015).*Mor Satya Anyesandar Kahani.*(R.Bora,trans.).Jagaran Sahitya Prakashan.
- Kripalani,J.B.(1970). *Gandhi,His life and thought.* Publications Division Ministry of Information and Broadcasting, Govt. of India, New delhi -1.
- Schraff , A.(2008). *Mahatma Gandhi.*Saddleback Educational Publishing.
- Sykes,M.(1988).*The Story of Nai Talim,fifty years of education at sevagram,India(1937-1987).*

---

**CRIME AGAINST WOMEN IN INDIA**

**Dr. Sanghamitra Adhya**  
Assistant Professor in Geography  
Kalyani Mahavidyalaya  
Email: dr.sanghamitraadhya@yahoo.in  
&  
**Nitish Mondal**  
Kalyani Mahavidyalaya

**Introduction**

Women throughout the globe are a discriminated lot. They constitute half of the humanity. No society can march on the path of progress, if half of its people are obstructed from household chores to the position of power; women's contribution to society's development needs no emphasis. Yet, the recognition of this contribution by the male dominated society is more in rhetoric than in behavior and actual realization. Otherwise, how this perception can be explained that the women are assigned second rate roles, treated as secondary members of society and subjected to all forms of discrimination, exploitation and crimes. Women are worst victims in all form of displacement and disasters, may it be manmade or natural. The rising trend of crimes against women and social complicity to these crimes ranging from all forms of discrimination, denial to human rights and sexual harassment to female feticide and outright killing are the direct consequences of the prevailing male dominated values, attitudes and behavior. These are more acute in the developing countries of the globe. The democracy or no democracy, the crimes against women are on rise in many developing societies. The crimes against women are not only committed in the large public sphere but also within the four walls of the family, where law hesitates to reach. Through national and international effort are being made to end discrimination and crime against women, they result in partial success and huge failures. The gender justice is supposed to percolate down to all domains of public and private affairs.

**Women's position in our country**

India, the largest democratic country of the world, faces a situation of 'gender paradox' like, the increasing number of crimes against women increasing measures to prevent such crimes. Women have demonstrated their contribution to 'Rising India' in 21<sup>st</sup> century, yet the sex ratio is moving adversely. There is increase in the level of literacy and social

consciousness in general, yet the violence against women is not coming down. There is a plethora of laws, constitutional measures as well as administrative mechanisms to ensure equal treatment to women and prevent crime and violence against them, yet the outcome is just opposite.

India is a multi- religious, multi-ethnic and multi- linguistic society with a long history of culture and tradition. Even, if we go by the available records, Indian cultural tradition has 5000 years long history. This cultural tradition, updated and modified with new internal and external elements, provides for norms and values relevant for each aspect of human behavior. This cultural tradition acts as a double edged weapon as far as the status of women in India is concerned. On the one hand, this tradition is summoned to underline the higher status of women in ancient Indian society, but on the other, it is also blamed for the plight of women in modern Indian society. The dominant discourse on the status of women in India reiterates that women in India enjoyed higher status in ancient times; they were placed under subordination and seclusion during the centralized alien rule in middle period and again moved on the path of progress and equality in modern times since the British rule and therefore under the democratic polity of independent India. Whether may be the factual merits and demerits of this presumption, there is no denying the fact that the beginning of cultural renaissance in India in 19<sup>th</sup> century during British rule brought forth certain reformatory and revival tendencies which supported the cause of women equality and dignity. Efforts were made to discard and modify practices and traditions derogatory to women such as practice of *Sati* (burning of widow women at the pyre of dead husband as a religious requirement), child marriage and lack of women education and so on. This social reforms movement got credence and success because it was led and supported by leading figures of time and was viewed by Indian middle class as an essential ingredient of larger national revival and regeneration. This is how the message of Indian renaissance was carried forward in the post- independent democratic India.

After independence, India moved on the path of rapid socio- economic development with democratic political framework. The new constitution, among other things provided for a secular democratic polity, independence of judiciary, rule of equality and freedom to all citizens without any discrimination on any ground. Within the framework of a democratic polity, our laws, development polities, and programmed have aimed at women's advancement in different spheres. India has also ratified various international conventions

and human rights instruments committing to secure equal rights of women.

### **Status of Crimes against Women**

Women of all sections are a vulnerable community in India. The crime against women refers to all illegal acts, which impede the enjoyment of equal rights by the law of the land. The data compiled by the government agencies suggests increasing trend in all types of crimes against women.

The analysis of data given below suggests that the crimes against women during 2001- 2013 period just doubled [National Crime Record Bureau, Govt. of India (ncrb.gov.in)]. This is in spite of the fact that many far reaching legal and administrative measures were put in place during the same period. Another wrong trend is the poor conviction rate in crimes against women. The conviction rate during the study period hovered around 21 to 31 percent [National Crime Record Bureau, Govt. of India (ncrb.gov.in)].

<b>Table 1 Crime against women and Conviction Rate 2001- 2014</b>		
<b>Year</b>	<b>No. of Criminal Cases against Women</b>	<b>Conviction Rate in Percentage</b>
2001	143,795	NA
2002	143,034	NA
2003	140,601	NA
2004	154,333	NA
2005	155,553	NA
2006	154,765	31.3
2007	185,312	29.0
2008	195,856	30.1
2009	203,804	27.8
2010	213,585	27.8
2011	228,650	26.9
2012	244,270	21.3
2013	309,546	22.4
2014	373,113	27
<b>Courtesy: National Crime Records Bureau, Govt. of India (ncrb.govt.in/)</b>		

The figure shows that the cruelty by husbands and relatives top the list with 4.5 percent of the total crimes, followed by assault on women to outrage her modesty, which is

2.7 percent of all the crimes in India. These five crimes against women are 11.7 percent of the total crimes of all categories. The convictions rate is very poor and the poor performance level of criminal justice and administration in India, because the conviction in this case takes long time. It should be pointed out many of the crimes against women go to unreported due to the lack of education or ignorance or fear. It should be pointed out that of the total cases of violence against women only a fraction is reported to the police and only few of cases received by media for publicity and it fully depend upon their sensational character.

In India women generally face numerous disadvantages for their poor health indicator, low literacy rate, low income capability, male dominating society etc. at the last few years have witnessed some astonishing acts of violence against women and children. Last year, 24206 cases of rape were registered in police station all over the country. Swayam, a Kolkata based NGO, asserts that in between 2005 to 2009, when the overall crime rate in our country rose by 16%, in that time crimes against women rose by 31%.

<b>Table 2 Types of Crimes Against Women and their Conviction Rate in 2014</b>				
<b>Sl. No.</b>	<b>Crimes against Women</b>	<b>Cases Reported</b>	<b>Percentage of Total IPC Crimes</b>	<b>Conviction rate</b>
1	Kidnapping, abduction of women and girls	51,881	2.0	21.1
2	Assault on women to outrage her modesty	70,739	2.7	25.7
3	Insult to the modesty of women	12,589	0.5	32.0
4	Cruelty by husband or his relatives	118,866	4.5	16.0
5	Importation of girls from foreign countries	31	0.0	19.2
<b>Total Crimes Against women</b>		<b>309,546</b>	<b>11.7</b>	<b>22.4</b>
<b>Courtesy: National Crime Records Bureau, Govt. of India (ncrb.govt.in/)</b>				

Increasing rates of crimes against women in spite of increasing awareness about women issues as well as legal and others measures highlights the fundamental issues involved with the victim women in India. No law functions in this vacuum. The attitudes, values and unequal social structure militate against the practice of equality of in the different walks of life. Of course there are lakes of the administration criminal justice system, but there are certain social, economic and political factors, which sustain the environment evidence to

women's cause. These factors are discussed below:

- 1) Economic self- reliance is the prerequisite for the enjoyment of various rights and benefits granted by law. Majority of women in India are economically dependent on their husband and their family members. In case of marriage breakdown, they face the crisis of survival. This makes them easy target for all types of violence and discrimination within the family itself. The condition of women gets worse particularly in rural areas, because lack of education and skill required for employment. Those who are employed, who face many problem in work and discriminatory practices in work place and are assigned inferior position in office.
- 2) Women are effectively denied political leaderships position in the political system. Some political parties and leaders adopt casual attitude towards crimes and violence against women.
- 3) Administration of justice of India like as maladies, such of archaic of laws, delays in finalizing criminal case against women, poor law enforcement machinery and low conviction rate towards crimes against women. For example a report published by UNESCO (1993) mentioned that during 1986- 90 there were 6500 cases of dowry death registered with the police; 1500 arrests were made; but all of them released on bail.
- 4) Other some factors responsible for the increasing rate of crimes against women are: increasing burden of poverty on women; unequal access of education; inequality in sharing power and decision making; lack of commitment of human rights; deteriorating law and order situation; fall of moral values; a number of government mandated commissions including the National Commission of Women and Law Commission existing without teeth; lack of political will to overhaul Indian Penal Code (section 354), Indian Evidence Act and Code of Criminal Procedure.

### **Approaches Towards Prevention of crime against women**

The crime against women is not a simple law and order problem to be tackled by legal and administrative measures. Many scholars and organizations have suggested various measures for prevention of crime against women in India as follows:

- i. There should be an increase in reporting of assault cases. There should be an attitude of 'zero tolerance' of sex offenders. More fast track court should be established; a

nationwide campaign is needed to reignite India's core values and tradition that respect women and children. This can only be borne out of consensus in society. Action from courts and police will not suffice if the community remains defiantly opposed to change.

- ii. The Government of India in close coordination with various state governments has intensified measures to curb violence against women in the country. In this regard, the Ministry of Home Affairs has detailed measures that are pivotal to contain violence against this vulnerable section of society as follows: Develop a community monitoring system to check cases of violence and take necessary steps to curb the same; there should be no delay in recognized of FIR in all cases of crime against women; in order to improve safety condition on the road the government must take suitable steps to increase police patrolling during night and set up telephone booths easy access to police.
- iii. The UN Women, the premier global agency on women empowerment has outlined the following policy agenda to end violence against women: Ratify international and regional treaties that protect the rights of women and girls, and ensure that national laws and services that meet international human rights standers; make justice accessible to women and girls by providing free legal services to them.
- iv. In others ways, Some of the major self collective action initiatives organized in India in recent times are discussed below:
  - a) Self employed Women's Association of India is a trade union for poor self-employed women workers in India founded by noted Gandhian leader Dr. Ela Bhatt in 1972. Its main aim is to organize women workers for complete employment and self- reliance.
  - b) The Gulabi Gang is a group of Indian women activists from Uttar Pradesh founded by Sampat Pal Devi as a response to widespread domestic abuse and other violence against women. The Hindustan Times reported that the group has an established 270000 members as of 2014.
  - c) Red Rickshaw revolution is an initiative launched by the vodafone foundation to empower women for social advancement. The revolution started in 2013 when 3 women riding a red auto rickshaw departed from Delhi to reach

Mumbai to raise money for NGOs working to empower Indian women. The initiative also aims to educate women about their rights and share the stories of successful women.

### **Conclusion**

The crimes and violence against women is a very complex issue in Indian society as it involves social, cultural, economic and political dimensions. It is not purely a law and order problem as the values and attitudes underlying this malaise are hard to give way by the means of legal and administrative measures. Some points should be integrated into a policy framework to prevent crime; violence and discrimination against women are described below:

- i. Generating awareness, skill and abilities among women to give them access to viable means of self help and self reliance.
- ii. Strengthening legal and administrative system to deliver quick and fast justice with respect to the crimes against women.
- iii. The idea of 'Gender Justice' should percolate down to all the activities, policies and programmes of the government, which will strengthen a women friendly public share.
- iv. Long term measures for promoting awareness, education and orientation against the values and norms underlying ideology of patriarchy, which will pave the way for a democratic social culture of equality and dignity for women. Education system and media can play crucial role in this filed.

All the above elements need to integrate into a policy framework to devise a holistic approach for addressing the issues of crime, violence and discrimination against women in an effective manner.

### **References**

1. Gerstenfeld, Phyllis B. (2013). Hate Crimes: Causes, Controls, and Controversies. Sage.
2. McPhail, Beverly (2003). "Gender-Bias Hate Crimes: A Review". In Barbara Perry. Hate and bias crime: a reader. Psychology Press.
3. A/RES/48/104 - Declaration on the Elimination of Violence against Women- United

- 
- Nations General Assembly. Retrieved 2014-08-06.
4. Moradian, Azad (2010-09-10). Domestic Violence against Single and Married Women in Iranian Society. Tolerancy.org. The Chicago School of Professional Psychology-Archived from the original on 2012-04-12.
  5. Violence against women: Definition and scope of the problem. World Health Organization (1997), 1, 1-3.
  6. Directive 2002/73/EC - equal treatment of 23 September 2002 Amending Council Directive 76/207/EEC on the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions [1].
  7. DIRECTIVE 2011/36/EU OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 5 April 2011 on preventing and combating trafficking in human beings and protecting its victims, and replacing Council Framework Decision 2002/629/JH - Eur-lex.europa.eu.
  8. General recommendations adopted by the Committee on the Elimination of Discrimination against Women - Un.org. 2003-12-31.
  9. What We Do: Ending Violence against Women: Global Norms and Standards-UN Women – Headquarters- Unwomen.org.
  10. Inter-American Convention on the Prevention, Punishment and Eradication of Violence against Women "Convention Of Belem Do Para". Oas.org. Retrieved 2016-04-03.
  11. Richters, J. M. (1994). Women, Culture and Violence; a Development, Health and Human Rights Issue. Women Autonomy Centre (VENA), 1, 1-205.
  12. Krantz, G.; Garcia-Moreno, C. (2005). Violence against Women. Journal of Epidemiology and Community Health **59** (10): 818-821. doi:10.1136/jech.2004.022756.JSTOR 25570854. PMC 1732916. PMID 16166351.
  13. Sen, P. (1998). Development Practice and Violence against Women. Gender and Development **6** (3): 7–16. doi:10.1080/741922827. JSTOR 4030497.

14. Council of Europe : On the protection of women against violence - Wcd.coe.int. Retrieved 2016-04-03.
15. Ertürk, Y. (2009). Towards a Post-Patriarchal Gender Order: Confronting the universality and the particularity of violence against women- *Sociologisk Forskning* **46** (4): 61–70. JSTOR 20853687.
16. Visaria, L. (2000). Violence against Women: A Field Study. *Economic and Political Weekly* **35** (20): 1742–1751. JSTOR 4409296.
17. Michau, L. (2007). Approaching Old Problems in New Ways: Community Mobilisation as a Primary Prevention Strategy to Combat Violence against Women- *Gender and Development* **15** (1): 95–109. doi:10.1080/13552070601179144. JSTOR 20461184.

---

## **ROLE OF THE TEACHER IN INCULCATION OF PEACE EDUCATION AT SCHOOL LEVEL**

**Arpita Biswas**

Student of Education Department (M.ED)

University of Kalyani, Kalyani, Nadia, West Bengal, Mail: biswasarpita51@gmail.com

**&**

**Jayanta Mete**

Department of Education, Simanta Pally, University of Kalyani

P.O. Kalyani – 741235, Dist. Nadia, West Bengal, Mail: jayanta\_135@yahoo.co.in

### **Introduction**

The term 'peace' not only implies the absence of violence, conflicts but also focuses on the fostering of social, economical, political justice in the society and ensures that justice prevails in the society and as well as in the people of society. The achievement of peace is a humanizing process for which undesirable tendencies of people are reduced. It is the most desirable, ultimate, everlasting component for any human being. Del Vasto states, "Before you can spread peace on earth, you must have brought it into your own home, and there can be no peace in your home if there is none in your heart."

As human being is most intelligent among all animals in the world it is very difficult to live together peacefully because it needs patience, understanding, sympathy, empathy, emotions, sensitivity, critical thinking, love, kindness, faith, commitment, Co-operation etc. Education only has the ability to face and overcome the difficulty or challenge because Education has the power to build a culture of peace.

National curriculum Framework 2005 states that " Education in true sense should empower to clarify their values to enable them to take conscious and deliberate decisions taking into cognizance the consequences of their actions, to choose the way of peace rather than violence; to enable them to be makers of peace rather than only consumers of peace."

### **Objectives are as follows:**

- To know the role of the teacher in peace building
- To understand the attribution of the teacher in developing characteristic features which are the outcome of peace education.
- To inculcation of peace education at primary and secondary level

**Concept of peace education**

Peace education comprises of two concepts, peace and education.

**Peace –**

Peace is the violence less, conflict less stable condition in which human being can do his task without any stress and strain.

In a peaceful condition a human being can live without any fear of harm

**Characteristics of peace-**

Characteristics of peace are as following-

- Absence of tension, stress, strain.
- Absence of conflicts, wars.
- Absence of violence or non violent social structure.
- Absence of injustice and exploitation.
- Co-operation, understanding.
- Preservation of natural resource, ecological balance
- Peaceful mind and society.

**Education -**

Education has come from two Latin words 'Educare' and 'Educatum'. 'Educare' means to train and mould, 'Educatum' denotes the act of teaching Educator or the teacher uses appropriate methods to develop the potentialities of the students in a desired direction.

Peace education encompasses the key concepts of peace and education. Peace education becomes more relevant when it is adopted according to the social and cultural context, need. Peace education is also enriched with the cultural, social, spiritual values of the particular society. Peace education also makes people aware of the educational policy, planning and practice.

Though there is no universally accepted definition of peace education. Here some definitions are given-

" Peace Education is defined as the process of promoting the knowledge, skills,

attitudes and values needed to bring about behavior change that will enable children, youth, and adults to prevent conflict and violence, both overt and structural ; to resolve conflict peacefully ; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national and international level"- UNICEF

"Peace Education is grounded in active citizenship, preparing learners for assiduous participation in a democracy, through problem- posing and problem- solving education and a commitment to transformative action in our societies". (John Dewey ,1938)

"Peace Education is a mechanism for the transformation from a culture of violence to a culture of peace through process of conscientization"- (Freire,2006)

### **Importance of the nourishment of peace in children's mind:**

The development of the sense of security starts from the childhood. According to Maslow, after fulfilling of physiological needs or the primary needs (needs for water, food, sleep etc) the security need arises. The need for a safe, secure environment comes before the child. To fulfill the need the teacher should take some steps beside parents. The teacher should develop a educational climate which will be warm encouraging, personal, democratic not authoritarian and fearful. The teacher should approve the student's emotion, interest, need and opinions.

The student can attain his education properly if he is ultimately to be at peace with himself. According to psychologist Erickson, during 4 - 6 years old children continue to develop more independence and start to do thing independently or on their own.

The word peace ('shanti') not only means lack of war, conflict but also means the social security for every person. From this perspective peace is a condition in which a person can live and do his activities without any fear, hesitation and stress.

For living peacefully, peace in human mind is not enough, peace in the outer world is also very necessary.

A human mind feels peace only when it feels secure or feels safe from harm in his environment and does his job without any stress and strain.

If the child does not feel safe to do his activities willingly, he may develop guilt over their desires and needs. So, peace in the mind of the child and peace in the environment is very necessary for the development of the personality of the child.

**Characteristic features as an outcome of peace education:**

The characteristics are as following –

**Co-operation –**

Students should be able to appraise the value of helpfulness. They will do any activity with others in a group or in a Co-operative way. They will be able to respect others contribution in a task to achieve the same goal.

**Sympathy-**

Students should be able to sympathize others feelings and stretch their helping hands to other people.

**Empathy –**

Students should be able to feel sensitively others problems, sufferings. They can feel the situation imaging themselves in the same situation and take initiative steps according to their ability.

**Analytical thinking –**

Students should be able to analyse the reason of the conflict systematically and suggest solutions in their own way and they can also be able to implement the solutions if it is possible.

**Adjustability-**

Students should be recognize the necessity of behavioural change and adaptation of the new situation and behave according to the circumstance.

He should be able to control their negative emotions like anger, fear, tension, anxiety, jealousy etc.

**Critical thinking-**

Students should be able to think the issues critically and change their opinions in the face of new situations, problems, challenges. They should be able to solve the problems with argumentative reasoning way.

**Role of the teacher**

Teacher uses proper method to develop the potentialities of the students in a desired

direction and this teaching method also influenced by the teachers' behavior, personality traits how teacher speaks, responds to challenges and looks at issues more than the subject matter of his classroom teaching, so children learn peaceful behavior more from the ways of teachers behavior a lot. For student teacher is a role model and the curriculum for the students should be prepared keeping in mind the importance of nurturing the capability of preserving and introducing peace culture among students. The peace culture is enriched with cultural and spiritual values together as well as with the universal human values, so peace can be promoted through education by the teachers by developing awareness, values towards peace. Teachers are like the pillars upon which the whole structure of the society stands. He/ She is the torch bearer of the society. Hence teacher has the prime role to promote peace in the society and through society in nation.

The teachers in any country always get great respect and regard from the society as teachers are the builders of the nation. They prepare people of the nation. They prepare persons for every sector of human activity. The quality of people and their level of thinking largely depend on the contribution of the teachers in their lives. Supporting this view Mahatma Gandhi also said "I have always felt that the true text book for the pupil is his teacher. I remember very little that my teachers taught me from books, but I have even now a clear recollection of things they taught me independently of books." We can add another speech of M.K. Gandhi "If we are to teach real peace in this world and if we are to carry on a real war against war, we should have to begin with the children." It can be said that if we want to "reach peace, we need to teach peace."

### **Methodologies used for inculcating peace education:**

There are several methodologies which can be used by the teachers of primary and secondary school for inculcating peace education.

#### **Story telling method -**

Teacher can tell some short stories to the children with a moral for each story at the end and ask the students to think and discuss about the implication of this moral in their daily life. At the end of the discussion one of the students from each group will tell the group opinion in front of the class.

In the secondary schools teachers can tell some stories of historical incidents and after

the end of the story students will tell about the relevancy of the incident in our present life. The whole work will be accomplished in a group. This method will increase the students' interaction, friendly-ness among them. They will be able to show respect to others opinion. They will learn Co-operation as well as moral values will inculcate among them.

### **Rational analytic method-**

Using this method the teacher can develop their value judgment power or values at intellectual level. Students will be able to judge between right and wrong, good and bad, opines on different policies.

### **Transpersonal strategies-**

In Indian culture peace education emphasis on self-analysis and spiritual practice. Different transpersonal strategies like meditation, introspective analysis may encourage peace education.

### **Role playing method –**

Different historical incidents, stories with morals (like the story of panchatantra etc) can be played by the students of primary and secondary schools and this will be helpful to promote aesthetic values, helpfulness, tolerance, human rights etc.

### **Project work-**

Project work is very helpful for inculcating sympathy, empathy, Co-operation, friendliness among students.

Some other steps which can be taken by the teachers for inculcating peace in students are as following-

- The teacher should behave non-judgmental, pleasant, calm, supporting. He or She provides praise for correct responds instead of punishment for incorrect responds.
- The teacher should provide positive comments and feedback rather than negative.
- The teacher should show trust towards students' thoughts, opinions and judgments.
- The teacher should develop a classroom environment where students are positive and nonjudgmental.
- The teacher should develop a classroom environment where students are positive and nonjudgmental.

- The teacher should involve students in cooperative learning in such a way that trust and cooperative feeling can be developed in students.
- The teacher should carry a curriculum to encourage children to be empathetic and good listeners.
- The students should be involved in different community outreach programmes.
- The teacher should encourage all students for class participation and taking responsibilities.

**Conclusion:**

At the end of the discussion it can be said that children of today is the future responsible citizens of tomorrow. In order to secure our future, the enormous human resource of the young children will be taken into account as the primary factor of peaceful social change. The building of peace culture can start only with pupil, their socialization, enculturation, organization and discipline. In order to achieve all these teacher can play a vital role through his teaching process.

According to globally renowned expert and experienced peace education Betty Reardon “Teacher should be a responsible global citizen, an international agent of culture of peace, a pioneer of vision, capable of hope, imaging of positive change. He must understand that education should be a mean towards a constructive change.”

As an initiator of learning teacher creates interest among the learners and introduces activities and applies strategies like questions, stories, discussions, examples, role play are helpful in promoting peace through teaching learning.

As a climate builder he/she provides a tolerant, warmly, supportive, caring, safe inclusive environment in his classroom and school. His or her role in creating a positive climate in the classroom is of paramount importance. It is his/her attitudes, patience, sympathy, empathy, democratic ideals, cordial relationships and humanistic approach that determined the nature of the classroom climate. He must show impartial attitude towards all learners, irrespective of their caste, creed, religion, gender and other social parameters.

Above all warm, affectionate and mind-blowing approach is the corner stone of nourishing peace in mind and attitude of the students.

**References:**

- Pal, Aabhijit kumar, Human Rights and peace education, STT College Publication, Purulia.
- Chanda, Binkayak, Haldar, Tarini, Teacher's Role to promote the value and culture of peace, STT College publication, Purulia.
- Pradhan, A, Peace and Human Security: A critical Appraisal, STT College Publication, Purulia.
- Hui, S.K, & Sarkar & Avijit( ), Peace Education in Secondary School curriculum, STT College Publication, Purulia.
- Padhi, sambit Kumar,( ) A conceptual Analysis of peace Education and its Relevance, STT College Publication, Purulia.
- Ghosh, T. K , A Contemporary study on Peace-Economic Inequality and Education STT College Publication, Purulia.
- Guha, D( ), Motivation, Module (Part I , Part II ) for two year post Graduate Degree programme of Distance Education, University of Kalyani.
- Purkait ,B.R (2015) , Principles and practices of Education, New central Book Agency (P) Ltd, Kolkata,

---

**PROFESSIONAL STRESS OF TEACHERS IN TRIBAL AND NON TRIBAL AREAS OF TRIPURA.****Dr. Tinku De (Gope)**

Assistant Professor and Head(in-charge), Department of Education

Tripura University.

Email –degopetinku@gmail.com

**ABSTRACT**

*The role of today's teachers has become very challenging, complex and multifaceted on account of the explosion of knowledge and radical changes occurring in the content areas of all disciplines. This changing need of the knowledge society continuously increases the responsibility of teacher. The non-stop demands of the stakeholders sometimes adversely affect the mental and physical health of the teachers. Studies have shown that teaching is a stressful career and this can lead to teachers suffering from burnout (McCarthy, Lambert, O'Donnell, & Melendres, 2009). Tripura is a hilly state in the North – Eastern region of India, is the home land of different tribes. Tribal's of Tripura represents 31.8% (Census 2011) of the whole population of the state. The present study has been conducted to compare the professional stress of school teachers' in relation to the location of areas belonging tribal and non tribal areas of Tripura. In this study professional stress of teachers has been measured by using a standardized scale of Teacher's Stress Scale Developed by Tinku De. The sample consist 200 secondary school teachers of west Tripura district which includes 100 teachers' from tribal area and 100 teachers' from non- tribal area. The collected data has been analyzed by using SD, Mean, Percentage and 't' test has been used for the analysis and interpretation of data. The findings of the study reveal that there is significant difference between the teachers' of tribal and non- tribal areas in terms of their professional stress and teachers belonging to tribal area are more stressful than their counterparts of non tribal area. The result of the study also shown that there exist significance difference between the male teachers' of tribal area and non tribal areas in relation to their professional stress and male teachers' of tribal area experienced more stress than male teachers of non tribal area. The study has revealed that there was no appreciable difference between professional stress of female teachers in relation to the location of school areas.*

**Key Words:** Teachers, Professional Stress, Tribal Area, Non Tribal Area, Male Teachers.

---

## INTRODUCTION

A healthy job is likely to be one where the responsibilities on employees are appropriate in relation to their abilities and resources and to the support they receive from people who matter to them as health is not merely the absence of disease or infirmity but a positive state of complete physical, mental and social well-being (WHO, 1986). A healthy working environment is one in which there is not only an absence of harmful conditions but an abundance of health-promoting ones. Stress occurs in a wide range of work circumstances but is often made worse when employees feel they have little support from supervisors and colleagues, as well as little control over work processes. Today, there is a tremendous change in social system and technological developments. As social and technological changes are rapid, there is a rapid change in schooling and role of teacher also. New ideas, change in values and knowledge, have changed the responsibilities of teachers too. Today, teaching profession is considered one of the most stressful and demanding profession. In a review article on teacher stress and coping, Kyriacou (2001) reported that a quarter of teachers believe their profession to be either very or extremely stressful. Studies have shown that teaching is a stressful career and this can lead to teachers suffering from burnout (McCarthy, Lambert, O'Donnell, & Melendres, 2009). Stress affects the efficiency of individual. Therefore, it also effect on efficiency of teachers'. A stress free teacher makes classroom effective than a stressful teacher. Hence the present study aimed to study the professional stress of teachers at secondary level belonging to tribal area and non tribal area of the state Tripura.

Research suggests that gender may be an important demographic characteristic to be considered in the experience of stress (Jick & Mitz, 1985). Mondal et al. (2011) found a significant difference between male and female teachers, with male teachers having more psychological stress and physical stress than the female teachers. Also, male teachers were reported to be more insecure and emphasized financial concerns, while females expressed concerns about intrinsic facets of their jobs (Rosenblatt et al., 1999). In a study De (1997) found that the male teachers were found to have higher means than those of their female colleagues in their professional stress. Hence, the present study is aimed to study the present status of professional stress of secondary school teachers in relation to gender also. Austin et al. (2005) contended that stress is the totality of the responses to the individual's environmental demands and pressures. Stress is also a combination of physiological and

psychological reactions that negatively affect individuals as a result of the conditions in their environment (Okeke and Dlamini 2013). Therefore, stress effect on teaching task of teachers. So, there is a need to provide proper conducive environment and support to teachers to maintain individual stress at their workplace. Teachers should be positive in facing their challenges, which will help them in improving their functional skills and reduce stress, so that their profession is not affected. Thus, the present study is an attempt to study professional stress of secondary school teachers in relation to gender and location of school.

### **Review Related Literature**

The purpose of the review related literature is to build up in the context and background of the research as well as to provide a basis for formulation of the title objectives and hypothesis of the research studies.

Biswas & De (1993) found that the secondary male teachers belonging to the open organizational school climate experienced less composite professional stress in comparison to their colleagues belonging to the paternal school organizational climate. Brintha.S & Dr.K.S. Ramakrishnan (2013) conducted research on stress of higher secondary school teachers in relation to the academic achievement of their student and found that stress of school teachers have an impact on the academic achievement of the students'. Thus there was a relationship between the stress experience scores of higher secondary school teachers and their student academic achievement scores.

Jack N. (2011) analyzed the occupational stress factors identified by certified teachers and concluded from this study that teachers exhibit a moderate degree of occupational stress. stress is present among teachers at all levels of experience, though differences exist in stress levels based on length of service or based on gender. Differences in stress levels were identified based on grade level taught, with elementary school teachers exhibiting higher levels of stress than did middle school or high school teachers.

Reddy, V.S. and Ramamurthi, P.V. (1991) in their study on the relation between stress experience on the job-age, personality and general ability" analysed the influence of age, personality and general ability of the individual in the perception of stress. it was found that only age influenced the perception of stress. There was only very limited contribution of personality and general ability of the individual to the intensity of stress experience of the individual.

Lewis R. (1999) in his study on teachers coping with the stress of class room discipline explains that the teachers' estimations of stress arose from being unable to discipline pupils in the way they would prefer. The researcher has concluded that the class room discipline is also a significant source of stress.

Fisher, M. H. (2011) studied factors influencing stress, burnout, and retention of secondary teachers and stated that burnout were found to be statistically significant predictors of job satisfaction; years of experience, job satisfaction, and burnout were statistically significant predictors of stress; and job satisfaction, preventive coping skills, and stress were statistically significant predictors of burnout.

A. Hasan (2014) studied occupational stress of primary government and private school teachers. Findings revealed that in general, the primary school teachers have found to be highly stressed. In the case of private school male teachers, the private school female teachers have also found to be significantly highly stressed than their government school female counterparts.

Jamal (2006) studied organizational commitment in relation to occupational stress, job satisfaction, employees' morale and socio-emotional school climate and findings revealed that occupational stress and employees moral as a whole and its components like workload, student misbehaviour, classroom resources, poor colleague relations, etc. were predictors of organizational commitment and affective commitment.

Jamal and Raheem (2007) designed a study to know how the dependent variable organizational commitment was related with each of the independent variable i.e. teacher stress, job satisfaction, teacher morale and socio-emotional school climate for male and female teachers. Findings showed that the independent variables i.e. teacher stress, job satisfaction, teacher morale and socio-emotional school climate were related with the dependent variable organizational commitment. Teacher stress was negatively correlated with organizational commitment implying that if the teachers were expected to be committed to their organizations then they must be free from stress. It was also found that job satisfaction was positively correlated with organizational commitment.

### **Significance of the study**

Globalization has affected many areas of human life, including education. It has

created an information based society. Educational scenario is rapidly changing because of globalization. New ideas, change in values and knowledge, have changed the role of teachers too. The changing needs of the student and advancement of technology has widened the responsibilities of teacher. The demands placed on teachers have a major impact on their health, both mentally and physically, as they have been shown to be associated with outcomes ranging from headaches to cardiovascular disease, as well as depression, poor interpersonal relationships, and deterioration in work performance. This health related outcomes have been shown to lead to emotional exhaustion and burnout (Greenglass et al., 1998; Maslach et al., 2001; Mearns & Cain, 2003; Rubino et al., 2009). Teachers who become burned out may be less sympathetic toward students, may have a lower tolerance for frustration in the classroom, may plan for their classes less often or less carefully, may fantasize or actually plan on leaving the profession, may feel frequent emotional or physical exhaustion, may feel anxious, irritable, depressed, and in general, may feel less committed and dedicated to their work (Farber & Miller, 1981). Teachers' are unable to work resourcefully due to stress. Therefore, it is very important to reduce the stress of teachers and help them to face challenges in this competitive era. Research shows that high level of stress reduces effectiveness of teachers and a stressful teacher is unable to make learning better. Thus, it is very important to conduct research on professional stress and to address the coping strategies to the teachers. Tripura is a tiny state of North-Eastern part of India, having 978 secondary schools (as on December 2014) distributed throughout the length and breadth of this hilly State. In a study De (1997) found that the male secondary school teachers of Tripura experienced more stress in comparison to their female counterparts. Though, the study was conducted on beyond the jurisdiction of TTAADC. A keen scrutiny of the empirical studies on teacher stress dictated the researchers to select locality of school as the variable for the present study. No study has been done on this area as per the knowledge of the present researchers where as locality of school is an very important factor of quality education. Therefore present study has been conducted to compare the professional stress of secondary school teachers' in relation to the location of school (tribal and non tribal areas) in Tripura.

### **Objectives of the Study**

The present study has been conducted with the following objectives in view:-

- i. To study the professional stress of teachers in tribal and non tribal areas of Tripura.

- ii. To compare the professional stress of male teachers in tribal and non tribal areas of Tripura.
- iii. To compare the professional stress of female teachers in tribal and non tribal areas of Tripura.

### **Hypotheses of the Study**

In the light of the objectives following hypotheses have been formulated:-

**H01** There is no significant difference between professional stress of teachers in tribal and non tribal areas of Tripura.

**H02** There is no significant difference between professional stress of male teachers in tribal and non tribal areas of Tripura.

**H03** There is no significant difference between professional stress of teachers in tribal and non tribal areas of Tripura.

### **Methodology**

In this present research, descriptive survey method was used for the collection of relevant data. The schools have been selected from west Tripura district. The size of sample was 200 which include 100 teachers from tribal areas and 100 teachers from non-tribal areas from the secondary school of west Tripura district.

### **Population of the Study**

The population of the present study constituted the teachers who are employed in secondary schools of West Tripura District.

### **Sample and Sampling Technique**

In this study stratified random sampling was adopted for selection of sample. The size of sample is 200, which include 100 teachers, from tribal areas and 100 teachers from non-tribal areas. Data have been collected from the secondary schools under tribal area and non tribal area of west Jirania and Mohanpur subdivision of west Tripura district .

### **Variable of the Study**

The variable of the present study as follows:

**(i)Teachers Stress,**

**(ii) Teachers' of Tribal areas****(ii) Teachers of Non- tribal areas.****Definition of the term:****(i) Teachers Stress**

Teacher professional stress referred to teacher's negative affect resulting from their interaction with the various aspects of their job, such as monetary and other facilities, human relations, work-ethos, security, recognition etc. and producing different psycho-social dynamics of reactions in the form of frustration, conflicts, anxiety and alienation.

**(ii) Teachers' of tribal areas**

The Constitution of India, under Articles 244(2) and 275(1), refers tribal areas within the States of Assam, Meghalaya, Tripura and Mizoram specified in parts I, II,II(A) & III of the paragraph 20 of the Sixth Schedule where Autonomous District Councils have been set up. In Tripura, TTAADC (Tripura Tribal Area Autonomous District Council) was set-up in 1985. Though the secondary schools located in Tribal area are not controlled by TTAADC. These are controlled by government or private organization and mostly situated in interior village of Tripura.

**(ii) Teachers' of Non-tribal areas.**

Teachers of non-tribal area means the teachers of those school which are controlled by government or private organization and mostly situated in town or village but not in interior village and also out of the area of TTAADC of Tripura.

**Tool of the study**

Teachers Stress Scale (TSS- TD) has been used for collecting data for measuring stress of the secondary school teachers.

**Statistical Techniques used for the study**

The collected data has been put to suitable statistical analysis in order to arrive at definite conclusions in the light of proposed objectives. Different statistics like SD, Mean, Percentage and 't' test has been used for the analysis and interpretation of data.

## Analysis and Interpretation

### OBJECTIVE - 1

To study the professional stress of secondary school teachers in tribal area and non-tribal area of Tripura.

**H01** There is no significant difference between teachers in tribal area and non tribal areas of Tripura in their professional stress.

**Table no 1.1:- Showing significance difference between means of teachers' belonging tribal area and non – tribal areas'.**

Variable	Mean	SD	N	df	t - value	Level of significance
Teachers' of non tribal areas	118	46.98	100	198	2.14 *	0.05
Teachers' of Tribal	133.51	55.04	100			

\*Significant

### Interpretation:-

Table 1.1, revealed that the obtained t value is 2.14 at 0.05 level of significance which indicates the result is significant. Therefore, it can be concluded that there is significant difference between the teachers' of tribal and non- tribal areas in terms of their professional stress. Poor professional communication, extremes of management style, working with an inexperienced staff, lack of clarity and agreement about organisational values and goals, lack of consideration for the individual within the organisation as well as an uncomfortable working environment have all been identified as organisational sources of stress (Grobler 2002). ). In Tripura, tribal areas having good numbers of educational institution but the teachers are feeling stress much especially male teachers. Practical experience and observation on educational institution able to assume the present researchers that generally teachers are not willing to teach in schools of tribal area belongs to interior village which are far from their own home. They consider it as punishment transfer or punishment posting which may create stress among them. Another problem is language problem. Teachers used to teach in Bengali language. But students of tribal area mostly tribal and they are habituated with kokborak language. Therefore there is a possibility of gap between teachers' teaching and students' understanding. Teachers may not be able to reach the understanding level of student which may results in students' inactiveness in class. This situation may create stress

among teachers. Non-availability of smooth transport system in interior village sometimes creates stress among teachers. Poor accommodation System may be one of the cause of stress among teachers, All. These problem leads to teachers stress in tribal areas Caroline & Moses (2011) stated that stress of teachers caused to poor relation with both administrations. Research shows that heavy workload and time pressure (95.1%), education reforms (86.8%), external school review (70.1%), pursuing further education (60.9%), and managing students' behavior, and learning (57.6%) were the most frequently reported sources of work stress (Alan H.S. Chan, K. Chen, & Elaine Y.L. Chong, 2010).

### **OBJECTIVE - 2**

To compare the professional stress of male teachers in tribal and non tribal areas of Tripura.

**H02** There is no significant difference between professional stress of male teachers belonging to tribal area and non tribal area of Tripura.

**Table no 2.1:- Showing significance difference between means of tribal and non – tribal male teachers'**

Variable	Mean	SD	N	df	t - value	Level of significance
Male teachers' of non tribal areas	127.02	44.63	50	98	2.42 *	0.05
Male teachers' of Tribal	148.89	45.51	50			

\*Significant

### **Interpretation and analysis**

The results in table 2.1 revealed that the obtained t value 2.42 is significant at 0.05 levels which indicate the result is significant. The null hypothesis is rejected because the obtained value is higher than the tabulated value with 98 degrees that of freedom .Therefore it makes clear that there exist significance difference between the male teachers' of tribal and non tribal areas in terms of their professional stress..

In studies on stress, significant differences were found between the stress levels of female and male teachers (Kyriacou and Chien, 2004), male teachers (Borg and Riding, 1991) were found out to be more stressed. In this study male teachers of tribal areas are found

more stressful than the teachers of non tribal areas. This is happening most probably due to some constraints like inadequate infrastructure, poor educational facilities, unhealthy school environment, bad transport system, language problem, lack of interaction with students due to language problem, accommodation problem and adjustment problem of teachers. Research suggest that the lack of effective communication, poor working environment, poor facilities, resource difficulties, relationships with parents and the wider community, work routine, societal attitude toward physical education, low/insufficient remuneration (including salaries, bonuses and allowances), lack of involvement in decision making (Travers & Cooper, 1996; Trendall, 1989; Tuetemann & Punch, 1990) resulting in stress among teachers.

### **OBJECTIVE - 3**

To compare the professional stress of female teachers in tribal area and non tribal areas of Tripura.

**H03** There is no significant difference between female teachers in tribal area and non tribal areas of Tripura in their professional stress .

**Table no 3.1:- Showing significance difference between means of female teachers' belonging tribal and non – tribal areas.**

Variable	Mean	SD	N	df	t - value	Level of significance
Female teachers' of non tribal areas	98.44	59.69	50	98	1.88	0.05
Female teachers' of Tribal	118.44	45.28	50			

### **Interpretation**

The table no 3.1 indicates the result in not significant, because they obtained value (1.88) was lower than the tabulated value at 0.05 level. Therefore it becomes clear that the hypothesis is rejected and there was no appreciable differences found between professional stress of female teachers of tribal areas and non tribal areas. Generally women used to involve themselves in fulfilling their responsibilities both at work place and with the duties and responsibilities towards their family also. Thus, they can cope up with stressful situations arise both at home and professional work. In present study the mean score of male teacher is higher than female teacher (Table 2.1 & 3.1). This suggests that male teachers' experience more professional stress level than their female counterparts.

## **Findings**

The important findings emerged out from this study are give below:

- i. The findings of the study highlight that there is significant difference between the teachers' of tribal and non- tribal areas in terms of their professional stress level. Teachers belonging to areas are more stressful than their counterparts of non tribal areas.
- ii. The result of the study shown that there exist significance differences between the male teachers' of tribal and non tribal areas in relation to their professional stress. Male teachers' of tribal areas experienced more stress than male teachers of non tribal areas.
- iii. The study has revealed that there was no appreciable difference between professional stress of female teachers in relation the location of school areas.

## **Conclusion**

Stress leads to the inefficiency of a person. So, there is a need to provide proper conducive environment and support to teachers to maintain individual stress at their workplace. Teachers should be positive in facing their challenges, which will help them in improving their functional skills and reduce stress, so that their profession will not be affected. Geving (2007) found that poor student behaviour is a main contributor to teacher stress, especially in secondary level teachers. These problems lead to teachers stress in tribal. Reasons for teacher stress are lack of administrative support (Blase, & Du, 2008) and the excessive number of tasks that are required of new teachers who have not acquired successful task-management skills (Brown, 2005). The present study reveals that teachers belonging to tribal areas are more stressful than the teachers of non tribal areas and male teachers of tribal areas are more stressful than their female counterparts. So it becomes clearer that teachers are in stress, therefore it should be removed by direct psychological measures of stress like diagnostic tests and consultation should be conducted by the Guidance Centre and Medical Clinic by the authority for reducing stress at working place. Besides that, the institution or management should check that, supervision, support and relationship with the teachers is properly taken care of and enhanced most strongly. Because, an employee's job role is composed of quality work life and is responsible for bringing in maximum amount of job

satisfaction or minimum amount of job stress & anxiety. Occupational stress usually results from conflicting incompatible or unclear expectation that is derived from work environment. Most importantly, it is recommended that principals and supervisors should investigate the causes for stress and evaluate the organizational climate of the school. They should also suggest ways, like workshops and seminars to minimize stress and cope with stress.

## References

- Ahuja, A. (2007) Social Problems in India. Jaipur- 302001: Rawat Publications.
- Ahuja, A.K. & Ojha, A.K. (2009) Welfare and Tribal Development Administration, Jaipur – 302001: Aalekh Publishers.
- Ayoti, A. & Poipoi, M.W. (2011) Factors Contributing to Stress among Public Secondary School Teachers in Vihiga District, Kenya. International Journal of Current Research Vol. 33, Issue, 4, pp.190-193, April, 2011. Retrieved from <http://www.journalcra.com>
- Bala, N., Dangwal, K.L., Kumar, S. (2012). Teacher Education: Quality Concern. Meerut- 205001: R. Lall Book Depot.
- Biswas, P.C. and De, T.(1993). Effects of organizational climate of school on secondary teachers' professional stress:An exploratory study. Indian J. Psychometry and Education, 24(1), 45-52.
- Chan, AHS. (2010) Work Stress of Teachers from Primary and Secondary Schools in Hong Kong. Proceedings of the International Conference of Engineers and Computer Scientist 2010 Vol III. retrieved from [www.iaen.org/publication/IMECS2010/IMECS2010\\_pp1903-1906.pdf](http://www.iaen.org/publication/IMECS2010/IMECS2010_pp1903-1906.pdf)
- De. T.(1997) A study of professional stress of secondary school teachers.Unpub. Doctoral Disst. Univ.Kalyani, W.B.India.
- Fisher, M. H. (2011). Factors Influencing Stress, Burnout, and Retention of Secondary Teachers. Current Issues in Education, 14(1). Retrieved from <http://cie.asu.edu/>
- Ganihar, N.N. (2009). Performance Appraisal of Teachers. New Delhi: Neelkamal Publishings PVT. LTD. Educational Publishers.

- 
- Hart, N.I. (1987). Student teachers' anxieties: four measured factors and their relationships to pupil disruption in class. *Educational Research*, Vol. 29, No. 1, pp. 12 retrieved on from [www.academicjournal.org](http://www.academicjournal.org)
  - Kokkinos, C. M. (2007). Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology*, 77(1), 229-243 retrieved from [www.onlinelibrary.wiley.com](http://www.onlinelibrary.wiley.com)
  - Mangal, S.K. (2008) *Advanced Educational Psychology*. New Delhi- 110001: PHI Private Limited.
  - Manjula, C. (2012) *A Study on Personality Factors Causing Stress among School Teachers Language in India*. Volume 12: 2 February 2012 retrieved from [www.languageinindia.com/feb2012/manjulaezhilmphilfinal.pdf](http://www.languageinindia.com/feb2012/manjulaezhilmphilfinal.pdf)
  - Mehta, A. (2013). A Study of how Emotional Intelligence Reduces Occupational Stress among Teachers. *International Monthly Refereed Journal of Research in Management & Technology* 19 retrieved from [www.abhinavjournal.com](http://www.abhinavjournal.com)
  - Reddy, G. L. & R. Poornima (2012). Occupational Stress and Professional Burnout of University Teachers in South India. *International Journal of Educational Planning & Administration*. Volume 2, pp. 109-124 retrieved from <http://www.ripublication.com/ijepa.htm>
  - Saxena, J., Saxena, M.K. & Ghihar, S. (2009). *Quality Education*. New Delhi-110002: APH Publishing Corporation.
  - Saxena, Swaroop N.R. & Dargan, A.R. (2013). *Teacher and Society*. Meerut- 205001: R. Lall Book Depot.
  - Smith, T. W. (2007). Looking for satisfaction and happiness in a career? Start by choosing a job that helps others. The University of Chicago News Office. Retrieved from <http://wwwnews.uchicago.edu/releases/07/070417.jobs.shtml>
  - Thamarasseri, I. (2013). *ICT Enabled Education Learner and Teacher Perspective*. New Delhi: APH Publishing Corporation.
  - Tripura Education in India. retrieved from <http://www.culturalsurvival.org>

---

**ATTENTION TO AUTHORS**

**JOURNAL OF EDUCATION AND DEVELOPMENT**

- Invites articles from Educationist, Academicians, Social Scientist, Research Scholars, Students, NGOs, Colleges, Universities and Research Institutions.
- The length of the paper should be within 4000 words.
- The references should be followed in APA style.
- The article can be sent along with Abstract in MS-Word format in CD or a hard copy to the Editor-in-Chief or can be mailed to **jayanta\_135@yahoo.co.in** (subject line as “Article for Journal of Education & Development”).
- Journal of Education & Development is published in June & December.

**Disclaimer :** The opinions and views expressed are exclusively those of the authors and in no way the editorial board or the publisher is responsible for them.

**ANY QUERY MAY BE ADDRESSED TO**

**Jayanta Mete**

Department of Education, Kalyani University, Kalyani – 741235, Dist. Nadia, West Bengal, India, Mobile : 09433476662, Email : jayanta\_135@yahoo.co.in

**Published by**

Shri Dipak Das, Jakir Hossain B. Ed. College, Aurangabad, Murshidabad,  
West Bengal, Pin – 742201, India

**Printed by**

Print & Press, B-14/458, Kalyani – 741235, Dist. Nadia, West Bengal, India

---

**JOURNAL OF EDUCATION AND DEVELOPMENT**

**MEMBERSHIP FORM**

Name (in Block Letters).....

Designation.....

Institution.....

Address.....

.....

Phone No..... Mobile No.....

E-mail.....

Journal to be sent to.....

D. D. No..... Date.....

Amount..... Drawn on.....

---

Signature

**SUBSCRIPTION RATE**

**Annual Membership :**

Single copy – Rs. 300/-

Individual – Rs. 500/-

Institution – Rs. 800/-

Extra Postal Charges of - Rs. 50/-

\*Subscription is accepted in cash or Demand Draft in favour of **Jakir Hossain B. Ed.**  
**College, Miapur, Murshidabad, Pin – Pin – 742225, West Bengal, India.**