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Aim and Scope — an International journal of ***Horizons of Holistic Education***(quarterly) aims to publish original research papers, related to the theory and practice of various disciplines of Humanities. We invite you to contribute your fulllength research papers, short communications and Review articles and Articles concerned with holistic modern development in the area of liberal sciences pertaining to the children's studies.

FROM THE VICE CHANCELLOR'S DESK

Education is an important component in the life of every humanbeing. Education assists an individual to broaden the horizons towards perceiving life. Life is a mysterious component that has several questions and clues with confusion. Education is the remedy to assist an individual to find a way and set a path. Over the decades the education has been trying to elucidate the minds of people. But ever since the technology and modernization has entered into the education, the approaches and phase has been critically changed. The craving need for the holistic education has been a need of the hour.

In the words of Miller, 1999 'Holistic education is a discipline of education based on the premise that each person finds meaning, identity and purpose in life through connections to the natural world, to the community, and to human values such as peace and compassion'. Education helps a learner to love the world with the exclusion of no one and nothing.

Every parent expects one's child to be receiving holistic education. Often the parents fail to find such an environment they expect for their child. The governments make the efforts to revamp the educational institutions for building peaceful and happy world. Parents, in increasing numbers, are seeking alternatives to mainstream education. Few could criticize the commitment to academic excellence that most schools and teachers have worked hard to adequate actualize the need. But more and more parents realize that just learning academics is not adequate, and they see young people in their communities suffering from lack of needed learningand live education.

Parents worry about the negative social influence they see heart-rending their children. In fact, the heart of education is the education of heart. Parents see themselves having less impact on their children's behaviour, relationships, and attitudes in accordance with the culture and national requirements. As a result, children's senses of themselves and self-images are under pressure. This pressure is expressed in:

- Increased competitiveness in many aspects of a child's social life, such as sports, out-of-school activities, and of course school.
- Obsessive concern for their "look," from their body shape to their clothes.
- Violence in many forms, from the physical to the psychological and emotional.

The remedy to reduce such pressures lies in minimizing examinations, comparisons and competitions; because every child is unique. That is the reason that education should be designed in such a manner that uniqueness of every child is manifested.

Parents are also worried about negative learning attitudes they see developing in their children. Parents see their children as infants eager to learn, and this eagerness should be channelized in a proper direction. The real meaning of education is tolearn and not to teach. Hence self-learning attitude should be developed in every child. We should cross all the limits abide by the contents of books and school classrooms. That will really help the child to expand his horizon of education and it will fill all the meanings of life in the word “education”.

Many parents also look at our current society in which social problems seem to be getting worse; in which those considered successful are too often greedy, corrupt, and brutal; in which families and communities seem increasingly dysfunctional; and they ask, "Why aren't we as humans learningwhat we need to know in order to live good and meaningful lives?"

It doesn't appear that we will learn such things from learning more mathematics, literature, or history. Parents see the need for their children to learn some things other than academics, and they expect from schools that they give time, attention, energy, and resources to such learning. Parents generally do realise the education as whole which caters the need of children for their holistic development.

Now, it is predominantly popular culture (the media, music) and schools from which young people can learn about what it means to be human. But culture has its own agenda (not the welfare of children), and schools are not designed to replace extended families, communities, and religions. The children should be inclined towards spiritual progress rather than materialistic approach.

Hence, it is a need of the hour that the concept of holistic education should be priority and efforts should be made in accordance to touch the new horizons of education.

Mr. Harshad P. Shah
Vice Chancellor
Children’s University

FROM THE CHIEF EDITOR'S DESK

Education is an important tool which is very useful in everybody's life for the better understanding of the world. Education is what differentiates us from other living beings on earth. It makes man the smartest creature on earth. It empowers humans and gets them ready to face challenges of life efficiently. Education still remains a luxury and not a necessity in our country. Educational awareness needs to be spread through the country to make education accessible. But this remains incomplete without first analyzing the importance of education. Only when the people realize what significance it holds, can they consider it a necessity for a good life.

Today educational structures all over the world are questioned. There is a growing realization that the existing educational systems have created a gulf between the individual and the complex contemporary society. The ecological crisis, the increasing poverty, the continuous violence are some of the features of the modern society. Man is disappointed with the political, religious and intellectual leadership. Humanity is living on the brink of the third world war, which may sound death knell of the entire civilization. The human beings are divided into groups, racial, national, religious, linguistic, economic, professional and each individual identifies oneself with one's group and is ready to defend the ideology and clash with those who are against that ideology. This has become the greatest single cause of insecurity today, leading to violence such as wars, terrorism, rioting and militancy. A person who has got the highest form of contemporary education appears to be no different from the illiterates in this sphere of activity. Contemporary education is certainly not able to solve the present-day problems, prompting us to consider altogether different vision of education. Such a vision becomes all the more important in view of the fact that the dangers caused by the fissiparous tendencies in the past have magnified enormously and one can visualize the total annihilation of mankind by nuclear weapons. Pollution, destruction of the earth's resources and environment is another major problem facing mankind today. Depletion of the ozone layer, air pollution, acid precipitation, heedless depletion of depletable ground water supplies, pollution of rivers and lakes, deforestation, soil erosion, nuclear fall-outs, enormous pressure of exploding population, genetic engineering and experiments in the laboratories of biochemists are threatening distortion of the sources of life itself. In the past, man, animal and nature lived in harmony and

perfect balance. By today's pace of industrialization and the consequent genesis of pollution, the exploitation of nature's wealth, humanity is at the brink of disaster. Education is making efforts to introduce the topics about environmental concern, life skills, values and management skills but due to more stress on mere lip service than on actual action, it has not succeeded in its pious aims. The researcher advocates reviving of our ancient culture to instill values as well as to inculcate among student's life skills, environmental concerns and management skills.

Children's University, Gandhinagar is a unique phenomenon of education that is striving to bring about holistic development. The university that is different with its approaches and techniques to understand and build the people, society and the nation. ***Horizons of Higher Education*** is the initiative of the university that allows the thinkers, scholars and researchers to ponder over the education of present era and link the ideas with varied aspects of integrated human development. This issue is making effort to club holistic education with many different perspectives.

In conclusion, education makes you a better person and teaches you various skills. It enhances your intellect and the ability to make rational decisions. It enhances the individual growth of a person. Education also improves the economic growth of a country, shaping good personality of the teachers, students and of stakeholders. Above all, it supports in building a better society for the citizens of a country. It helps to destroy the darkness of ignorance and bring light to the world. I hope the issue of ***Horizons of Higher Education*** offers all of us new horizons for higher education.

Dr. Jignesh B. Patel
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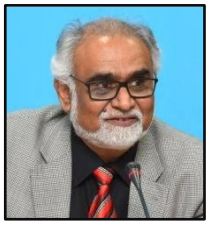

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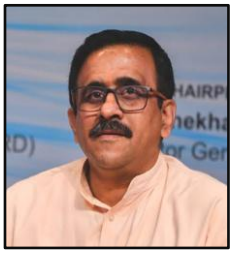

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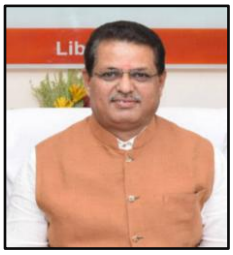

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PRIVATISATION OF HIGHER EDUCATION IN INDIA: PERSPECTIVES OF STUDENTS AND TEACHERS

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ABSTRACT

There is growing privatisation of higher education in India giving rise to a plethora of opportunities and challenges. The present research focuses on studying the perspectives and opinions of one of the stakeholders, namely, teachers about the effects of privatisation of higher education in India in this qualitative study. The study adopted the phenomenological method of research. The study included 32 participants from whom data were collected through face-to-face unstructured interviews. The participants were in the age group of 25 to 56 years for teachers and 19 to 22 for students from government colleges, government-aided colleges and universities and private, self-financed colleges and universities. The study found that the positive effects of privatisation of higher education in India included (a) More Access, (b) Better Facilities for Students and (c) Better Prospects for Teachers. The negative effects of privatisation of higher education in India included (a) Lack of Respect for Teachers, (b) Poor Service Conditions, (c) Poor Salary and Teacher Attrition, (d) Stressful Profession, (e) Business Model and (f) Lack of Inclusive Practices. The participants suggested that there was a need to improve Managerial &Administrative Practices and (b) Clean up Negative Influences. The study also concluded that privatisation of higher education in India has failed to enhance equality of educational opportunity.

***Key Words** : Privatisation, Higher Education, Equality of Educational Opportunity*

Introduction :

The Indian higher education system has been witnessing innumerable changes and challenges over the last three decades. The remarkable increase in enrolment of students has occurred on account of the growing number of higher education institutions (HEI) in the public as well as private sector. The National Policy on Education (1986) stated that "higher education has to become dynamic as never before and to this effect outlines a series of steps including encouraging autonomy, specialization, vocationalization, emphasis on research and development." Since 1990, there has been a phenomenal increase in private HEIs in the subjects like engineering, pharmacy, education, medicine, law, management, allied science, biotechnology, biophysics, biotechnology,

computer science, information technology and nanotechnology with the objective of fulfilling the demands of the youth and enhancing opportunities for employment. Government-aided institutions are yet to strive toward the new challenges thrown up by the private sector due to lack of funding from the government. On the other hand, private HEIs including colleges and universities survive on the fees collected from the students. The admission policy, fee structure, student support facilities, research assistance, extension activities, infrastructure, faculty recruitment and salary structure differ vastly in government-aided and self-financed HEIs. Most students from the lower middle class are unable to pay the fee prescribed by private HEIs. In India, central and state governments provide free and compulsory primary education to all students up to the age of 14 years. Girls get free education up to higher secondary level. In addition, the private sector taken up the challenge as an opportunity to provide education at all levels in general and higher education in particular throughout India.

Privatisation of Higher Education in India

Private enterprise in higher education, is not completely new to India. For instance, the Banaras Hindu University and the Aligarh Muslim University came up with the efforts of devoted individuals and financial support of the community at large. Again, a large number of HEIs in the country especially in the fields of general and professional higher education have been established on private and voluntary initiative of individuals or trusts with (private-aided) or without financial subsidy from the Government (private-unaided or self-financed). However, in the prevalent situation of dwindling public resources and growing need for higher education in India, there is a strong need for private HEIs since the government or the private-aided HEIs cannot cater to the mass need for higher education. Thus, after 1990, there has been a paradigm shift in Indian economic and political philosophy leading to the demand of private universities so as to meet the needs of anticipated open economy and the demand for qualitative human resources and high level of Research & Development.

There is a growing need to analyse the perspectives of various stake-holders about effect of privatisation of higher education in India. One of the important stake-holders of higher education is teachers since they are an important input into the system. The present paper therefore analyses these perspectives as perceived and experienced by teachers especially since it is a developing country with huge number of under-privileged students.

Objective of the Study:

The present investigation was conducted with the specific objective of studying the perspectives of college teachers and students on the effect of privatisation on higher education in India.

Research Questions :

1. What are the positive effects of privatisation of higher education in India?
2. What are the negative effects of privatisation of higher education in India?
3. What are the suggestions for alleviating the problems related to higher education in India especially concerning privatisation?

Scope and Delimitations of the Study :

The scope of the present study included studying the effect of privatisation of higher education in the Indian society. The study is expected to help understand teachers' views and opinion in regards to privatisation of higher education, it does not include students' point of view. The study was qualitative in nature and does not include quantitative approach. The study was conducted on teachers from higher education institutions (HEI) and does not include school teachers. The study was carried out in teachers teaching HIEs situated in Greater Mumbai, New Mumbai, Sindhudurg and Thane. The study was delimited to teachers teaching in senior colleges only and not junior colleges. It included teachers of state as well as private universities. It included teachers teaching in Government colleges, private-aided colleges and self-financed colleges.

Research Paradigm :

A research paradigm is a set of fundamental assumptions and beliefs as to how the world is perceived which then serves as a thinking framework that guides the behaviour of the researcher (Jonker and Pennink, 2010).In the present study, the constructivist or the interpretive paradigm was adopted. Interpretive research is a research paradigm that assumes that social reality is subjective and multiple rather than singular or objective. Further, it is shaped by human experiences and social contexts known as ontology and is therefore best studied within its socio-historic context by reconciling the subjective interpretations of its various participants known as epistemology.

Research Approach :

The present study adopted the qualitative approach.

Epistemological Dimension of the Study :

My epistemological position regarding the study I undertook can be

formulated as follows: a) data are contained within the perspectives of people that are involved with privatisation of higher education for equality of educational opportunity either as a teacher or as a student; and b) because of this I engaged with the participants in collecting the data.i.e. the study has adopted the inter-subjective epistemology.

Ontological Dimension of the Study :

In the present research, an attempt is made to understand that social phenomena are created from the perceptions and consequent actions of those social actors concerned with their existence. The ontological position in the present study posited that social phenomena and their meanings are continually being accomplished by social actors i.e. reality is socially constructed.

Methodology :

The present study has adopted the phenomenological method wherein an in-depth analysis of the experiences and perceptions of selected teachers and students in HEIs has been conducted with the objective of understanding the essence and meaning of the teachers' and students' perspectives and perceptions about the effect of privatisation of higher education. Phenomenology is a qualitative research approach and is aimed at describing the experiences of human beings regarding a certain phenomenon. A phenomenological study attempts to go beyond biases and preconceived notions and assumptions about experiences, feelings and responses of human beings to a particular situation. In the present research, there is an attempt to understand the effects of privatisation of higher education for enhancing equality of educational opportunity in India through phenomenological research. It allows the researcher to delve into the perceptions, perspectives, understandings and feelings of those teachers who have actually experienced or lived the phenomenon or situation of privatisation of higher education for enhancing equality of educational opportunity in India. Therefore, phenomenology, in the present study, is defined as the direct investigation and description of effect of privatisation of higher education as consciously experienced by teachers and students living those experiences. Phenomenological research is conducted in the present study through the use of in-depth interviews of small samples of teachers and students (participants). By studying the perspectives of multiple participants, an attempt is made to make generalizations regarding what it is like to experience the effect of privatisation of higher education from the perspective of those that have lived the experience.

Participants of the Study :

In order to select the research participants for this study, a combination

of purposive sampling technique and quota sampling was used. Purposive sampling design in a qualitative research study is concerned with the depth and richness of experience and points to choosing those students and teachers who can provide this kind of data. There is also a general acceptance that a relatively small number of participants provide a great deal of data, which takes time to analyse and it is not concerned with demonstrating statistical significance or generalization. Quota sampling was used which is a non-probability version of stratified sampling since the researcher wanted to study the perspectives of teachers and students from private-aided as well as self-financed HEIs.

Sample Size :

The participants selected for the present study consisted of thirty two teachers, six from government run colleges, twelve teachers from private-aided colleges and fourteen teachers from self-financed colleges from Greater Mumbai, New Mumbai, Sindhudurg and Thane. Of these twenty one were female teachers and eleven were male teachers in the age group of twenty five to fifty six years. Besides, the study included twenty eight students in the age group of nineteen to twenty two years from the nine colleges affiliated to the University of Mumbai from government run colleges, private-aided colleges and self-financed colleges from Greater Mumbai, New Mumbai, Sindhudurg and Thane.

Tools :

The researcher conducted in-depth individual face-to-face, unstructured interviews of selected teachers and students from private as well as public HEIs. Each interview lasted usually for at least one hour and sometimes two and a half hours.

Data Collection :

The data were collected through individual as well as face-to-face interviews of teachers as well as students.

Steps of Data Analysis :

Phenomenological research study typically follows the four steps listed below:

1. **Bracketing**: The process of identifying and keeping in check any preconceived beliefs, opinions or notions about the phenomenon of the effect of privatisation of higher education for equality of educational opportunity. In this process, I tried to “bracket out” any presuppositions in an effect to approach the study of the phenomenon from an unbiased perspective. Bracketing is important to phenomenological reduction, since it isolates the phenomenon and separates it from what is already known about

it. For this purpose, I first wrote down my own opinions and perceptions about the effects of privatisation of higher education for equality of educational opportunity in India.

2. **Intuition** : I made every possible attempt become totally immersed in the study and the phenomenon of the effect of privatisation of higher education for equality of educational opportunity and I also remained open to the meaning of the phenomenon as described by teachers as they experienced it. The process of intuition resulted in an understanding of the phenomenon and required me to vary the data collection methods or questions until that level of understanding emerged.

3. **Analysis** : The process of analysing data involved me in becoming fully immersed into the rich, descriptive data and using processes such as coding and categorising to organize the data. The goal was to develop themes that can be used to describe the experience from the perspective of teachers and students who experienced and lived it.

4. **Description**: This is the last phase of the process. I used my understanding of the data to describe and define the phenomenon and communicate it to others.

The first step in data analysis process was to get familiarized with the data through thoroughly reading the transcriptions. This helped the researcher to have in mind what exactly was in the data. This was followed by generation of initial categories by developing labels or descriptions on a list of ideas developed from the transcription already read by the researcher. Related categories were then organized into different themes.

Data Analysis :

In order to have a better understanding of data, teacher and students responses were segmented into three major themes as follows:

- Positive Aspects in Higher Education in India
- Negative Aspects in Higher Education in India
- Suggestions for Improvement

Following table 1 shows the views expressed by teachers as well as students about the effect of privatisation in higher education in India.

Table 1 : Categories of the effects of privatisation of higher education in India.

	Statements	Categories
Participants	**Theme I : Positive Effects**	
Teachers	• Number of colleges and universities have increased. • Possibilities of catering to mass education.	More Access
Students	• More opportunities for technical education. • Access to higher education has improved.	
Teachers	• Some good private universities provide higher education equivalent to western universities providing cheaper alternative to expensive developed countries. • Due to the privatisation of higher education, systematic teaching, discipline, regularity and quality education can be available to students compared to government sector at a higher price. • There is less government control and more autonomy is private colleges and universities.	Better Facilities for Students
Students	• Retired, highly experienced teachers from state or central universities available. • Fast evaluation of students. • Better use of teaching technology in some private colleges. • Better, faster administrative procedures in private universities.	
Teachers	• More teaching jobs are available.	Better Prospects for Teachers
Students	• Appointment of teachers is faster as compared to private-aided and government colleges.	
	Theme II : Negative Effects	
Teachers	• College teachers are no longer respected since now a teacher is a mere service-provider. • In India there is no respect for the teachers now. • The students do not respect teachers and treat them very badly since they pay very high fees. • Students don't respect teachers.	Lack of Respect for Teachers

	Statements	Categories
	• The language used for teachers in their absence is derogatory. • Teacher‘s potential, academic excellence, capability and dedication are completely ignored. • Students have scant regard for teacher's efforts. • Teachers are not respected in India and they have to face daily battles for survival irrespective of whether they are working in a government institution or self-financed institution. • Importance and respect for guru and teachers have reduced. • No facilities for confirmed staff. Newly appointed teachers, too have to bear the brunt of it.	
Students	• Times have changed. At present teaching is not a respected profession. • Bright students do not opt for teaching due to lack of attractive salary. The insulting commentary from the public that wants to reduce their already inadequate wages, seems to have forgotten who it is that has the responsibility of educating their children. • This is a fact of today's scenario that not only students but also the government and other members of the society are not respecting teachers.	
Teachers	• No incentives for working hard and making efforts. • Contract systems, no pension in private colleges, clauses in the appointment letters force the teachers to look out for better job opportunity elsewhere resulting in vacancies in which students suffer. • Although, stated by teacher that ―teaching is the best job, ever. I love it but I am frustrated with the politics played in the college. • In India, there is no job security. • Appointments are based on criteria such as caste or	Poor Service Conditions

	Statements	Categories
	religion (at lower levels) or political contacts (for higher posts). • The return over investment in teaching is diminishing. • Semester system, completion of curriculum, extra-curricular activities and changes in assessment pattern have been stressful for the teachers and in comparison the salary scale is less. • The disadvantages of teaching are well recognised. These relate mainly to the pay situation and the issues around student behaviour.	
Students	• There is a big disparity in the salary paid to teachers in aided and self-financed colleges. • The main deterrent is the poor salary structure as compared to the corporate houses especially when compared with the qualification levels required to be a teacher.	
Teachers	• With privatisation, teachers' service conditions are becoming extremely vulnerable. • Another impact of privatisation which is degrading the standard of teachers is remuneration paid to them. • Privatisation has led to poor remuneration of teachers. • While teachers in government and aided colleges enjoy high salaries and comfortable working conditions, elsewhere they may have financial issues leading to do two jobs in order to survive or they may not have been paid for months. • Demands in private colleges are never ending and to fulfill those, teachers have to walk on the balancing beam and in returns the payment is also less and nor there is respect. • The college management and management mostly prefer cheap and under-qualified teachers especially in	Poor Salary and Teacher Attrition

	Statements	Categories
	private colleges. • The problem we often face in the system is frequent change in the subject teachers; the reason is teachers are leaving; now the question is why? Either they are paid less or they cannot tolerate stress. • Yearly increment differs from person to person in self-financed colleges. • Teachers in private colleges do not get research grants or chances of promotion. • Private institutions do not follow rules and regulations and also the pay scale for the teachers.	
Teachers	• Growing work pressure. • Work pressure is tremendous. • There is mismatch between salary and teachers' workload. • We, all are less paid and overworked in the system. • Language teacher are burdened with extra jobs of corrections, proof reading, editing and compering for programmes etc. • Whether it is college magazine, college websites, brochures etc. as a language teacher my contribution is there. It is a matter of pride for me but at the same time it increases my workload tremendously and sword of dead-line hanging above my head is very stressful and de-motivating. • This job has become too demanding and stressful. • Teaching as a profession has become a demanding job with more stress on parallel duties and responsibilities along with subject specific knowledge and delivery of the same in classroom. • Teachers are expected to be on toes, follow deadlines and be innovative.	Stressful Profession

	Statements	Categories
	• If salary is attractive, work pressure is doubled and there are no fixed working hours. • Frequent exams, government data and election duties make teacher's life more miserable because they are already overburdened with activity based teaching and in-house activities conducted for all round development of students. • Managing 120 students in the class can be very demanding. • Talking for 3-4 hours a day in the huge class without a mike can be quite demanding. • Hampering personal life and health. • Long standing hours, pollution from chalk, mental and emotional stress might hamper their health. • Continuous standing, ill-effects of chalk powder are creating health issues for the teachers.	
Students	• Admissions in private institutions are based on ability to pay fees and not merit. • Private institutions have become a business which provide expensive service to students without social cause. • Education in private colleges has become a commodity. • Business and politics are mixed with private higher education. This affects the life of lower and middle classes adversely.	Business Model
Students	• Such institutions are not inclusive in that there is no provision for reservation for students and teachers. • There is a lack of equality guaranteed in the Constitution of India.	Lack of Inclusive Practices

	Statements	Categories
	Theme III : Suggestions for Improvement	
Teachers	• Some mechanism for ensuring proper working conditions of teachers including salaries need to be developed. • Some steps need to be taken to ensure that qualified teachers are appointed in self-financed institutions. • Some steps need to be taken to ensure that rules are followed in self-financed institutions. • There should be a HR department in colleges and universities.	Improving Managerial & Administrative Practices
Teachers	• A mechanism needs to be developed to stop profit-making in higher education. • Nexus between politicians, businessmen and higher education needs to be broken.	Cleaning up Negative Influences

Results

Theme I : Positive Effects of Privatisation of Higher Education :

These include (a) More Access, (b) Better Facilities for Students and (c) Better Prospects for Teachers.

The government HEIs and government-aided HEIs are fewer in number and the demand for higher education far exceeds the seats available in such HEIs. Thus, opening of new HEIs has provided greater access to students. The admissions, student evaluation and teacher recruitment in private HEIs is faster as compared to the government HEIs and government-aided HEIs. Besides, the overall unemployment is high and thus, teachers find opening of private HEIs beneficial to them since it provides them employment opportunities.

Theme II : Negative Effects of Privatisation of Higher Education :

These include (a)Lack of Respect for Teachers, (b) Poor Service Conditions, (c) Poor Salary and Teacher Attrition, (d) Stressful Profession, (e) Business Model and (f) Lack of Inclusive Practices.

The traditional Indian culture gives immense importance to a teacher and puts him on a pedestal. With growing privatisation, that revered position of a teacher has eroded due to treatment of education as a commodity and that of a teacher as a mere service-provider. It is difficult for teachers to adjust to this

changed scenario. Besides, the salary offered in private HEIs is far below that decided by the University Grants Commission, other service conditions such as leave rules, opportunities for further studies, frequent changes in teachers I private HEIs, focus on making personal profits by the management of HEIs, non-payment of vacation salary of teachers, lack of job and admission opportunities for the marginalised sections of the society are some of the predominant negative effects of privatisation of higher education in India.

Theme III : Suggestions for Improvement :

These include (a) Improving Managerial & Administrative Practices and (b) Cleaning up Negative Influences. Having secured a job, the teachers in private HEIs realise that their working conditions are relatively much poor and thus want better working conditions. Moreover, private HEIs sometimes prefer less qualified teachers so that they would work for less salary. Other rules ad service conditions are sometimes violated in private HEIs. There is also a need for HR department so that there is higher professionalism in HEIs. This suggestion was made by teachers from government colleges, government-aided colleges and private colleges. Hence teachers opined that they would suggest improvement in managerial and administrative practices. The teachers interviewed also felt that due to the nexus between politics and higher education, HEIs have become profit-making entities which needs to be stopped.

Conclusions of the Study : There are both, negative and positive effects of privatisation of higher education in India with reference to equality of educational opportunity. Both students and teachers have identified some positive and some negative effects of privatisations of higher education in India. However, keeping in mind the Indian policy of positive discrimination in favor of disadvantaged sections of the society, it may be concluded that privatisation will not lead to equality of educational opportunities to all sections of the society due to lack of reservation and very high fees.

Discussions :

The findings of the present study are corroborated by Akhtar & Akhtar (2016) who stated that teachers of self-financed colleges irrespective of faculty differences agreed towards the statement ‘The deserving economically backward students will not be able to achieve it because of high fees’, ‘It will lead to commercialization’, teachers disagreed that privatisation ‘It will lead to equality of educational opportunities’. Similar findings have been obtained in a study conducted in Turkey by Erdoğan’s (2011) in his postgraduate thesis on analysis of privatization according to worker expectations through a case study which pointed out that workers in general have

negative expectations from privatization. According to the answers that the workers gave, psychological factors such as the concern that wages will fall or becoming unemployed can be listed as factors that negatively affect their expectations. Nijs (2017) from Netherlands in his paper on "Privatisation in Education" stated that by applying a market mechanism to the provision of certain services or products, the provision of these services will be susceptible to market pressures thereby leading to inequality.

Limitations of the Study :

The data were collected from teachers and students of a few cities only. Besides, the number of teachers and students included in this study is small. Hence there is a need for a large, quantitative survey on this topic. Limitations are those conditions or things beyond the control of the researcher that may place boundaries and restrictions on the conclusions of the study and their application to other situations. The research findings of the present study cannot be generalised as research was based on the interviews and number of participants was limited to a few teachers and students of higher education. However, the findings of the present research can be generalised and validated after conducting a quantitative study in future.

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Medium of Instructions: Introspection

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ABSTRACT

India is one of the rapidly developing countries in the world. The society is also wonderfully accepting new challenges and ethos of the new world. Some of our traditions are being wiped out and neo-culture is emerging. Education, too, is also under great influence and one can find some established traditions in classroom teaching. One may call them unnecessary but there are no answers to the excuses the parents have.

The medium of instructions is one of the core issues in contemporary society because we find the people away from mother tongue (first language). There is no doubt in saying that the child should be sent to the school where linguistic environment should not be different from native or intimate environment. It is the requirement for the holistic development of the child. The parents and teachers should have better understanding of development of very young individuals.

The primary aim of this paper is to discuss some of the facts like, acquisition of first language (mother tongue), growth and development during first five years, primary linguistic environment and a role of language in holistic development of an individual. The paper is written with a view to promote healthy and fruitful discussion about medium of instructions.

Keywords: *Medium of Instructions, Acquisition of Language or Language Acquisition, Linguistic Development, Primary Environment, First Language, Second Language, Language*

Introduction :

The language has made human beings different from other creatures and human beings have established supremacy over the entire animal kingdom. The language is the source from where the world of knowledge has emerged. The language cannot be separated from the life and it is one of the acquired behaviours. Nowadays, we find people talking about global development and global needs. We must understand that there is only global need and that has emerged from trade and industry. In search of wealth and prosperity a very small group has set the trend towards consumerism.

Even in education, the trend is seen invariably. It may be north or south, east or west, the parents want to send their children to English medium institutions from the day one of schooling. Everywhere institutions, catering so called need of society, have been established and they call themselves institutions with difference. The parents are attracted and

having little understanding of what kind of initial schooling should be follow others and we find in our societies a very unusual trend of sending their children to schools where medium of instructions is English. Let us try to understand the significance of learning in the school where medium of instructions is the language of respective region.

Medium of Instructions :

Let us try to understand the medium of instructions. Instructions is nowadays very common word used for teaching; the teaching is the process carried out for learning among learners. It is very common process and one can find them easily in classroom teaching. It is the language through which teacher interacts in the classroom. When teacher makes use of native language, it is known to be vernacular medium school or institution. It is better to call the school in which first language is medium of instructions, i.e. Gujarati medium schools, Marathi medium schools, Hindi medium schools, etc. But there are specific schools where English is the medium of instructions, it is better to call the school in which second/foreign language is medium of instructions.

So in our country, the schools are divided among two broad categories, they are schools where first language is medium of instructions and schools where second/foreign language is medium instructions. In this paper, the issue of in which medium of instructions child should learn is discussed at large. There is no issue whether English is second/foreign language and it is the medium of instructions in our country. But we need to understand how the language is being processed in early age, i.e. 0-5 years and 5-11 years.

First Language (Mother tongue) :

Do we really understand the meaning of first language? It is very difficult to answer but one can say our ideas are blurred. The first language is known as language of subconscious because it is acquired naturally from primary environment. Let us understand the term primary environment; it is the intimate environment in which child is groomed. No child is born with language, but it has an innate ability of receiving sounds from its intimate environment. There are numbers of different sounds produced or reproduced around it but it is not responding to them until it is connected with certain notion. All these sounds don't resemble any sense to them because all these sounds are arbitrary and yet infant has to get them registered. Initially, infant pays attention towards any audible sound and responds to it. Gradually, it concentrates to specific sounds and catches them to be registered. This process is known as registering sounds to brain, later in a particular chunk, it relates to any specific object or human being and it starts to respond specifically to such units. This is how the child starts to acquire phonemes of specific language and to arrange them in specific order so that it brings identity and it carries meaning.

The first language is the language that is acquired naturally. The child is not to employ any conscious efforts for learning the language. It acquires its phonology, morphology, syntax and semantics naturally. The initial process of acquiring the language is little slow and gradually it picks up the pace. It is believed that the child gets conditioned with the language when it attains the age around two. It feels comfortable communicating in very intimate environment, it means in family. The child masters the speech when it attains the age around four to five. It means the acquisition of language takes almost 4 to 5 years and child masters producing sounds so arranged that brings meaning to them. Later the child masters reading and writing.

Now it is clear that the first language is the language that is acquired naturally and effortlessly. It means the innate ability of learning the language is being used. As it is acquired from very intimate environment and that is from the mother of the child, so it is better be known as mother tongue. The language that is how acquired becomes the language to be operated within even for internal communication of an individual. So, this particular language becomes the language of individual's primary language. In other words, this particular language is primary linguistic behaviour of an individual. All-natural responses of an individual are being operated in the mother tongue and so it is its first language. This is very natural phenomena and everyone having capabilities of receiving sounds acquire first language. Any normal human being, including mentally and physically challenged can make use of first language. So first language learning solely depends on environment and the child picks up the language which it finds in its intimate environment.

Second/Foreign Language :

The concept of second language is in the country like India because we live in multicultural and multilingual society. So, there is heterogeneity in our country. The second language doesn't exist in unilingual society. Let us understand the term second language. The second language is the language of secondary environment. It means the child finds another language in its primary environment different from intimate environment. One can take example of metropolitan cities in our country. Mumbai is the place where Gujarati child acquires Marathi language simultaneously along with Gujarati. Even in Vadodara, Maharashtrian people use both the languages; Gujarati and Marathi so excellently that one cannot find difference whether Marathi is first language or Gujarati is. But such things happen in very limited area where both the languages are prominently used in intimate and/or primary environment. One of the reasons of acquiring both the languages easily is these languages have common root and structurally they are not different.

There is little difference in second or foreign language, foreign language means no common root and structurally both languages are different. In Kerala and Goa, we may find this distinction because the native language of Keralites is Malayalum and in some of the parts English is so prominent that they can pick it up simultaneously along with their native language; and in case of Goa Konkani people acquire English language. In some of the parts of seven sister states, one can find these phenomena easily. In whatsoever conditions foreign language can be the language of primary environment and it has strong impact on society.

Languages used in Gujarat :

Looking at the distinction between first language and/or second/foreign language one can decide the medium of instructions. In some of the societies, there exists secondary environment where there is little use of second or foreign language. The people may use other language for specific purpose only, it may not be language found having strong impact in the society. In Gujarat, it is very difficult to find very strong secondary linguistic environment except in some of the cities and again in very limited area. The very strong Gujarati dialectical impact is observed in different regions of Gujarat. English is hardly used in society whereas Hindi is being observed emerging trend in all over Gujarat as Hindi movies and Hindi channels are the most popular in Gujarat. The case may be different in different states but here in Gujarat we have Gujarati a first language and Hindi and/or English second/foreign language. There are some of the parts where Marathi, Urdu, Hindi, Marwadi, etc. are observed first language but Gujarati is also observed as the language of primary environment. But in Gujarat, it is certain that English is not a language of primary and/or intimate environment of the child while grooming. This affects learning in secondary environment; let us see how it happens.

Learning in Secondary Linguistic Environment.

The schooling starts after attaining age of 5 years but there is another trend of pre-schooling in our society and it starts at age around 2 years. As we have seen the language is being mastered during first five years of the child along with development of brain and prematurely the child is sent to school having secondary linguistic environment. The registry gets disturbed and the child faces the problems in duality of sounds being registered. There are very limited numbers of sounds do match in reproduction of them in both languages, Gujarati and English. It starts with numbers of sounds, though numbers of phonemes in both languages are close; there are 44 sounds in English and 48 sounds in Gujarati. But real problem is their articulations and great difference in numbers of consonantal and vowel sounds, in Gujarati usually there are 36 consonantal sounds and 12 vowel sounds

whereas in English there are 24 consonantal sounds and 20 vowel sounds. Let us understand that the infant that started registering phones in Gujarati and before registering them and before acquiring basic oral linguistic skills, it is thrown to non-intimate environment. The registry that has already begun has been disturbed severely.

The children who are acquiring languages from dual environment, i.e. primary and secondary, have great impact on its holistic development. The child cannot concentrate on both the languages as it has not attained the age from where it can start learning the second/foreign language in secondary environment. As we know, if child picks up multiple languages from the primary environment both the languages become equally prominent, but one is from primary and another is from secondary environment and that makes no sense.

Another core problem is learning because learning is the ability of learners and it can be attained after the age of 11 years. The child acquires all such skills required for learning during first 5 to 6 years of schooling. It is very difficult learning a second / foreign language of secondary environment because it is learning not acquiring.

The language is not the subject like social science and science; it is the primary life skill and is to be nurtured not to be taught among learners. It is the association and use through which one can attain oral linguistic abilities before going to school. In other words, primary linguistic ability cannot be attained with the help of books; they are nurtured in very intimate and/or primary environment. Let it be understood how these skills can be nurtured in secondary environment where teachers are also from the same, it means the primary environment. Indirectly the teaching and learning may be in the primary environment itself. It is regardless to say in first language only, it is almost impossible in second language. In Gujarat, in the schools where second/foreign language is medium instructions almost the teachers having different tongue, non-native users of Gujarat, are appointed. So, learners have multiple impacts on their linguistic development, they learner neither of languages, Gujarati, English and/or the first language of teacher.

Scientifically, the language learning requires partition in the brain. If language is learnt with the help of first language cannot help them developing some of the mental abilities like thinking, assimilating, problem solving, etc. The mental process carried out other than first language becomes little hazy and learners must spend more time than usual in processing them. Thinking afresh, loud thinking, creativity, spontaneity in response depends on how language is processing information and the first language has the fastest pace for processing them.

The dreams are dreams, and one can dream in the language of subconscious. Even though

learners are learning in other medium, their language of subconscious is their first language and that language helps them building their attitude and aptitude. The submission is in acquiring information in another language which may kill the interest of learning. The reason of curtailing the process of acquiring information or data in the target language is compilation and translation. It is evident from our own experiences that the users of second/foreign language depend on how fast their brain translate the input in their own languages. It means the users do spend more energy in compiling the message received. That leads to halting the conversation and after some time one may stop responding in the second/foreign language. The learners do have this problem of compiling and translating the oral messages. It has been evident from the current practice of the schools that they have been using the primary language swiftly for better understanding.

In the schools of Gujarat there is little more adverse situation do exist. There are three notions in the classroom; one is the primary environment of learners, second is primary environment of teachers other than primary environment of stake holders and third is medium of instructions. These three environments do kill the interest of learning of the learners. The language that learners know doesn't match with the language which teacher uses and both have been using respective languages in evidently foreign environment.

In other words, the medium instructions should be the primary environment of both, teachers and learners, for better and effective classroom teaching.

Summing up :

This paper is drawn out of experiences; hence it needs to be sound base for forthcoming empirical researches. There is emergent need of thinking afresh which may lead us to empirical researches. Only permutations and combinations may derive inappropriate findings, but we need to have to think in such directions where philosophies have answers. The empirical researches may need longer span of time where researchers have to integrate observations with prevailing theoretical concerns of the system. But later it may bring fundamentally viable solutions. One of them is medium of instructions which have three basic disciplines to integrate; they are Psychology, Sociology and Linguistics. Let us have one more branch to added with is Pedagogy, it is certain that amalgamation of these four branches will show us the real and acceptable concerns of Medium of Instructions.

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The Depiction of the Cultural Negotiation between the First and The Second generations in *The Namesake* by Jhumpa Lahiri

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ABSTRACT

In the era of globalization, no culture has remained in the state of purity because of immigration movements across the borders of a nation. This paper addresses the cultural clash when East meets West and the conflict arises between immigrant's native culture and the dominating western culture. It also discusses how the clash between the two cultures of immigrants influences them and causes them the feeling of being torn between two worlds and then how they lead to cultural negotiation to cope with the cultural tensions and the dual loss. With this cultural blending, they begin to feel alienation, loneliness, homelessness, identity crisis and pains of exile. They face the cultural clash and identity dilemma that causes them psychological oppression. On the one hand, they gusto to stick to their own cultural heritage and values while on the other hand, they gradually imbibe the cultural ways of the host country, too. The present paper is an effort to understand the conflicts between the first and the second generations of Indian immigrants as narrated in The Namesake by Jhumpa Lahiri. She traces the conflict between the two generations that leads to the clash between the Eastern culture at home and the Western culture outside home.

INTRODUCTION

In the age of globalization and modern multicultural societies, the immigration movements have increased especially in the twenty first century. The world has become a small global village. The term Migration refers to a process of social change whereby an individual leaves the country of birth and moves to another country for permanent settlement (Ostby, 2013). People from Eastern countries have left their homelands for the Western countries in search of betterment and other various reasons such as political, social and educational ones. Migration is a complex psychological process that influences on individual's identity and causes them various crises and dilemmas.

Immigrants can be either the first generation, as the representative of the

Eastern culture, who emigrate from different countries with different cultural backgrounds and arrive in the foreign countries to begin a long journey of suffering, challenges of adjustments and acculturation in the alien land. In the novel, they are presented by (Ashoke and Ashima), while the second generation, as representative of the Western culture, refers to their children (Gogol, Sonia and Moushumi)who are born, raised and educated in the new surrounding environment in the host country, suffering the feeling of neither/nor.

This paper focuses on the process of negotiation that immigrants produce to cope with the differences and contradictory aspects of life in the new land. The word "Negotiation" has originated from the Roman word "Negotiatori", which means to carry business. "Negotiation is the method by which people settle differences. It is a process by which a compromise or agreement is reached while avoiding argument and dispute" (Hamza, 11).In this sense, Negotiation is a psychological dialogue in the mind of the immigrant to arrive at a compromise with the contradictory aspects and cultural differences through interact, give and take between the two cultures.

Negotiation of immigrants is based mainly on the differences of cultures. The idea of "Cultural Negotiation" used in the studies of the psychology of migration describes the "give and take" of old and new ideas and practices using a "dual frame of reference" (Suarez-Orozco, 1997).This paper uses the anthropological concept of cultural negotiation to analyze the conflict between the parents' culture and their children's mainstream culture. It describes how their children negotiate cultural tension as the outcome of the differences between the heritage inside and outside home. They try to negotiate the contradictory aspects of original and host cultures (Simich et al, 11).

Jhumpa Lahiri is an American –Indian novelist. She is born on July 11, 1967 in London. She immigrates to the United States at the age of two. Lahiri is the daughter of a Bengali immigrant family; she suffers from cross-cultural dilemma and reflects this suffering through her fiction. She occupies a crucial position as a hyphenated author and experiences this kind of being in–between two worlds. As she explains in an interview that she oscillates between the desires of her parents and her need to adjust herself into the American society.

> I wanted to please my parents and meet their Expectations, I also wanted to meet the expectations I placed on myself to fit into American society. It is a classic case of divided identity, but depending on the degree to which the immigrants in question are willing to assimilate, the conflict is more or less

> pronounced. As a young child, I felt that the Indian part of me was unacknowledged and therefore somehow negated, by my American environment and vice –versa –I felt that I led two separate lives".(Agarwal M, 40).

*The Namesake(2003)*is the story of an Indian immigrant couple (Ashoke and Ashima) Ganguli who leave their country India and come to create a new home and life of opportunities in the United States. In 1968, Ashima gives birth to a baby in Cambridge. Ashoke names him after Nikolai Gogol, his favorite Russian author. When Gogol begins his school, his parents give him an official name Nikhilbut Gogol insists on using his name Gogol only. This leads him to feel a sort of identity crisis. Gogol grows up suffering the strangeness of his name so he officially changes it to Nikhil before going to college. Gogol follows the American culture, which is far away from the culture of his parents. His life changes after the death of his father. He returns to live with his mother in Boston and follows her suggestion to marry a Bengali-American girl, Moushumi. The marriage does not remain so happy, so they get divorce. Sonia marries an American man named Ben and lives in Boston. At the end of the novel, Ashima decides to divide her time half in America with her children and half in India with her extended family.

Lahiri depicts the visible cultural gap between the two generations through many differences and conflicts. The main conflicting issue is that the first generations consider themselves as Indians, while the second generations consider themselves to be Americans and America as their true home. The cultural clash makes Ashoke and Ashima feel shocked and theirchildren feel frustrated and caught between their parent's Indian culture and their own the surrounding American culture.

> For the immigrant generation, the return is always to India: Gogol's parents go back to their home again and again for funerals, vacations, and other family functions. America, for them, is not entirely a new adopted home, and India is never completely forsaken. For the children (namely Gogol, his sister, and his wife),it is not India to which they turn for comfort or to reinforce any nascent nationalist impulse, [...]. These children do not see India as their country of origin or as a putative homeland, and they can only define home as the place where their two cultures-merge the literal and metaphysical location is in their parent's house. (Friedman,114,115)

The first generations attempt to preserve their Indian culture by keeping their Indian language, dress, food and religious rituals alive at their home. They consider that the

new culture will threat their old culture and identity positively. They also try to plant a sign of respect in their children for their native culture and homeland. They want them to be abreast with their traditions and values. They intend to raise them according to Bengali culture. When Gogol is six months old, they invite all Bengali friends to a party called Gogol's 'annaprason' (rice ceremony). In Bengali culture, it is a ceremony of feeding solid food for an infant such as rice. They give their children two names according to their culture. They force them to attend Indian gatherings, sit in Pujas, and celebrate their traditional festivals and rituals. For example, when Gogol is in the third grade, "they send him to Bengali language and cultural lessons every other Saturday. In Bengali class, Gogol is taught to read and write his ancestral alphabet and together with other children, he reads handouts written in English about the Bengali Renaissance and the revolutionary exploits of Subhas Chandra Bose"(66). Unfortunately, neither Gogol nor the other children show any interest or enjoyment of these lessons. They teach them to eat their food with their fingers, to mix up the rice with curry, to suck the marrow from lamb and to extract the bones from fish(55), but their children follow American cultural practices such a seating with forks and addressing their parents in English(75). Their children struggle to escape from their parent's cultural practices and ignore their heritage because they do not feel the same kind of link and connection with their ethnic roots. They have some kind of estrangement with their parents and they tend to recognize themselves as citizens of the Western world.

The second generations want to enjoy the American dream and American values of freedom, privacy and independence that conflicted with their old culture. As it is obvious in the novel, the major difference between the Indian and the American culture is with regard to family relations. India is a family–oriented country while America is an individual–oriented country. Indians concern on family values, and respect relations while Americans are committed to themselves only and each individual makes his own decisions. Therefore, when Gogol adapts to American culture, he leaves his family and fell concerned with himself only. He wants to live an independent life, full of freedom and far away from his family's authority and advices. Gogol grows up experiencing the cultural gap with his parents.

The Second generations try a negotiation with their problems of identity. Identity crisis is the main problem that arises when the two different cultures meet together. Gogol always seeks the answer of the question "Who I am? Am I an Indian or an American?. At home, his parents impose on him the Indian traditions and values and outside home, he experiences American culture. He suffers from non-belongingness.

He feels that he does not get acceptance as an Indian in India or as an American in America. Gogol was born in America, therefore he considers himself to be an American, however,he realizes that he is not accepted by American society; the White majority doesn't welcome him in its society because of his ethnic differences. An American woman tells him, "But you're Indian". Lahiri herself experiences this kind of identity crisis which she describes in an interview, "I never know how to answer the question "Where are you from" [….] it bothered me growing up, the feeling that there was no single place to which I fully belong**"** (HMC).

Gogol negotiates his origin and identity when he goes on the school trip to the cemetery. There he finds no grave of his ancestors and then he knows that his relatives were only burned and not buried, "he himself will be burned not buried, that his body will occupy no plot of earth, that no stone in his country will bear his name beyond life" (69). He feels belonging to nowhere. Ashima wonders how the burial grounds and cemeteries consider some kind of art and important place of culture in America, while in her country India ,those places are forbidden places, "only in America are children taken to cemeteries in the name of art. What's next, she demands to know, a trip to the morgue? in Calcutta the burning ghats are the most forbidden of places, she tells Gogol and though she tries her best not to, though she was here, not there, both times it happened, she sees her parents' bodies, swallowed by flames", and remarks that "Death is not a pastime" [---], "not a place to make paintings**"** (70).

Ashoke and Ashimasee their children to be more American, they are "expertly conversing in a language that still at times confounds them in accents they are accustomed not to trust" (65). When Gogol and Sonia gradually grow up, their Indian culture begins to fade away. They lose Indian values and embrace American values, instead. Gogol dates with American girls, while his parents disapprove his behavior. Gogol and his sister become so Americanized that they speak American English fluently, while they cannot read or write Bengali in modest proficiency.

The first generation knows that there is no way but to accept their children's assimilation so, they try to balance life and differences between them. They attempt to cope with their Americanization. The parents accept more and more American values and culture. It was not easy for them, but just for the sake of their children, they do so. They participate in American ceremonies and festivals "for the sake of Gogol and Sonia. They celebrate [---] the birth of Christ, an event the children look forward to far more than worship of Durga and Saraswati "(64).At Thanksgiving, "they

learn to roast Turkeys, albeit rubbed with garlic and cumin and cayenne" (64). In December, they "nail a wreath on their door—to wrap woolen scarves around snow men". They also learn "to color boiled eggs violent and pink at Easter and hid them around the house" (64). For the sake of their children, they also allow them to buy American food and Hems that they only consume, not their parents such as "individually wrapped slices of cheese, mayonnaise, tuna, fish, hot dogs"(65).Although, they do not like this food and Ashima is a vegetarian but she makes sandwiches with bologna or roast beef for her children. She also makes for Gogol "An American dinner once a week as a treat, shaken Bake chicken or Hamburger Helper prepared with ground lamb" (65).In Gogol's fourteenth birthday, his parents make two celebrations, one for Gogol and his American friends and classmates. This one is a typical American party "with pizzas that his father picked up on his way home from work, a basket ball game watched together on television, some ping –pong in the den" (72). The other one is a Bengali party. His mother cooks Bengali food as "lamb curry with lots of potatoes luchies, thick channa dal with swollen brown raisins pineapple chutney, sandeshes molded out of saffron tinted ricotta cheese". (72)

The first generations are worried of their children's American culturzation who prefer American food such as burger, tuna, pizza, sandwiches, and hotdogs, they prefer American festivals such as Thanks-giving, Easter and Christmas. They prefer American clothes than their parents' traditional ones. "Gogol, whose life resembles that of other American children of a certain class-he eats hamburgers instead of traditional Indian foods, grows up to attend Yale, and acquires multiple girlfriends before marriage–spends most of his life traveling away from his Cambridge home," (Friedman ,115). Gogol makes relationships with many American girls such as Ruth, Kim and Maxine. His mother does not confess of her son's dating to her Bengali friends who gossip about it. Dating has no root in Indian culture and then for Ashoke and Ashima, dating has no meaning, they prefer to push him to study harder than experiencing any relations. Their parents fail to keep them attached to their tradition and culture because Gogol and Sonia become older and are more under the influence of their peers and colleagues in college and Americans society. Lahiri mentions this in one of her interviews that "things like dating, living on one's own, having close friendships with Americans, listening to American music and eating American food-all of this was a mystery to them(her parents).(HMC)

The second generations have no memories, no nostalgia, no ties and no thrill of being in India. During their visit to India, they

negotiate the differences between the two-countries. They feel that they do not belong to Indian environment and are eager to come back to America. The children do not like the frequent visits to India because they feel uncomfortable there. They miss American school, friends and their comfort life; from their perspective, America is their country of origin. They travel to a country that they consider foreign and to relatives and extended family that they feel no connection to them at all. They do not have any taste for their food and long meals. Gogol and Sonia feel out of place and as outsiders in India. They could not appreciate the Indian climate. They are always to be "under a mosquito net, bathing by pouring tin cups of water over their heads" (82).They lose their privacy. The emotional affections of their relatives disrupt them. The children wonder how their parents are foreigner in non-Bengali regions of India during a visit to Agra in Delhi to see the TajMahal. Gogol and Sonia get terribly ill in India. According to Friedman "children of immigrants don't always feel closely tied to their country of origin but rather, they feel American. They move fluidly between the private sphere of their Indian home life and the public sphere of their American experience. Their behavior is a Kin to that of tourists in their home countries tourism"(115). Gogol feels exiled in India. On the contrary, Ashoke and Ashimaget a temporary relief when they visit their homeland for eight months. They smile all the time, feel confident with the people of their origin to such an extent that their children have never seen their parents "slip into bolder, less complicated versions of themselves, their voices louder, their smiles wider, revealing a confidence Gogol and Sonia never see on Pemberton Road" (81-82). After their visit to India, Ashoke and Ashima feel physical and emotional dislocation and exile again with much suffering of pain and loss, but their children feel pleased to return to their place of origin. In America, they feel at home again. This shows the huge basic difference of affiliation between the two generations. In her interview, Lahiri shows the difference of experience between the two as,

> "I think that for immigrants, the challenges of exile, the loneliness, the constant sense of alienation, the knowledge of and longing for a lost world are more explicit and distressing than for their children. On the other hand, the problem for the children of immigrants….those with strong ties to their country of origin…. is that they feel neither one thing nor the other". (HMC)

In America, when children become sixteen, the control of their parent ends and they enjoy their individual liberty, the parents never interfere in their children's personal life. On the contrary, in India, the control of the parents over their children continues till

the end of their life and this is exemplified by Ashima who wants to control the life of her children. She wants Gogol and Sonia to marry Indians instead of Americans. Ashima disappointed when her children behave like Americans, she dissatisfied when Gogol involved in affairs with white women like Ruth and Maxine and when her teenage daughter wants an Americanized look by coloring her hair or getting additional ear piercings. Lahiri describes the quarrels between parents and their children as the generational clash. For example, it occurs when Ashima has problems with her daughter's American behavior and attitude. "Ashima lives in fear that Sonia will color a streak of it blond, as Sonia has threatened on more than one occasion to do, and that she will have additional holes pierced in her earlobes at the mall. They argue violently about such things, Ashima crying, Sonia slamming doors" (107) .

Gogol negotiates the differences between his parents' Indian culture and Maxine's American culture. In his attempt to distance himself physically and psychologically from his parents' culture and life, he lives in his American girlfriend's house. He easily adapts himself into Maxine's American world. He finds living with them so easy, comfortable and cozy "from the very beginning, he feels effortlessly incorporated into their lives" (136). He negotiates the different food style as Maxine's mother serves so few dishes to a guest such as "a thin piece of steak,…the green beans boiled,…roasted red potatoes…and afterward a salad," unlike his mother whose table "would have been lined with a row of serving bowls" and she has kept her eyes trained on a guest, insisting he has second plate and then third, but Lydia pays no attention on his plate. They discuss their important talks at mealtimes that Gogol is not accustomed to. He participates in their dinner parties with New York editors and gallery owners. He drinks their wine and listens to their music. He gets astonished at the kind of relationship between Maxine and her parents as her friends, the feeling that is missing with his parents. Gogol admires and fascinates their American life. In living with American family, "he feels free of expectation, of responsibility, in willing exile from his own life" (142)

The author herself talked about the experience of generation gap and clashes between her and her parents at home and her American environment outside home,

> I fell short at both ends, shuttling between two dimensions that had nothing to do with one another. At home, I followed the customs of my parents, speaking Bengali and eating rice and dal with my fingers. These ordinary facts seemed part of a secret, utterly alien way of life, and I took pains to hide them from my American friends. For my parents, home was not our house

> in Rhode Island but Calcutta, where they were raised. I was aware that the things they lived for –the Nazrul songs they listened to on the reel-to-real, the family they missed ,the clothes my mother wore that were not available in any store in any mall...were at once as precious and as worthless as an outmoded currency. I also entered a world my parents had little knowledge or control of: school, books, music, television, things that seeped in and became fundamental aspect of who I am". (My Two Lives, 2013)

For Gogol, the sudden death of his father makes him reconnect himself with his loss of origin and Bengali tradition. He returns to his parents' house and to his Indian culture and he decides to accept his hyphened identity and be proud of it. He insists to get together the two worlds. Gogol divides his time "between New York (his adopted home) and Cambridge, his parental home, (Friedman, 123) .

At the end of the novel, Lahiri makes her reconciliation to fill the gap between the two generations. "The first generations divide their time between the two countries as Ashima decides to return to India, living part of the year there and part of the year in America"(Friedman, 123)"both Indian and American cultures bleed into one another when they encounter each other on American soil and Indian Immigrants are open to Americanization and cosmopolitanism" (Frediman,118).

Conclusion

Jhumpa Lahiri portrays many differences and clashes between the Eastern and Western cultures in her novel, by depicting the conflicting relationship between the immigrant parents and their children in the host land. The first generations do not find interest in the new environment of America and therefore, they are not fascinated to know and follow its culture. They struggle to survive by maintaining their old traditions and values and attempting to impose them on their children who consider themselves completely American and prefer to adapt to American culture as their way of living. In so doing, they know that they betray their parents and their old culture. They realize that they are unable to accept either their parental identities or the host's social identity. They suffer dual alienation, dual loss, the feeling of being in-between, the feeling of neither/ nor, cultural disorientation and identity crisis. They strive to distance themselves physically and psychologically from their parents to negotiate the differences between the two worlds and choose the best for themselves. Indeed, both of them are not able to integrate fully with the culture and values of the host country. Through her protagonist Gogol, Lahiri conveys her message that the acceptance of hybrid identity is the possible

reconciliation between the two generations and meshes the two Eastern and Western culture together.

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STUDY OF THE RELATIONSHIP BETWEEN THE MASTERY OF MATHEMATICAL BASIC SKILLS AND PROBLEM SOLVING SKILLS OF STUDENTS

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ABSTRACT

The present study is survey nature. The objectives of the study as: (1) To Study the students' mastery in mathematical basic skills, (2) To Study the students' mastery in mathematical problem solving skills and (3) To Study the relationship between the students' mastery in mathematical basic skills and their mathematical problem solving skills. It is a survey research design. All the Teachers serving in secondary schools students of Rajkot District were taken as the population of the study. Total sample were 100 (boys 50 and girls 50).The study employed a survey research method because none of the variables used in the study was manipulated but were used as they have existed. In the present study to measure the mathematical basic skills and mathematical problem solving skills of the students in mathematics, the mathematical Basic Skills Test and mathematical Problem Solving Tests for were developed by the investigator himself. Chi-square test and t-test were used to determine the significant relationship between mastery of mathematical basic skills and the mathematical problem solving skills. The study revealed that (1) the students in mastery of mathematical basic skills (MBS) were on the Medium Mastered (MM) Level, (2) the student in mastery of mathematical problem solving skills (MPSS) was on the Medium Mastered (MM) Level and (3) the students' mastery of mathematical basic skills and their mathematical problem solving skills are same.

Keywords: *Mathematical Basic Skills (MBS), Mathematical Problem Solving Skills (MPSS)*

INTRODUCTION

Students should learn how to use these facts to develop their thinking skills and solve problems. Mathematics educators have accepted the idea that that the development of problem solving ability deserves special attention and that one of the most important components in any mathematics curriculum or program is genuine mathematical problem solving. Students' learning is limited if only routine problems are solved. If the instructor understands of the process is limited, difficulties in teaching mathematical problem solving, will arise. According to NCTM (The National Council of Teachers of Mathematics), Problem-Solving skill is

among the most important skills in which mathematical knowledge and skills are used at the highest level (Cai and Lester, 2010). Problem-Solving is an important skill student must have when they start life after graduation (Krulik and Rudnick; 1996). When solving these problems, students not only make use of their existing mathematical knowledge but they also develop them (Wyndhamn and Saljö, 1997). Problem-Solving may appear at any point in our lives. When individuals face Problem-Solving process, which is included within life at a very high rate, at school, they also face several difficulties. Problem-Solving process is explained as a complex process that requires many skills to be used together. The vision of Indonesian mathematics education states that mathematics education is devoted to understanding mathematical concepts and ideas which are then applied in routine and problem solving through reasoning, communication, and connection development inside mathematics and outside mathematics it. Based on the efficiency of the core knowledge systems for numerosities children acquire first solid mathematical concepts. When children start school, they already have a 'history' of mathematical learning and are equipped with profound mathematical knowledge. In several longitudinal studies the scope and complexity of this knowledge have been shown to be key factors for the development of mathematical knowledge, and mathematical competences, at school age. Children with sound prior knowledge have a good chance of successfully using what is offered at school for their development. Children with poor previous knowledge, however, face the risk of developing difficulties in learning math (Landerl& Kaufmann, 2008).In this paper, I will investigate the relationship between the students' mastery in mathematical basic skills and problem solving skills.

Review of Related Literature

According to Lightner (1999), researches show an abundance of people have voiced fears in regard to the socioeconomic impacts resulting from the low academic skills of today's employees. Studies also recognize the workplace trend, of demanding ever increasing levels of mathematics, communication, and science skills from the employees. According to Math Fluency (2011), educators and cognitive scientists agree that the ability to recall basic math facts fluently is necessary for students to attain higher-order math skills. The implication for mathematics is that some of the sub-processes, particularly basic facts, need to be developed to the point that they are done automatically. If this fluent retrieval does not develop then the development of higher-order mathematics skills- such as multiple-digit addition and subtraction, long division, and fractions - may be severely impaired. Indeed, studies

have found that lack of math fact retrieval can impede participation in math class discussions, successful mathematics problem-solving, and even the development of everyday life skills. And rapid math-fact retrieval has been shown to be a strong predictor of performance on mathematics achievement tests. Bigornia (2000) determined the factors affecting the mathematical proficiency level of Grade VI pupils. Teacher competence, pupils' background and communication skills were found to have highly significant relationship with pupils' mathematics achievement. A significant relationship existed between pupils' problem solving skills in Mathematics and some teacher factors, namely, educational qualification, and possession of master's units/degree, specialized training, performance rating and strategies in teaching math. No sufficient evidence was seen to show significant relationship between pupils' skills in Mathematics and the pupil factors, mothers' educational attainment and family annual income. Lee-Chua (2006) discussed efforts spearheaded by various groups to develop a successful problem-solving culture. "We have learned to focus on certain critical variables". According to the researcher, these variables include: extensive parental support, early exposure, mental toughness, excellent master teachers, and good textbooks. Montecalvo (2000) assessed the problem solving skills and attitude in Mathematics of Grade Six pupils in Linamon District, Division of Lanao del Norte during the school year 1999-2000. Results show that majority of the pupils had average performance in problem solving skills along fractions, decimals, and percentage. Likewise, they had a fair attitude level towards mathematics and perceived that mathematics is useful for problems in everyday life. Furthermore, significant relationship existed between pupils' performance in problem solving skills test and type of school as well as pupils' average grade in Mathematics. Finally, no significant relationship existed between pupil's performance in problem solving skills test and the following pupil-related factors, namely: family income, size of family, and attitudes toward mathematics. Silva et al (2006) investigated the factors associated with non-performing Filipino students in mathematics in selected accredited schools in the Philippines (private and public institutions from Metro Manila and provinces). Results showed that, though the students have average mental ability, they encounter difficulties attributed to reading deficiencies and learning styles.

Objectives of the study :

Objectives of the present study were as:

1. To Study the students' mastery in mathematical basic skills.
2. To Study the students' mastery in mathematical problem solving skills.

3. To Study the relationship between the students' mastery in mathematical basic skills and their mathematical problem solving skills.

Variables involved in the study :

Two types of variables were involved the study: (1) Independent variable and (2) Dependent variable.

Independent Variable. The independent variable of present study was the students' mastery in mathematical Basic Skills and mathematical Problem Solving. Three level of mastery(1) High Mastery (HM), (2) Medium Mastery (MM) and (3) Low Mastery (LM).

Dependent Variable. The dependent variables of present study were the students' mastery Scores of mathematical Basic Skills Test and mathematical Problem Solving Tests.

Operational Definitions of Terms :

Operational Definitions of Terms were as:

Mastery levels. Mastery levels are the quotient of the students' score divided by the mastery score and then multiplied by 100. This is then categorized as 75 percent - up – High Mastery (HM), 50 percent - 74 percent – Medium Mastery (MM) and 0 - 49 percent – Low Mastery (LM) based on the Mathematical Achievement Test.

Mathematical Basic Skills (MBS). Mathematical Basic skills, operationally is used to refer to the students' ability to use the four fundamental operations in whole numbers, decimals, fractions, and percentage. In this study, it was measured with the Mathematical Basic Skills Test.

Mathematical Problem Solving Skills (MPSS). Mathematical Problem Solving Skills is the process used to obtain a solution to a mathematics question. In this study, it is measured with the Mathematical Problem Solving Test.

Question of the Study :

With reference to objective the Question framed as:

1. What will be the students' mastery in mathematical basic skills?
2. What will be the students' mastery in mathematical problem solving skills?

Hypothesis of the Study :

With reference to objective three the null hypothesis framed as:

H_{01} "There will be no significant relationship between the average scores of the students' mastery in mathematical basic skills and their mathematical problem solving skills.

Population &Sample:

All the Teachers serving in secondary schools students of Rajkot District were taken as the population of the study. Total sample were 100 (boys 50 and girls 50).

Research Method:

The study employed a survey research method because none of the variables used in the study was manipulated but were used as they have existed.

Tool of the Study:

In the present study to measure the mathematical basic skills and mathematical problem solving skills of the students in mathematics, the mathematical Basic Skills Test and mathematical Problem Solving Tests for were developed by the investigator himself based on the required competencies prescribed by the mathematics textbook Std-IX (2018) issued by Gujarat State School Textbook Board, Gandhinagar. Both tests included the comprehension of fundamental operations, i.e., addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, and percentage. Geometry, measurement and graph competencies were included in the Problem Solving tests. The Basic Skills Test and Problem solving test were multiple-choice objective tests with four options A, B, C, and D. Each item has one correct option (the key) and three distracters.

Data Collection :

The purposive sample in consist secondary schools students of Rajkot District. The research data were provided from two test, each replied by 100 students (boys 50 and girls 50).

Statistical Technique used of analysis of the Data :

Chi-square test and t-test were used to determine the significant relationship between mastery of mathematical basic skills and the mathematical problem solving skills.

Results and Discussion :

After the collection of data, the data was organized, tabulated and analyzed. The researchers decided to apply Chi-square test and t-test for the statistical treatment of the data.

Students' mastery of mathematical basic skills (MBS) and the mathematical problem solving skills (MPSS). The Chi-square test was applied in order to draw the results are presented in Table-1

Table-1

Chi-square value of Responders with referenced to students' Mastery of MBS and MPSS.

No.	Skills	Responses/Options				χ^2
		HM	MM	LM	Total	
1.	Mathematical basic skills (MBS)	16	49	35	100	132.02**
2.	Mathematical problem solving skills (MPSS)	12	47	41	100	112.42**

Significance df = 2 table value of χ^2 at 0.05 level = 5.991

****Significance df = 3 table value of χ^2 at 0.01 level = 9.210***

HM-High Mastery, MM-Medium Mastery and LM-Low Mastery

Table-1 illustrates that the students' mastery in mathematical basic skills calculated value of χ^2 was found to be 132.02 which is highly significant because it is greater than the table value of χ^2 at 0.05 and 0.01 levels. Hence the Medium Mastered (MM) of the students' mastery in mathematical basic skills is accepted due to the value of chi square. It means the majority of the respondents responded the Medium Mastered (MM) of the students' mastery in mathematical basic skills (MBS).

Table-1 also illustrates that the students' mastery in mathematical problem solving skills (MPSS) calculated value of χ^2 was found to be 112.42 which is highly significant because it is greater than the table value of χ^2 at 0.05 and 0.01 levels. Hence the Medium Mastered (MM) of the students' mastery in mathematical problem solving skills (MPSS) is accepted due to the value of chi square. It means the majority of the respondents responded the Medium Mastered (MM) of the students' mastery in mathematical problem solving skills (MPSS).

Relationship of between the students' mastery in MBS and MPSS. The results of Mean, SD and t- Value of the students' mastery in MBS and MPSS are presented in Table-2.

Table-2

Mean, SD and t-Value of the students' mastery in MBS and MPSS

Students	N	Mean	SD	df	t-value	p
MBS	100	60.33	32.26	98	0.91	p>0.01
MPSS	100	57.00	32.14			

The Table-2 presents a significant relationship between MBS and MPSS (t=0.91, df=98, p >0.01).Thus the null hypothesis H_{01} "There will be no significant relationship between the average scores of the students' mastery in mathematical basic skills and their mathematical problem solving skills" was rejected. It means the relationship between students' mastery in mathematical basic skills and their mathematical problem solving skills are same.

Conclusion

On the light of the findings established, the following are the conclusions formulated:

1. The students in mastery of mathematical basic skills (MBS) were on the Medium Mastered (MM) Level.
2. The student in mastery of mathematical problem solving skills (MPSS) was on the Medium Mastered (MM) Level.
3. The students' mastery of mathematical basic skills and their mathematical problem solving skills are same.

Implications and Recommendations for Further Researches :

Implications and Recommendations for Further Researches were as:

1. In teaching mathematics is to develop students' mathematical problem-solving skills.
2. Similarly, a similar study may be conducted with students from different grades.
3. Studies that aim to develop the Problem-Solving skills of students by teaching strategies or studies that investigate the readiness of high school students for such problems may be conducted by considering the scope of the non-routine problems mentioned in the new secondary school curriculum.
4. The effects of problems may be investigated with long-term studies in which the educational programs that have these kinds of problems as their focal points.
5. The researcher, a Mathematics Coordinator, considers this endeavor to be of help to school administrators, teachers, parents, and pupils in improving the mathematics performance of learners and to their future researchers.
6. The scope of the study may be extended, and a comparison may be made between students attending different high school types**.**

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Promoting Cultural Heritage Education Programmes in Pre-service Teacher Education

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ABSTRACT

Teacher's work has become more multifaceted and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. Hence, teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. Thus necessitates the crucial role of teacher education with which teachers can be made proficient with well planned, imaginative pre-service teacher education. Apart from teaching skills, content mastery and knowledge related to pedagogical aspects; it has become necessary to develop cultural competence among the pre-service and in-service teachers. Applying cultural competence and to promote social justice in teacher education is the need of the hour. Keeping in view this utmost demand from multi-cultural comprehensive teacher education, the present conceptual paper focuses on suggestive activities, programmes and projects for promoting cultural heritage education programmes in pre-service teacher education. This would further helpful to the student teachers for better transmission of the same, successfully in the future generations.

INTRODUCTION

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The current system of schooling poses tremendous burden on children. Educationists are of the view that the burden arises from treating knowledge as a given, an external reality existing outside the learner and embedded in textbooks. Knowledge is essentially a human construct, a continuously evolving process of reflective learning. The NCF-2005, requires a teacher to be a facilitator for children in a manner that the child is helped to construct his/her knowledge. Education is not a mechanical activity of information transmission and teachers are not information dispensers.

Teachers have to increasingly play the role of crucial mediating agents through whom curriculum is transacted. Hence, teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession.

The teacher's work has become more multifaceted and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. Thus necessitates the crucial role of teacher education with which teachers can be made proficient with well planned, imaginative pre-service teacher education.

According to Dave (1999), major dimensions of a Competency based and Commitment oriented Teacher Education curriculum should be included five Performance areas (Performance in the classroom, School level performance, Performance in out-of-school activities, Performance related to parental contact and co-operation and Performance related to community contact and co-operation); Ten Competency areas (Contextual competencies, Conceptual competencies, Curricular and content competencies, Transactional competencies, Competencies in other educational activities, Competencies related to TLM, Evaluation competencies, Management competencies, Competencies related to parental contact and co-operation and Competencies related to community contact and co-operation) and Five Commitment areas (Commitment to the learners, Commitment to the society, Commitment to the profession, Commitment to achieve excellence and Commitment to basic human values). A critical analysis of the above underlined areas also signifies the development of cultural competence among the pre-service teachers.

Applying cultural competence and to promote social justice in teacher education is the need of the hour. One of the charges to teacher education is to prepare teachers to connect and communicate with diverse learners (Darling-Hammond &Branford, 2005). To develop capacity among culturally, socially, and linguistically diverse students, teachers first need to know their own cultures. They also need to hold high expectations for all students, understand developmental levels and what is common and unique among different groups, reach out to families and communities to learn about their cultures, select curriculum materials that are inclusive, use a range of assessment methods, and be proficient in a variety of pedagogical methods that facilitate the acquisition of content knowledge for all learners. Establishing a closer fit between pedagogy and culturally different learning styles positively impacts students both socially and academically (Gay, 2002). Culturally relevant pedagogy "not only addresses students' achievement but also helps students to accept and affirm

their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate" (Ladson-Billings,1995, p. 469).

Teacher educators should share the responsibility of helping pre-service and in-service teachers to understand these concepts and to apply them successfully in their classrooms. They do not merely understand the concepts underlying the definitions of cultural competency but clearly demonstrate how the concepts related to culture and heritage is applied in their own teaching and in that of their students. Thus, looking to the vital importance of cultural heritage education, the present paper focuses on suggestive activities, programmes and projects for promoting cultural heritage education programmes in pre-service teacher education. This would further helpful to the student teachers for better transmission of the same, successfully in the future generations.

CULTURAL HERITAGE

'Culture' is a complex set of knowledge, belief, art, morals, laws, customs, other capabilities and habits acquired by man as a member of society. It represents the total life of the society. It includes anything that can be communicated in the next generations. It represents the social heritage. A person reflects the culture and also contributes for its development and preservation.

According to Anthropology, to know the culture and its objectives, it is essential to study Ethos *(Sanskar Kendra).*As for example.

People of……	**Ethos is controlled by……**
India	Spirituality
America	Personal freedom
Greece	Intelligence
Roman	Systematization of society through laws

Major Components: Culture includes Art and Languages, Ideology, Technology, Social organizations, Economical organizations and Political organizationsasits major components. Some philosophers have classified them as under;

- **Ideas:** Scientific truths, Religious beliefs, Myths (*purankatha*), Legends (*Dantkatha*), Folk stories, literature, superstitions, Aphorisms (*Sutras*), Proverbs
- **Norms:** Laws, Statutes (*laws passed by the legislature*), Rules and regulations, Customs, Folk ways (*lokriti*), Traditions, Taboos, Fashions, Rites, Rituals, Mores, Ceremonies, Etiquette
- **Materials:** Machines, Tools, Utensils, Buildings, Roads, Bridges, Weapons, Models, Clothing, Vehicles, Furniture, Foods, Medicines

'Heritage' is a conceptual identity of an area which includes not only built tangible heritage but has intangible aspects like its language, lifestyles, ceremonies, festivities, work cultures inherent /specific of a community. Hence, considering all above together is "Cultural Heritage".

CULTURAL HERITAGE EDUCATION: (CHE)

Cultural heritage and education are not mutually exclusive: both aim at improving the quality of life through the medium of academics, imparting knowledge on various disciplines and sensitizing the student to aesthetics, moral values and creativity in thought and action, thereby refining his/her personality.

It is vital for an individual to excel not only intellectually, but also socially, physically, and emotionally, which can only be achieved by linking education with cultural heritage, and at the same time keeping pace with rapidly changing technology. For education to be effective and result-oriented, it has to be culture based, and it must take into account the cognitive, emotional and spiritual needs of the student. Such education aims to foster knowledge, encourage engagement and generate action towards understanding and revitalizing the diversity of Indian culture.

The National Policy on Education (1986) recognized the need of education to be culture-based. The role of education in developing democratic citizenship was recognized. Knowledge of culture plays a prominent role in democratic thinking: a democratic citizen is known for his ability to sift truth from false and he/she is more receptive to new ideas. True education also brings clarity of thought, compassion and concern for mankind and is a basis for human rights.

The Central Board of Secondary Education (CBSE) believes that heritage education is important for the following reasons:

- To bring history and the social science curriculum alive for the students through active learning and doing.
- To promote awareness of and involvement in heritage to inculcate a respect for diversity, tolerance, mutual understanding, patience and promotes peaceful co-existence in school students.
- To inspire young students and encourage them to build a future through an understanding of the past and the present.
- To equip students to understand and explore their local heritage and gain a confident sense of self.
- To encourage students to learn about national heritage as well as gain exposure to different heritages around the country.

Thus proves the importance of Cultural Heritage Education at school level or at pre-service teacher education level. It further necessitates selecting the major domains to be covered under CHE.

DOMAINS OF CULTURAL HERITAGE EDUCATION

The major domains, as shown in the given figure would be covered under Cultural Heritage Education.

CULTURAL HERITAGE EDUCATION PROGRAMMES

Cultural Heritage Education is not merely recreation for student teachers or learners, but should be an important part of their learning process. It will help them understand arts, literature, history and society and will inculcate values of respect for diversity and tolerance. To create and enact a cultural heritage education programme, one needs to draw a Plan of Action comprising activities, programmes and projects planned throughout the year depending on the resource availability. Very limited resources are required for the most basic cultural heritage education programmes. More involved programmes require some investment. But most activities under these programmes, like heritage walks and heritage clubs, require little capital investment but can go a long way in helping the learners experience culture and heritage and bring alive many of the things they read in the school textbooks.

Suggested Activities:

- Celebration of special days (World Heritage day-12th January, Environment day, Teacher's day etc.)
- Heritage walks in historical areas of cities/towns/World Heritage Sites
- Nature walks/excursions to local parks, areas of bio-diversity, even agrarian sites
- Site visits to museums and archaeological sites.
- Essay competitions on literature (in English and local languages) and talks by writers. Student teachers should be encouraged to read and write creatively in their local language. An introduction to the heritage of the language would be very useful – this can be done by a writer or a poet in the said language or a teacher educator who is fluent in it.
- Small research projects for student teachers that can be put up as mini-exhibitions/ bulletin board displays on heritage.

- Involving student teachers in documenting local living heritage like festivals, performing arts or craftsmen and women.
- Establishment of heritage clubs for heritage debates, quizzes, discussions and activities like presentations, field trips and documentation.
- Adopt-a-Monument scheme where student teachers /heritage clubs can adopt a local monument, clean up its environs, investigate its local official and oral history, study the monument and make drawings of its details as well as overall plan, understand the challenges in its conservation and upkeep and campaign for its preservation.
- Painting and drawing competitions for student teachers at built heritage sites.
- Workshops with artists and craftsmen and women, both traditional and contemporary to help student teachers understand the basic vocabulary and techniques involved.
- Workshops with experts which involve hands-on learning. For example, a local classical or folk musician could conduct a workshop over five sessions to introduce student teachers to the basic vocabulary of their musical form so that whenever students have occasion to hear the music, they can understand its basic outlines.
- Traditional recipes may be collected by the students from their parents and grandparents and a show-and-tell can take place introducing the importance of the recipes and their relevance to certain occasions like festivals or seasons.
- Comparisons of names for different fruits, vegetables and spices in different local languages can be done.
- Encouraging student teachers to trace and write their own family histories and traditions, to understand historical change through this.
- Site visits for students to crafts centers, textile loom units, handicraft workshops and factories to understand craft and industrial heritage.
- Student teachers may be asked to create a nature trail in their own college premises (if possible), marking trees, plants and other flora.
- Theatre workshops in which students are encouraged to learn the nine emotional states and how to express them, how to make and use traditional puppets as well as other aspects of Indian performance theory.
- Celebration of food festival
- Workshop on yoga and meditation
- Workshop on preparation of TLMs (e.g. making of different puppets and their use in education)
- Organizing special classes for *"Sanskrit sambhashan"*
- Activities related to Socially Useful Productive Work (SUPW)
- Organizing Film shows for creating awareness and development of cultural software.

- Production of short educational films based on cultural heritage aspects, social issues etc.
- Organizing sports festival (e.g. *Khel Mahakumbh*)
- Campus beautification (e.g. making Decorative paintings, Plantation etc.)

There are many more activities which can be planned to achieve the objectives of multi-cultural comprehensive teacher education. But, it also requires micro level planning for their effective implementation.

For example, Heritage walks/tours equip student teachers to understand and explore their local heritage and gain a confident sense of self. The student teachers also learn about national heritage and are exposed to different heritages around the country.

Pre Heritage walk activities:

1. Interaction of the faculty with the student teachers on the selection of the heritage site/museum to be visited.
2. Audio-visual presentation of the site and its significance-designed in accordance to the school subject/s.
3. Student teachers should make their own presentation based on pre-visit research and on related school textbooks on various aspects of the site and its history/heritage.
4. Hand-out of dummy models of the architectural elements (ex. Arches, pillars and sculptures extra),CDs and print-outs with diagrammatic representation of the site along with photographs among student teachers for a better understanding of the heritage site.
5. To get questionnaires (specific to the site) completed by each student teacher to understand their aptitude and interest.

During Heritage walk activities:

1. Assistance by faculty / guide.
2. Site tour with special reference to practical understanding of the structure and its significance. It may be conducted by an expert or a trained teacher educator.
3. Arrangement of on-site activities (quiz/painting competition/clay modeling/debates and extempore/photography etc. in accordance with the general interest.)
4. To again get questionnaires (specific to the site) completed by each student teacher to trace their progress and emphasize certain aspects of the site like natural heritage, architecture, structural engineering and how people lived there (if applicable).

Post Heritage Walk activities:

1. Student teachers who performed particularly well in the activities may be given certificates recognizing their efforts.
2. A group of student teachers may be assigned to maintain a heritage corner as it is importantto recall the visit for them. This could include drawings, photographs, essays and objects.

CONCLUSION

The above conceptual matter shows the importance of CHE and suggestive guidelines for implementation of CHE programmes in Pre-service Teacher Education. This would definitely fulfill the demands of multi-cultural comprehensive teacher education and making the multi-cultural classrooms in the schools. Looking to the fixed schedule of Pre-service Teacher Education course, it seems challenging to implement CHE Programmes throughout the year. But this would be very much helpful to the pre-service teachers in achieving the curricular objectives at school level, in long run.

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INTEGRATION OF LIFE SKILLS WITH SOCIAL SCIENCE

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ABSTRACT

Integration of subject with any other subject might reduce curricular load of students. It helps in evolving new ideas and skills. In the current scenario there is a need that a student should deal effectively with the circumstances, make optimum utilization of resources, recognize available opportunities and face the challenges of society. To manage with the increasing pace and challenges of modern life, students need life skills such as the ability to deal with stress and frustration. Life skills are not always taught directly but often learned indirectly through experience and practice Life skill program is a school based program where life skills are imparted in a supportive learning environment. Life Skills can be taught with the integration of the subject with integrated teaching, which engages learners in purposeful, relevant learning. Integration implicit that a single activity achieves significant curricular goals in two or more subjects simultaneously. Social sciences plays a pivotal role in developing and managing life skills by creating continuously interactive environment. Social science is any discipline or branch of science that deals with human behavior in its social, physical and cultural aspects. It develops humane qualities in students, their duties towards human society. They learn to use a particular skill effectively in diverse situation to cope with challenges of life. It develops imagination, critical comparison, analysis, summary, evaluation skills. This paper highlights the integration of life skills with social science subject.

INTRODUCTION

Education is one of the ways of gaining comprehensive knowledge. Education helps in learning different things. It helps finding new things and preparing for the future for betterment. It helps in evolving new ideas and skills. Skills develops helps in taking decisions for improvement the standard of living. Education plays a vital role in enlightening and fostering deeper sense of human development. In a continuously changing environment, life skills are an important part of being able to meet

the challenges of everyday life. To manage with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Secondary level more emphasis to the adolescent age. Adolescence is vital among all the stages of life in an individual from childhood to adulthood, agrees to many physiological as well as psychological changes, moving to the path of independent behavior and maturation, as adolescents progress through this stage. It is well said that adolescence is a turning point in one's life.

NEEDS OF ADOLESCENCE STAGE

Adolescence has often been portrayed as a period of stormy stress, but adolescents can make an immense contribution to society if they are given proper support and space through handholding and informed interaction. Cairo International Conference on Population and Development (ICPD)(1994) . Adolescence may be taken as a period of growth from puberty to maturity. This period between 13 to 19 is associated with quick physical, psychological and social changes. Adolescence is a transitional period between childhood to adulthood. Their minds develop and change tremendously which effects whole personality to change. The transformation from childhood to adulthood involves many changes (e.g. changes in relationship associated with parents, peers, friends, change in self-identity, self-esteem)

Adolescence is a period of life with specific health and development of mind and body . It is also a time to develop knowledge and acquire knowledge of or skills to learn to manage emotions and relationships, and acquire attributes and abilities which will be signify for enjoying the adolescent years and assuming adult roles.

But they are uncertain of their goals in life, they want to explore in the world, needs freedom. This is a period of storm and stress, a time when the individual is fickle, emotionally unstable and unpredictable, feels nervous, low self-esteem. It is a situation in which new adjustments have to take place. The time is identified with significant changes in the body, along with development in a person's psychology and academic career. Thus, at this stage (adolescent) of human development is subjected to influence by lots of psychological pressure due to physical changes, role changes, identity crises, career choice, school phobia, social adjustment, emotionally immature, changes in parent-child relationships etc. The adolescent is not mature enough to deal with most of these problems, resulting in morbidity, depression, stress, lethargy, lack of sleep, loss of appetite, aggressiveness, feeling of insecurity, inferiority feeling with others, lack of self-confidence, emotional instability, irritation, uneasiness, withdrawal and imaginary pains and of trying to escape from these realities, physical awkwardness , excessive- day dreaming, economic dependence, emotional tension, personal appearance and psychological problems suicide psychology.

Therefore, they become overloaded with lots of psychological pressure due to that frustration can develop, mental conflict appears and then anxiety which converts into psychological stress. They are facing lot of problems around them and they need help and guidance for their solution. They have excessive energy, which converts into aggressiveness or rebellious attitude, for that they require some skills which will help them in life to choose a proper path. Life skills that leads towards choosing an appropriate direction which help them in their personal and professional life smoothly.

Life skill education aims to furnish students with strategies to make meaningful options that contribute to a healthy life. Life skills are the abilities that aid to promote psychological health and competence in adolescents as they face the realities of life. Life skills enables to complete and integrated development of individuals to live purposefully and effectively as social beings. Life Skills helps to explore alternatives, to assess the nature of decision and action for pros and cons and make rational decisions in solving each problem or issue as it arises. It also involves being able to establish productive interpersonal relationships with others and development of pro-social behavior.

DEFINITION OF LIFE SKILLS

The World Health Organization (1993) has defined life skills as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life." As per WHO Adaptive means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behavior’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

LIFE SKILL EDUCATION

In view of the importance of life skills, planned programs for Life Skills Education (LSE) are developed all over the world. Across cultures the life skills education aims to promote mental well-being. This helps in effectively solving everyday challenges. Life skills education facilitates adolescents to learn and practice skills, that will help them in future. Life skill education is based on the philosophy that young people should be empowered to take more responsibility for their actions. Life skills education programs are conceptually based on learning theory of Bandura (1977).

The LSE is designed to facilitate the practice and reinforcement of skills in a culturally and developmentally appropriate way. It contributes to the promotion of personal and social development, the protection of human rights, and the prevention of high-risk behavior and social problems. The life skill education is based on the teaching of the generic core skills for life and means to practice life skill in relation to psychosocial needs and demands. They are also taught in the context of holistic health.

The goal of life skills education is to equip individuals with appropriate knowledge on risk taking behaviors and develop skills such as communication, assertiveness, self-awareness, decision-making, problem solving, critical and creative thinking to protect them from abuse and exploitation.

TEN CORE LIFE SKILL

Ten life skill as per World Health Organization are as follows:

Self-Awareness: The ability to self-analyze and accept others thoughts actions and feelings. Recognizing and concede one's needs and desires and potential to know own individuality with Character, desires, likes dislikes and own strengths and weaknesses. Self - awareness can help us to recognize when we are stressed or feel under pressure. It is also often a requisite for effective communication and interpersonal relations, as well as for developing empathy for others.

Empathy: It is the ability to be sensitive to another person's situation. Ability to visualize oneself in the place of others, temporarily, experiences their emotions; understand their concerns, worries, fears, needs and feelings. It encourages a positive behavior towards people in need of care and assistance. Ultimately it helps to move nearer to finding solutions, to solve the conflicts and enhance the quality of life.

Effective Communication: Effective communication means able to express oneself, both verbally and non-verbally, that is appropriate to our cultures and situations. Listening and Assertiveness is the part of the effective communication skills.

Interpersonal Relationship: Initiate and maintain positive relationships and come out from the unconstructive relationships. Interpersonal relationship skills help us to communicate in positive ways.

Critical thinking: Ability to analyze information, experiences, situations and circumstances etc., in a purposeful manner and logically. Identifying and assessing factors influencing our attitude and behavior. It is not merely criticizing the things instead of making objective judgments about choices and risks.

Creative thinking: It is an ability to think differently and out of the box. Look beyond our direct experience, respond adaptively, having the flexibility to situations in daily life and achieving the objectives in daily life situations. Critical thinking promotes creativity helps us in improving ourselves after self-reflection. Creative thinking enhances decision making and problem solving.

Problem Solving: Problem solving empowers to deal constructively with problems in our lives. Problem solving helps people to come out of the stressful situations through constructive and meaningful ways. It is the ability to solve problems in an effective and timely manner.

Decision Making: It is an ability to take correct decisions at appropriate time,

depending on different situations/circumstances. It helps us deal constructively with decision making about our lives and enables an individual to actively make correct decisions about various aspects of life at the right time with full presence of mind. Correct decision making is important as it can have lifelong impact on an individual.

Coping with Stress: Coping with stress means to identify the origin of stress in our lives, recognizing it effects on us, and finding a suitable way that can help us control our anxiety. Stress and tension are creating by changing our own inside outside environment or lifestyle. This skill helps in coping of stress and learning how to relax.

Coping with Emotions: Coping with emotions is concerned with recognizing the emotions within us and others, being aware of how emotions influence behavior and being able to respond to emotions appropriately. Strong emotions like annoyance, anger or sorrow can have negative effects on our health if we do not respond appropriately.

LIFE SKILLS AND SCHOOL EDUCATION

In a continuously changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The significant changes in global economies over the past few years have evolved with the transformation in technology and these have influence on education and our home life. Life skills are often confused with value education, self -awareness, decision making, problem solving, effective communication etc. which cannot be taught through the conventional lecture method. Many schools in India continue to survive with age-old moral science periods wherein the teacher is expected to impart values to students, expecting them to soak in the wisdom and cope with the challenges life throws at them eventually. Similarly, teaching vocational skills does not ensure that the individual is well-equipped to survive and adapt to changes in the world that lies beyond the academic or instructional space.

In day to day life students are facing lot of challenges and pressure. School, family and peer pressure for studies, taking decision related to career, dealing with the physical and cognitive changes of puberty, family and peer conflict. To manage with the increasing stress and change of modern life, students need some life skills which increase the ability to deal with stress and frustration. Today's students will have many new challenges over the course of their lives, with associated pressures and they need for flexibility. In everyday life, the development of life skills helps students in various ways i.e. discovering new pathways of thinking and problem solving, identify the impact of their actions. Emphasizing towards them to take responsibility for what they do rather than blame others. Building confidence through personality development and communication skills, for group collaboration and cooperation. Analyze options, make decisions and understand the situations, and finds certain choices inside or outside the

classroom. It develops a greater sense of self-awareness and respect for others. The Life Skill Education Program (LSEP) can be designed in such a way that it can be infused into other school subjects. School education plays a key role in Life Skill development among individuals, especially in the current time when traditional mechanisms for passing on. The school is an appropriate place for integrating of Life Skills Education with Social Science because it is one of the most important agencies of socializing the child. It has an ample potential to provide them with varied experiences in their growing years. It remains in constant contact with the parents and the community. It has experienced teachers who can effectively deliver Integrating Life Skill program to the students and help them become more responsible, healthy and resilient adults.

INTEGRATION OF LIFE SKILL WITH SOCIAL SCIENCE

Integration in education can be defined as planning of different subjects learning activities to ensure the harmonious functioning of educational process. A purposeful planning of strategies and inducement of learning to facilitate in an integrated manner including activities and enhance learning across key learning areas is integrated learning. It is an effective way to meet the challenges of the high stake environment while engaging students in learning. Integrated learning coordinates with different subjects, activities, methods, resources and skill to ensure harmonious functioning. In the field of education integrated learning is defined as the coordinates of different teaching learning activities to ensure the effectiveness of the educational process. This 'allows learners to explore, gather, process, refine and present information about topics they need to research without the constraints imposed by traditional subject barriers' (Pigdon and Woolley 1992).

Huntley (1998) defines integration as "an integrated curriculum is one in which a teacher, or teachers, explicitly assimilates concepts from more than one discipline during instruction"

Integrated teaching involves learners in purposeful, focus, relevant and in important learning. Integration of the subjects implies that a single activity accomplishes significant curricular goals in two or more subjects simultaneously.

Integration depends on the nature of the topic, sometimes integration natural or even necessary. Most of the topics in the subjects inherently cut across subjects (to teach about ecology, for example, one must draw content from Science, English, Social Science, Mathematics Art etc.). Integration of subjects makes the clarity of thoughts, understanding of the subjects in the students, which makes students to see the things in the holistic way instead of seeing at individual level.

To see the things in the holistic way, students develop understanding that all things in the universe are integrated to each other. If we

want to succeed in life we have to see the things in the holistic way. Integration enhances the skills of life. All things in nature are as a cycle where each one have individual responsibility but everything is inter related to each other same way subjects are also integrated to each other each subjects have its own philosophy and importance but when students learn through integration it fulfill aims of education.

Social Science is a branch of study which deals with social and physical environment, human behavior, growth, development, relationships, rights, responsibility towards nation and nature and resources which helps in making life smooth. It develops skills which are necessary in life. Social Science provides the knowledge of natural and social environment, it develops human qualities, imagination, critical thinking, reasoning power in students. It also develops comparison, analysis, summary and evaluation skills. All these aspects of life are interconnected and inter-related on one another. Social Science is the study of the activities of social and physical environment which includes human behavior, nature, Social Science is a subject where all the life skills can be taught. The task of teaching and learning of Social Science at the school level is more challenging. The social science has a key role in the development of young men and women capable of living intelligently in a world characterized by pervasive and tremendous change. It enhances skills and knowledge of the people. Its varied literature and contemporary problems developers the life skills in persons with their past experiences.

The aim of integrating social science with life skills to students is to encourage learners to acquire and practice life skills that will assist them to become independent and effective in responding to life's challenges and to play an effective and important role in society. The study areas provide opportunities for learners to practice the types of life skills required to make informed choices regarding their personal lifestyle, health and social well - being. The aim is to develop values such as respect for the rights of others and tolerance for cultural and religious diversity in order to build a democratic society. Life skills helps students to see the past events in the critically and creatively which makes them connect with the present scenario and help them to take decision. Life skills can't be taught directly, it has to enhance through experience and practice in an indirect manner. A social science plays a crucial role in developing and administrating life skills through creating continuously interactive environment.

In social science studying history is important because it helps students to understand past events, which help them to understand their present. Through the past events in the history we can identify the effect on today world. The study of successes and failures of the past helps us to think critically and avoid the mistakes in present and future. Which

sensitizes students through many teaching strategies? Role play, case studies, documentary, recorded speeches, discussion. This type of strategy creates awareness in the students and develops life skills; Empathy, critical thinking, decision making and problem solving skills. It also helps students to know about own culture and cross-cultural awareness and understanding. So Self Awareness, effective communication and creative thinking skills can be develop.

The goals of teaching Political Science are to integrate school and society as a key role in social institutions. Students learn to become responsible citizens, who are willing and able to take responsibility for themselves and their communities and contribute to the political processes and reflect on the real issues which effect to group of people and government. Students study about rights and duties given in the constitution and participation as voting, volunteering, jury service, and joining with others to improve society. Political Science education empowers students to be well-informed, active citizens and gives them the opportunity to change the world around them. It is a very important part of any democracy and provides students with knowledge about democracy and Constitution. It gives information about how federal system work. Students be aware about the current situation of the country, its economic physical features and able to clearly articulate their opinions and arguments

Developing the interest of students in learning economics and to impart the knowledge it's necessary to learn economics and develops power of life skills for logical reasoning of students and to acquaint them with the economic condition. It is necessary to integrate with the subject critical skills and creative skills for the development of a healthy and conscious outlook in the students and to develop in them the capacity of understanding social, national and international economic structure and organization. It develops the problem solving skills to solve the problems at local and national level. Life skill integration with subject prepares students to cope up with stress and emotions.

With the geography subject students understand the nations and their resources. It also develops among students a favorable attitude towards their countries. Geography subject deals with the earth in relation to living organisms. Man's life is mostly created by the environment. Geography is related to economic progress. Knowledge of Geography is important for business, trade, commerce, agriculture, industry, navigation, operation, and spacecraft and even for balancing and administration of economic development. Thus, geography influences the economic, social and cultural life of a nation. Knowledge of geography is essential for successful living because of its practicable intellectual, cultural and value. Geography has assumed a singular place within the school curriculum.

These capacities do not develop independently or without guidance so they have to learn and develop through life skill education with the integration of social science . It also needs everyday practical experience at home or at school. It is difficult to provide citizens for the active role required in today's complex and diverse society. If citizens are to become legitimately involved in public affairs, then a more systematic approach towards citizenship education is essential. So integrated teaching helps to develop self-confidence and effectively deal with significant life changes and challenges, such as bullying, discrimination and other social issues. It enables them to make an optimistic involvement by developing the expertise and experience they need to affirm their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life.

CONCLUSION

Adolescents important resource for future development to meet with the current and future needs they have to become a critical and creative thinker. Adolescents are the most productive force of a country as they have unlimited energy, vitality and idealism, as well as a strong urge to experiment and create a better world. Life skills helps them to fulfill their requirement . Life skills emphasize those abilities that help to persuade overall wellbeing and competence of individuals to face the problems of life. Integration of life skills trains students to develop communicative competence. Integrated teaching persuades learners to distinguish the inter association and interrelationship between various disciplines and engage them in purposeful relevant learning. Social science has key role in the development of adolescent of living intelligently in a world characterized by pervasive and tremendous change. Social Science enhances skills and knowledge of the students. Its varied literature and contemporary problems develops the life skills in the persons with their past experiences. The aim of teaching social science subject to students is to encourage learners to acquire and practice life skills that will assist them to become independent and effective in responding in the life's challenges and to play an active and responsible role in society. The study areas provide opportunities for learners to practice the types of life skills required to make informed choices regarding their personal lifestyle, health and social well - being. Thus it can be concluded that the aim is to develop values such as respect for the rights of others and tolerance for cultural and religious diversity in order to build a democratic society.

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Structure of Feelings in the Behaviour and Approach of Anglo-Indians of *Bhowani Junction* by John Masters

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ABSTRACT

Bhowani Junction(1984) by John Masters is a story of a young Anglo-Indian girl who is in search of a right suiter and a shelter, but finds it much difficult to feel for herself while entering into relationships with three different men—first, with an Indian; second, with an English; and third, with an Anglo-Indian man like herself. For her, these relationships were cultural and cross-cultural experiences which she encounters with ambivalence, and with patterns of feeling—The Structure of Feelings (term by Raymond Williams). These structural feelings were culture driven and socio-psychological, which moulded her behaviour and approach towards her suiters for their selection, rejections and re-selection.

Keywords:*Cross-culture; Ambivalence; The structure of feelings; Socio-Psychology; Behaviour; Approach*

INTRODUCTION

Bhowani Junction is a novel written in 1954 by John Masters, an English writer. The story of the novel sets in the midst of withdrawal of English from India. The story of this work is woven around the Anglo-Indian community working for railway sector. This novel explores their socio-psychology and behaviour towards both Indian and English peoples. Victoria, here the protagonist, represents Anglo-Indian psyche. Here, they carry two personalities with them—one is of Indian; the other is of English. With Victoria, this split personality is clearly visible through her behaviour and approach towards her suiters. This novel presents Victoria's journey of searching her own identity through exploring as what fits in on her taste and socio-cultural condition.

Raymond Williams coined the concept "structure of feeling" in the 1970s to impart a historical understanding of "affective elements of consciousness and relationships." After this, the urgency to analyse emotions, atmosphere, and mood as social and historical phenomena has just come out as stronger in an age of modern technology and media and advertisement.

And this theory analyses the emotions and thoughts(approach) of the major characters of Bhowani Junction. For example, in the beginning of the novel, the thought provocation of Patrick (an Anglo-Indian boyfriend of Victoria) and his words on brown skin and the responses from Victoria are well programmed responses.

Raymond Williams has coined this term in *Preface to Film* (1954) to converse the relationship between dramatic settlements and written scripts. What troubled Williams was the societal acceptability of specific conventions; for example, the theme of mistaken identity received the public acceptability in the time of Shakespearean era, and that is without much expenses. Therefore, whatever receives acceptance in society or in culture has touched the pattern of feelings in the context of that society. Also, whatever is unaccepted by the society too refers inability of that content to fit in with the pattern or structure of feelings of the time. Thus, it also refers the responses and reflections of the characters in a novel which in turn are designed by the structure of feeling purveying in the present of the society.

In the novel, Bhowani Junction, the Anglo-Indian characters are presented with a stereotype response according to their place in the society, and acceptance by the dominant cultures. The novel begins with a narration by Patrick Taylor when he is outside the home of Victoria, and what goes on inside his mind is his voice of an Anglo-Indian. He feels he is more like English and less like Indian.

> Perhaps I ought to say too that 'Wogs' is a word for Indians, and when I say 'we' or 'us' I mean the Anglo-Indians. Sometimes we're called Domiciled Europeans. Most of us have a little Indian blood—not much, of course. (10)

This sense of feeling is not individual but it is also the voice of another character—Victoria Jones. When Victoria meets Patrick Taylor, a childhood sweetheart and also of Anglo-Indian origin, she feels acquainted in the presence of someone of her origin. She shares with him about her cultural point of views. According to her, the Sun cannot make her brown, but it is little blood inside her that do so when Patrick says: It is the hottest time of the day! You will get all brown!... She responds: "It isn't the sunburn that makes us brown, is it ?" (14).

The skin colour—white or black is hegemonical (See Antonio Gramsci) notion cultivated and induced by the dominant culture. But according to Raymond Williams, 'Hegemony' can be thought of as either 'common sense' or the dominant way of thinking in a particular time and place, can never be total; he argues that there must always be an inner dynamic by means of which new formations of thought emerge.

Therefore, the dominant culture like English or Indian one for the Anglo-Indian were not the reasons for likes/dislikes, but their own self—made up of two different races, and that is what made them think and feel in a certain way:

> I felt her taking a good loo at me. Her own skin was the same colour as mine, perhaps a little browner, less yellow. We didn't look like English people. We looked like what we were – Anglo-Indian, Eurasians, cheechees, half-castes, eight-annas, blacky-whites. (14)

On the other hand, Victoria who encounters with rape incidence, she escapes murdering the culprit and finds a comfortable shelter in an Indian family, where she is treated as bride of their son—Ranjit Kesel. She starts meeting Kesel in the public place. Once when is found with Kesel by Patrick at cinema house, he couldn't resist expressing his jealousy. The reason of that jealousy was out of the socio-cultural conditioning:

> He was drunk and nearly crazy with jealousy and hurt pride-because Ranjit was an Indian He said, 'You are just a bitch, Victoria. You can't go out with this fellow. I'll show you… I am not going to hit you, Vicky. It's not your fault. It is that fellow'. (163)

However, after several days, she starts feeling odd in the house of Kesel, and in his company, and she couldn't resist herself to walk away from there. The Indian family, however, was quite benevolent and everything she found in their company was completely okay but was not appropriate to her expectations and her community's standard. To settle down with an Indian is like going down and degrading herself—Anglo-Indian. This made her leave the place and reject the suiter. She expresses her anxiety at one place where they talk about their religion and acceptance on customs. Victoria replies on being asked whether she will marry Kesel:

> I don't know Ranjit, I wish it could all be arranged for us. Whatever I think about it I get afraid that I will make you unhappy. I get afraid that I will be unhappy myself, for a time. Then I wonder—for how long a time. (206)

The sense of anxiety in dealing with the relationship with Kesel was out of the cultural and religious expectations from Kesel and his community-oriented approach. He wished her to appear in sari all the time, which is not possible for Victoria. He wishes her to change her name and keep something Indian, which she denies saying since as an Anglo-Indian she likes her name the most-it is her racial identity.

> It was a structure in the sense that you could perceive it operating in one work after another which weren't otherwise connected—people weren't learning it from each other; yet it was one of feeling much more than of thought—a pattern of impulses, restrains, tones. (Williams)

After Kesel, her affection turns at Colonel Savage, an English man, who represents his dominant culture. And under the shade of this high culture and custom, she feels sheltered and respected and loved. But this too like the previous relationship turns into dust as she cannot meet up the high standard and expectation of English culture and custom. But in the end of the novel, Savage's duty in India ends and he is beckoned back to England, but his love for Victoria has become irresistible. When she litters to marry him and live in England, he offers to marry but continue in India, and she happily accepts. Savage's superior bids to accelerate his early release from military service as prize for his accomplishments.

Conclusion:

This paper has attempted to study the mood of the Anglo-Indian characters in the light of socio-cultural phenomena amidst cross-culturalism. Their reactions, their choices, rejections, and behaviours are studied under the pre-conditioning. In the words of Raymond Williams, these preconditioning fosters pattern of feelings, to which he calls, structure of feelings. However, this concept is vague, but it can be understood in the light of structuralist point of view as oppose to romanticist. This theoretic framework could also be implied on both the Indian and English characters to analyse their moods, emotions, and behaviour as result.

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Teaching Effectiveness of English Language Teachers at Primary School Level in Maharashtra

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ABSTRACT

This study was aimed to check the teaching effectiveness for English Language of Zillha Parishad primary school teachers in Maharashtra. The objectives of the study were to check teaching effectiveness of English Teachers at primary level in Maharashtra, to compare teaching effectiveness of English Teachers at primary level in Maharashtra with respect to their gender, qualification and teaching experience and to check the four aspects of teaching effectiveness of English teachers at primary level in Maharashtra. Survey of 588 Zillha Parishad primary teachers was conducted from eight regions of Maharashtra by 'teaching effectiveness scale'. It was found that, teaching effectiveness of English Teachers at primary level in Maharashtra is at medium level, teaching effectiveness of primary teachers of Maharashtra with respect to gender, qualification and teaching experience is not significantly different, it is at medium level and teaching effectiveness level with respect to four aspects i.e. Planning, Instruction, Management and Interpersonal relationship of primary teachers was found medium.

***Key words**: - Teaching effectiveness, English language, primary school.*

Introduction

The first language in human's life that is his mother tongue is learnt informally without classroom, textbooks or teachers. It does not require systematic instructions or grammatical rules. First language develops spontaneously by exposure to linguistic input, that is, on the basis of what we hear. Later on, child learns other languages in systematic environment in classroom. The richer the environment in the classroom, the greater is the change of success in the process of language learning.

In India in regional medium schools they have English as second or third language in their curriculum. No one will deny that English is very important global language. English is medium of virtual communication. It is the language that connects India to the rest of the world. It is mandatory for Indian pupil to learn English

language and being capable for not only to read and to write but also for to speak in English correctly. Understanding the importance of English language, Government of Maharashtra have taken English as compulsory subject in the curriculum of 1st standard.

Teachers at Primary level plays vital role in the task of English language learning. Because English is new language for children, they are having fear and lack of confidence in their minds. In India, at primary level there is no special teacher for English subject. One teacher has to teach all subject. All Primary teachers are appointed on the basis of D.Ed. (Diploma in Education) as minimum qualification which is the diploma course after 12th grade. In rural areas situation is more difficult because there are very less opportunities for listening or to express one's thoughts in English. The teacher's role in the rural area becomes very important in the education of English because teacher is the only source from which students can learn and develop their English language skills. Skills are gained incrementally during the language development process. For teaching English subject to the students, first teachers have to develop their skills of English. Teacher must be full of confidence while teaching and speaking in English. Then should develop their listening, speaking, reading, writing and conversation skills.

REVIEW OF RELATED STUDIES

The survey of the related literature is generally called the review of related literature. Thus, the review of related literature enables the investigator to be placed in that vantage point from where he/she can perceive his/her proposed study more clearly.

Pachaiyappan& D. Ushalaya Raj (2014) : The main purpose of this study was to measure the teacher effectiveness of secondary and higher secondary school teachers. The major objectives of the study were to find out the difference in teacher effectiveness of school teachers depending upon the gender, locality (rural and urban), level of teaching (secondary and higher secondary), streams (arts and science), teaching experience and with respect to type of management. Survey method of research has been used in this study. Teacher Effectiveness Scale (2000) developed and standardized by Umme Kulsum, was used for collection of the data. Random sampling technique has been used for selecting the sample. The investigator has selected one hundred and thirty secondary and higher secondary school teachers in and around Chennai and Thiruvannamalai Districts of Tamilnadu. For analyzing the data mean, standard deviation, 't'-test, and one-way ANOVA have been calculated. Researcher found that the male and female school teachers do not differ significantly in their

teacher effectiveness. But in case of locality urban school teachers were more effective in their teaching than compared to rural teachers. The higher secondary school teachers were more effective in their teaching as compared to secondary school teachers. Depending upon the streams, science teachers were more effective in their teaching as compared to arts teachers. When teaching experience was considered, it was found that there was a significant difference in teacher effectiveness among the school teachers. The study also reveals that there was a significant difference in teacher effectiveness among the school teachers with respect to type of school management.

Nikme, S. C. Mornin (2009) : The writer felt that teacher education is responsible for equipping the future teachers with willingness to perform, commitment to dedicate accountability to shoulder and competency to each. Teacher education programmes aims at developing various types of teaching competencies in teachers Encyclopedia of teaching and Teacher education, classified teaching competencies into six classes such as cognitive based teaching competencies performance and consequences-based teaching competencies, exploratory competencies, managerial teaching competencies and affective teaching competencies. Besides this NCTE has identified inter relate teaching competencies as contextual competencies, other educational activities, to develop teaching, evaluation management competencies working with parents, community and other agencies. Thus, rule and responsibility can be carried out effectively by the teachers when they are capable of developing their own values oriented towards human development and welfare.

Teaching effectiveness is the area of interest for many researchers. In past studies researchers have studied teaching effectiveness of secondary teachers and higher secondary teachers but in present research primary teacher's teaching effectiveness was studied. Also, present research researcher has studied teaching effectiveness particularly in case of English language teaching.

NEED AND IMPORTANCE:

Need:

1. In past 10 years parents have attracted towards English medium schools because they feel that in Marathi medium schools, their child will not acquire necessary skills of English language.
2. Marathi or any regional medium schools have to think about this seriously.
3. They should change their attitude and should give importance to the quality of teaching of English language otherwise soon they will be shut down.

Importance:

1. As first step in the process of making this change happened, researcher feel that there is need to study the present scenario teaching effectiveness of English language among the Marathi medium primary school teachers.
2. In this research paper researcher have studied the teaching effectiveness of English language among Z.P. primary school teachers in Maharashtra.

STATEMENT:

Present research has carried out on primary teachers of Maharashtra to check their teaching effectiveness of English language. The teaching effectiveness is having various aspects among these aspects, researcher have decided to check the level of the four aspects as; I. Planning, II. Instruction, III. Management and IV. Interpersonal relationships.

OPERATIONAL DEFINITION:

- **Teaching effectiveness**: - Teaching effectiveness of English refers in this research that to teach the English language to students with Marathi as a first language and to enrich the effectiveness for teaching of English among the primary school teachers.
- **English Language Teachers:** Teachers who are working at Zillah Parishad Marathi medium primary school and teach English language to first to eighth class in the state of Maharashtra.
- **Primary School:** The Marathi medium schools for first to eighth standard and run by Zilhha Parishad authority of Maharashtra state.

OBJECTIVES:

Present research has worked on following objectives

1. To check teaching effectiveness of English Teachers at primary level in Maharashtra
2. To compare teaching effectiveness of English Teachers at primary level in Maharashtra with respect to their gender, qualification and teaching experience.
3. To check the four aspects of teaching effectiveness of English teachers at primary level in Maharashtra.

RESEARCH QUESTIONS:

1. What is the status of teaching effectiveness of English Teachers at Primary level in Maharashtra? **(Objective No 1)**
2. What is the status regarding four aspects of teaching effectiveness of

English teachers at primary level in Maharashtra? **(Objective No 3)**

HYPOTHESIS:

Research hypothesis: (Objective No 2)

1. There is significant difference between mean scores regarding teaching effectiveness of male and female English teachers at primary level.
2. There is significant difference between mean scores regarding teaching effectiveness of English teachers with diploma and degree in education at primary level.
3. There is significant difference between mean scores regarding teaching effectiveness of English teachers with less teaching experience and more teaching experience at primary level.

Null hypothesis:

1. There is no significant difference between mean scores regarding teaching effectiveness of male and female English teachers at primary level.
2. There is no significant difference between mean scores regarding teaching effectiveness of English teachers with diploma and degree in education at primary level.
3. There is no significant difference between mean scores regarding teaching effectiveness of English teachers with less teaching experience and more teaching experience at primary level.

RESEARCH METHODOLOGY:

Aim of this research is to study the teaching effectiveness of English subject teachers. For fulfillment of this aim researcher have used survey method. Survey research enables to collect data via questionnaires or interviews, from a large number of respondents. The respondents were selected through random sampling represent the population in the context of the phenomena because the key feature of survey research is to produce generalizations relevant to the whole population.

Population:

The population for this research work was all the primary teachers in Maharashtra State. From the above population, the sample was selected by stratified random sampling method.

Sample:

From the population 588 Primary teachers from Z.P. Primary schools were selected from the Maharashtra state. This sample was taken with the help of simple random sampling technique.

Data collection tool:

Researcher had developed the Teaching Effectiveness Scale for English Language Teachers. This scale was developed based on four aspects of teaching effectiveness I. Planning, II. Instruction, III. Management and IV. Interpersonal relationships. Each component was having 10 statements. Total 40 statements. This was a five-point rating scale. Reliability of the scale was checked with help of split half method (Spearman brown proficiency = 0.6302). Content validity was checked by experts in the field of English teaching.

Total 200 marks. Lowest score 40 and highest score200. For its scoring and interpretation four levels were decided by the researcher given in interpretation table.

Table No. 1 Interpretation levels for teaching effectiveness

Scores	Level
40 to 90	Very Low
91 to 140	Low
141 to 180	Medium
Above 181	High

For scoring and interpretation of the data for the four aspects, four levels were decided by the researcher given in the interpretation table:

Table No.2 Interpretation levels for aspects of the teaching effectiveness

Scores	Level
10 to 20	Very Low
21 to 30	Low
31 to 45	Medium
Above 45	High

9.4 Procedure:

For this research, researcher has used survey method. The population for this survey research was Zillha Parishad Primary teachers of Maharashtra state. For survey 588 primary teachers working in Zillah Parishad schools were selected as sample by stratified random sampling technique. English teaching effectiveness scale , developed by the researcher was used as data collection tool. This scale was having four aspects; I. Planning, II. Instruction, III. Management and IV. Interpersonal relationships. The English teaching effectiveness scale was given to the sample and data obtained from the survey was statistically analysed and interpreted with statistical table and graphical representation.

10. SCOPE:

The conclusions obtained from the present study of teaching effectiveness of primary teachers was applicable to the all Zillha Parishad primary teachers in Maharashtra state.

LIMITATIONS:

- The tools for data collection used for research was developed by researcher only.
- The conclusion of the research are based on the responses given by the primary teachers.

DELIMITATIONS:

1. The present research study is delimited to Maharashtra state only.
2. It is delimited to Zillha Parishad primary teachers only.
3. It is delimited to teaching effectiveness regarding English language.
4. It is delimited to Marathi medium primary teachers under Zillha Parishad in Maharashtra.

ANALYSIS AND INTERPRETATION OF THE DATA:

Objective wise data analysis given with the interpretation in the table form followed by its graphical interpretation.

Objective 1: To check teaching effectiveness of English Teachers at primary level in Maharashtra.

It was verified with the help of survey method. The tool used for data collection was English teaching effectiveness scale for primary teachers. This was five-point scale with 40 statements.

The results obtained statistically analyzed with mean, S.D. The detailed analysis and interpretation given in table and graphical form:

Table No. 3Analysis for Objective-1

N	Mean
588	166.49

Interpretation: Table no. 3 shows the analysis of the overall scores obtained from the teaching effectiveness scale. Mean score obtained from the overall data analysis is 166.49,which is medium level score according to the scoring table. This shows that primary teachers in Maharashtra having medium level of teaching effectiveness.

Hypothesis Testing:

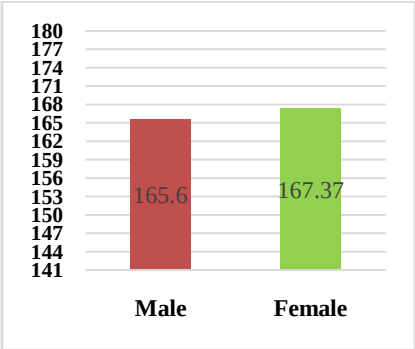
According to objective No.2, researcher established three hypotheses. These were tested with the help of data. For analysis of data, statistical techniques i.e. mean, S.D, and 't' test were used. It is given below.

Null hypothesis 1: There is no significant difference between mean scores regarding teaching effectiveness of male and female English teachers at primary level.

For the verification of the null hypothesis:1 the teaching effectiveness scale was used as data collection tool. Statistical analysis and interpretation given in table and graphical form:

Table No.4 Analysis for Null Hypothesis:1

Gender	N	Mean	S.D.	't' Value	Remarks
Male	293	165.60	14.71	0.15	Null Hypothesis:1 Accepted
Female	295	167.37	15.16		



Graph No.1 Teaching effectiveness of male and female primary teachers

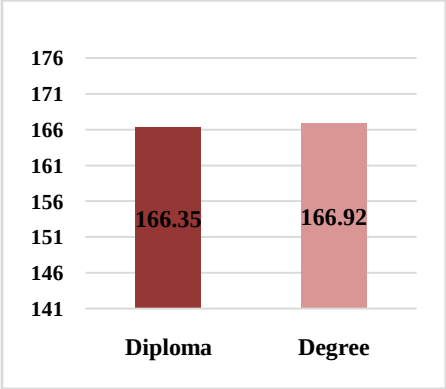
Interpretation: From Table No. 4clearly shows that mean scores of the teaching effectiveness of the male and female primary teachers obtained from the teaching effectiveness scale are medium level scores. calculated 't' value of the data = 0.15 which is less than the table 't' value = 1.98 at significance level 0.05 therefore it interprets that null hypothesis:1accepted and there is no significant difference between the mean scores of the teaching effectiveness of male and female primary teachers.

Null hypothesis 2: There is no significant difference between mean scores regarding teaching effectiveness of English teachers with diploma and degree in education at primary level.

Verification of the null hypothesis 2 was done with the help of data collected from the teaching effectiveness scale for the primary teachers. The interpretation and analysis given in the table and graphical form.

Table No. 5 Analysis for Null Hypothesis: 2

Edu. Qual.	N	Mean	S.D.	't' Value	Remarks
Diploma	426	166.35	15.28	0.67	Null Hypothesis:2 Accepted
Degree	162	166.92	14.14		



Graph No. 2 Teaching effectiveness of primary teachers with diploma and degree in education.

Interpretation: Table No.5 shows that mean scores of the teaching effectiveness of the primary teachers having diploma and primary teachers having degree, calculated from the data of teaching effectiveness scale are medium level scores. Calculated 't' value of the data = 0.67 which is less than the table 't' value = 1.98 at significance level 0.05 therefore it is interprets that null hypothesis:2 accepted and there is no significant difference between the mean

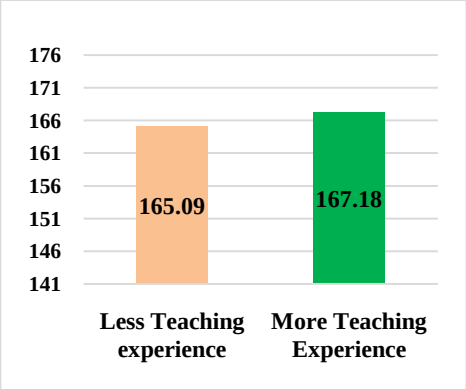
scores of the teaching effectiveness of primary teachers having diploma and primary teachers having degree as educational qualification.

Null hypothesis 3: There is no significant difference between mean scores regarding teaching effectiveness of English teachers with less teaching experience and more teaching experience at primary level.

For verification of null hypothesis teaching effectiveness scale for primary teachers was taken as a sample for data collection tool. The analysis given in the form of table followed by the graph and interpretation.

Table No.6 Analysis for Null Hypothesis: 3

Experience (Years)	N	Mean	S.D.	't' Value	Remarks
Less Experienced	195	165.09	14.87	0.11	Null Hypothesis: 3 Accepted
More Experienced	393	167.18	14.97		



Graph No.3 Teaching effectiveness of primary teachers with less teaching experience and more teaching experience.

Interpretation: Table No.6, interprets that mean scores of the teaching effectiveness of the primary teachers having less teaching experience and primary teachers having more teaching experience are medium level scores, 't' value of the data calculated = 0.11 which is less than the table 't' value = 1.98 at significance level 0.05 this concludes that null hypothesis-3accepted and there is no significant difference between the mean scores of the teaching effectiveness of primary teachers having less teaching experience and primary teachers having more teaching experience.

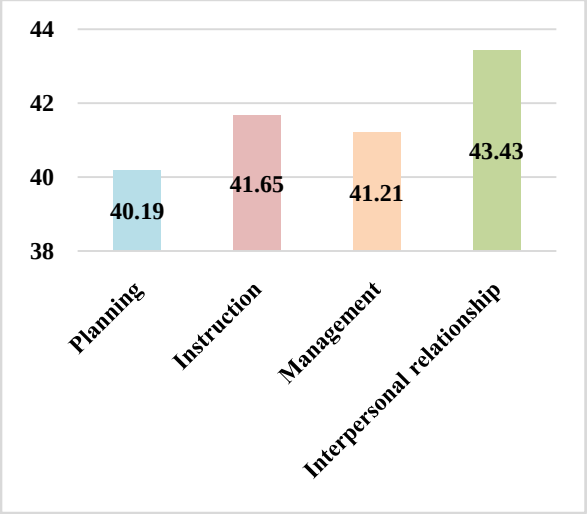
Objective -3: To check the four aspects of teaching effectiveness of English **teachers at primary level in Maharashtra.**

Verification of Objective 3 was done with the help of teaching effectiveness scale which was having four aspects of teaching effectiveness. Each aspect was having 10 statements. Each aspect was carrying 50 marks with lowest score 10 and highest score 50.

The collected data was analysed with mean, S.D. Analysis and its interpretation was presented below in table form:

Table No.7 Analysis for Objective-2

Components of T.E.	N	Mean
Planning	588	40.19
Instruction	588	41.65
Management	588	41.21
Interpersonal relationships	588	43.43



Graph No. 4 Four aspects of teaching effectiveness of teachers at primary level in Maharashtra.

Interpretation: From table no.6 it is interpreted that the mean scores of four aspects of teaching effectiveness were in medium level. Among the four aspects Planning aspect shows lowest mean score and Interpersonal relationship shows highest scores although they lie in medium range. Form this it is clear that primary teachers needed to work on the all aspects of teaching effectiveness but have to work more on planning, instruction and management.

FINDINGS:

Objective-1: Primary teachers in Maharashtra having medium level of teaching effectiveness.

Objective-2: From the testing of null hypotheses, researcher found the following findings:

Null hypothesis 1: There is no significant difference between the mean scores of the teaching effectiveness of male and female primary teachers.

Null hypothesis 2: There is no significant difference between the mean scores of the teaching effectiveness of primary teachers having diploma and primary teachers having degree as educational qualification.

Null hypothesis 3: There is no significant difference between the mean scores of the teaching effectiveness of primary teachers having less teaching experience and primary teachers having more teaching experience.

Objective-3: Mean scores of four aspects of teaching effectiveness were at medium level. Among the four aspects Planning aspect shows lowest mean score and Interpersonal relationship shows highest scores although they lie in medium range.

CONCLUSIONS:

1. Teaching effectiveness of English Teachers at primary level in Maharashtra is at medium level.

2. Teaching effectiveness of primary teachers of Maharashtra with respect to gender, qualification and teaching experience is not significantly different, it is at medium level.
3. Teaching effectiveness level with respect to four aspects i.e. Planning, Instruction, Management and Interpersonal relationship of primary teachers was found medium.

DISCUSSION:

In present research it is found that the teachers with diploma and degree as academic qualification, having equal teaching effectiveness regarding English language. From the past studies P. Pachaiyappan & D. Ushalaya Rajthat, the male and female school teachers do not differ significantly in their teacher effectiveness. But in case of locality urban school teachers were more effective in their teaching than compared to rural teachers. The higher secondary school teachers were more effective in their teaching as compared to secondary school teachers.

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