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We are happy to announce the publication of an International Journal of research in education entitled: ***Horizons of Holistic Education*** with International Standard Serial Number (ISSN). You are invited to send your original research papers and research articles for the publication in ***Horizons of Holistic Education*.**

The Journal of *Horizons of Holistic Education* (HHE), published by the Children's University, is an International quarterly Interdisciplinary Journal which covers topics related to holistic development of children. HHE covers all the areas which deal with the children, such as Child education, Child psychology and Panchkosh development of children, children's literature and so on. It also includes intellectual efforts encompassing Sociology, Vedic Science, Medicine, Psychology, Drawing, Music, History, Geography, Home Science, Philosophy, Economics, Commerce and Literature concerned with Children. The researches based on such topics shall be given priority.

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 aspect of human life that nurtures and flourishes the human existence. The concept of holism refers to the idea that all the properties of a given system in any field of study cannot be determined or explained by the sum of its component parts. Little things lead to coherence and holistic build up.

The Indian educational history has always been glorified by the presence of universities like Nalanda, Vikramshila and Takshshila, from the ancient period. India has got the privilege of establishing universities, even before there were universities in continents like Europe. The contributions of Arya Bhatta, Chanakya, Kalidasa and Baskaracharyya could not be forgotten by the whole world. Be it mathematics, science, literature or technology, India would be in the list of one of the historic contributors irrespective of the discipline of education. Indians have produced many of the most successful and remarkable insights, thoughts and inventions.

Education is a process that leads the entire human race; the present system has faced numerous challenges. In spite of several challenges holistic education is emerging in India. Unlike the conventional system, holistic education concentrates on learning through experience. This gives a new definition and style to education. By this system, children can learn by doing whatever they love to do. This system induces an interest for learning among children and education is being made a fun by this process.

Holistic learning is also known as transformative learning. The transformative learning has been initiated through various ways and means. The introduction of National Education Policy – 2020 and the efforts pertaining to it has been a remarkable over the period. Having stated the major move of NEP the collaboration of the teaching fraternity is equally important and vital. The efforts of the individual, groups and society will lead India to what it was a great Bharat.

The goal of education is "to help the individual become a more autonomous thinker by learning to negotiate his or her own values, meanings, and purpose rather than uncritically acting on those of others. In other words to love and care for everyone and everything to the exclusion of no one and nothing.

Regards,

Dr. Harshad A. Patel
Vice Chancellor
Children's University

FROM THE CHIEF EDITOR'S DESK

The concept of holistic education is the philosophy of educating the entire person, beyond core academics and is gaining steam in learning circles as schools struggle to improve student outcomes. Many organizations are realizing that students need more than just a strong foundation in a core curriculum; they also need to be supported by a community and to develop a compassionate understanding of the world around them.

It is the need of the hour that all the individuals and the society at large should join hands to work and establish the education system that caters to the individual and the society at large.

Holistic education is a comprehensive approach to teaching where educators seek to address the emotional, social, ethical, and academic needs of students in an integrated learning format. Emphasis is placed on positive school environments and providing whole-child supports (services that support academic and nonacademic needs, also known as wraparound supports) to students.

Students are taught to reflect on their actions and how they impact the global and local community, as well as how to learn from the community around them. Teachers often engage students in projects that apply critical-thinking skills toward solving real-world problems.

The holistic education will enhance Academic Achievement, Enhanced Mental and Emotional Well-Being, Increased Problem-Solving Ability and will Reduced Impact of Inequities.

In short, Holistic education is a relatively new movement in education that seeks to engage all aspects of the learner, including mind, body, and spirit. Its philosophy, which is also identified as holistic learning theory is based on the premise that each person finds identity, meaning, and purpose in life through connections to their local community, to the natural world, and to humanitarian values such as compassion and peace.

Regards,

Dr. Jignesh B. Patel
Chief Editor
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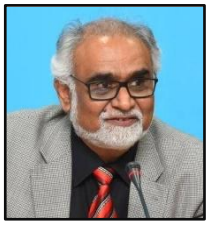

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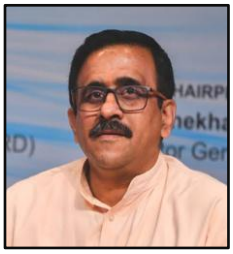

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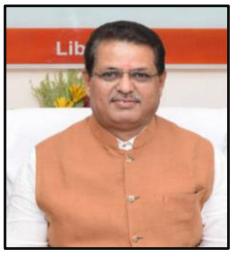

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Teacher-Learner Autonomy: A Key to Successful Teaching-Learning Process

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ABSTRACT

Taking ownership of one's own learning and thereby constructing knowledge is the major aim of education. An autonomy-supportive learning environment helps the learners to take independent decisions, encourage self-initiation, and provide opportunities to share their thoughts and feelings. To promote autonomy amongst learners, firstly teachers must be aware of the need for freedom in learning and teaching, why teachers have to be professionally autonomous, and how teachers can empower the learners for bringing autonomy in learning. When learners become responsible for their learning, they become autonomous learners; however, the capacity to take charge of one's learning is not an instinct but it must be taught. Thus, the role of the teacher in fostering autonomy amongst learners is a topic that needs to be discussed; as there is a misconception that autonomy in learning happens in the absence of teachers. This paper attempt to elucidate autonomy in learning with the help of self-determination theory and also explains how the primary scaffolder in the classroom, the teacher, can assist learners for autonomy.

Keywords: *self-initiation, autonomy in learning, self-determination theory, scaffolder and knowledge construction*

Introduction

Education in the largest sense deals with imparting knowledge and experiences to an individual that eventually develops his/her mental faculty and helps in shaping the character of an individual. It is a gradual process that can bring up positive changes in human behavior.

Thus, the knowledge that has been poured during instruction which is formal education, is not real education. When transmission and application of knowledge in real-life happen then education becomes meaningful. This kind of education or knowledge acquisition makes the learners self-dependent eventually. Profoundly, education must not be just confined to formal learning rather develop the child holistically and permits the child to practice it.The Oxford Advanced Learner's Dictionary, (2010), defines education as "the act or process of imparting or acquiring particular knowledge or skills, as for a profession and quality as referring to character concerning fineness, or grade of excellence" (as cited in Thangedaet al., 2016, p.9).Thus, learning implies any process that brings up permanent change in living beings which is not merely due to biological maturation (Illeris, 2009, p.3). Learning is considered as the amalgamation of two different processes. Firstly, an external interaction process, and secondly, an internal psychological process. The external interaction happens when the learner connects himself or herself with his or her material or social environment whereas when the learner's interaction happens with his mind and inner self through acquisition, internal psychological interaction takes place. The active engagement of both these processes must be necessary for appropriate learning. It was noted that two sub-processes are involved in the process of acquisition: the function of managing the learning content; and the incentive function of providing and directing the mental energy that runs the process (Fredholm, 2017, p. 3). As propagated by John Dewey that the modern concept of education is a three-dimensional process: teacher, taught, and social environment. Similarly, three dimensions are involved in the process of learning: content, incentive, and environment. The learners endeavor to construct meaning from the content by acquiring knowledge and skills along with values, attitudes, and strategies. This type of knowledge construction relies on the constructivist phenomenon, which talks about mental schema or image construction by updating the pre-existing patterns or schema.

As Piaget emphasized that children are born with some initial structure or so-called mental structures on which subsequent learning and knowledge are based on. This new mental image construction is impossible without the utilization of the aforementioned dimensions of learning. The concept of mental image is based on the concepts of learning proposed by Jean Piaget, who concluded that these patterns to be Illeris (2009, p.13)"cumulative, assimilative, accommodative or transitional/transformative" (as cited in Fredholm, 2017, p. 4). Cumulative learning also called mechanical learning, where learners are subject to new information that are not part of the existing mental structure. Here, learning happens without the context of

meaning is cumulative. Comparing this to assimilative, where learners utilize their pre-existing knowledge and relate it to the existing one. Thus, learning by addition or new learning elements are getting linked to the developed mental patterns and ability to make sense of the existing situation. However, in accommodative, where the learners are encountering some unknown events and are unable to make a connection with the pre-existing mental patterns; hence the deliberate transformation of these patterns is mandatory to permit the new information to fit into these existing mental images. This is rather a demanding and challenging process as compared to the last two. In short, restructuring of mental structure happens in the accommodative or transitional stage, which eventually leads to meaningful knowledge construction or learning. However, this is a slow process that should happen under the tutelage of a teacher and eventually helps the learners to be self-directed. This conceptual paper focuses on two objectives: Firstly, construing autonomy in learning through self-determination theory, and secondly, how teacher's autonomy helps in developinglearner autonomy.

Conceptualizing autonomy in learning through self-determination theory

Being self-reliant is an important requirement in learning and also one of the major objectives of imparting knowledge is to make learners autonomous. It is rightly said by Harmer (2007) that "autonomous learning allows students to be agents (enabling them to be the doers rather than the recipients of learning action) which is one way of helping to sustain their motivation" (as cited in Padmadewi, 2016, p. 45). Enabling children to be autonomous is a challenging task because the learners have been conditioned as mere recipients of learning since the inception of learning. As learning progresses, learners tend to rely more on teachers for what and how to learn. Consequently, upon this, the enthusiasm and curiosity to learn something new will decline, and finally self-directed or self-regulated learning becomes a question. Autonomy in learning becomes sensible when learners take up the responsibility of their learning by being actively being involved in individual decision-making. This kind of self-reliance will make the learners life-long learners and make them critical thinkers. Thus, autonomy has been "heralded as an essential aim of education" (Masouleh, et al. 2012, p.832). Holec (2001) defined autonomy as "the ability to take charge of one's own learning", considered the father of autonomous learning. He further emphasized that this ability "is not inborn but must be acquired by "natural" means or by formal learning, i.e., in a systematic, deliberate way" (Zhao, 2018, pp. 66). According to Kenny (1993), autonomy is "the opportunity to become a person" (as cited in Wintek,2012). From these two definitions, it is

evident that a high degree of creativity and independence can be attained through achieving autonomy.

The two components that are central to autonomy are self-directed learning (SDL) and self-regulated learning (SRL). SDL has its roots in adult education whereas SRL is in cognitive psychology. Self-directed learning is defined as "both a process of learning in which the individual establishes elements of control over their own learning, and characteristics of learners including self-efficacy and motivation" (Brockett &Hiemstra,1991; Hiemstra & Brockett, 2012; Ruttencutter, 2018; Stockdale, 2003, as cited in Linkous, p.119). SDL is also known as student-directed learning, where the onus of learning is taken up by the learners. When they learn in their own space, follow their interest, apply them in real-life- learning becomes meaningful. This kind of independent learning indirectly allows the learners the freedom of thinking and also critically reflect on their knowledge level.For this independent learning, the role of motivation, intrinsic motivation in specific cannot be denied as rightly pointed out by White and Fantone (2009) and Williams (2004). Thus, to develop self-directedness, students need to feel that they can influence the learning situation. Another component closely related to autonomy is self-regulated learning, which is "goal-oriented, conscious, and not under a tutor's immediate control" (Rheinberg et al. 2000, p. 82). In SRL, learners gain familiarity with particular concepts by reading, writing, questioning, and working in groups without the control and guidance of the instructor. Thus, it is the learner's motivation that plays an imperative role in sustaining interest in a specific topic. The common factor which is present in both these components is motivation. Thus, to be autonomous, the learner needs to be motivated that explained through self-determination theory. As stated by Fredholm (2017), "autonomy as understood as the inherited fundamental propensity of any living organism to be psychologically self-ruled and self-organized" (p. 11).

Self-Determination Theory (SDT) is a meta-theory of human motivation and personality development put forth by Edward L. Deci and Richard Ryan in 2000. SDT is positioned "on the fundamental humanistic assumption that individuals naturally and actively orient themselves toward growth and self-organization" (Legault, 2017, p. 1). To put it in another way, people try to comprehend the external world and developing his or her inner self by gathering new experiences and integrating those with their existing ones. This solely depends on their desires, interests, and needs. In a broader sense, this theory is a fusion of various six "mini theories" namely, Cognitive Evaluation Theory (CET), Organismic Integration Theory

(OIT), Causality Orientation Theory (COT), Basic Psychological Need Theory (BPNT), Goal Content Theory (GCT) and Relationship Motivation Theory (RMT).The first theory talks about intrinsic motivation and how it is being affected by perceived autonomy and competence. The second theory stressed extrinsic motivation and internalization of the same. The next one focuses on various personality dispositions-autonomous, controlled or impersonal. The fourth theory discusses the basic psychological needs such as autonomy, competence, and relatedness and briefs out the way the social environment can neglect, thwart or satisfy people's basic psychological needs. The second last theory emphasizes the influence of intrinsic and extrinsic goals on health and wellness. The last theory describes the need of maintaining an optimal relationship between people by seeking autonomy, competence, and relatedness. To sum up, all these theories rest on three basic psychological needs-autonomy, competence, and relatedness. Autonomy talks about the necessity to feel free and self-directed, on the other hand, competence is about the need to feel effective and relatedness is about connecting or developing a relationship with others. Satisfying these three basic psychological needs helps the learners to prosper and grow.

This conceptual paper is theoretically underpinned on one of the mini theories of self-determination, the Cognitive Evaluation Theory (CET).CET stresses the effect of both internal and external factors in developing one's intrinsic motivation. The nature of intrinsic motivation is (Legault, 2007) "non-instrumental" (p. 2), which is being driven by learners' internal rewards. In terms of learning, when a learner is intrinsically motivated toward learning he or she doesn't concern about the outcome of the learning rather thrives to acquire knowledge. This knowledge acquisition or knowledge engineering happens when learners are motivated intrinsically. On the contrary, extrinsic motivation is instrumental and people who are motivated extrinsically focus on the outcome or try to avoid situations because of the consequence associated with it. This theory explains that intrinsic motivation is dependent on external events in the form of rewards and punishers, interpersonal relations perceived in the form of criticism or praise, and internal predisposition or the inclination to do interesting activities which are affected by people's perceptions, feelings, and cognitions. These together enhance the learners' innate need for learning and become self-directed or achieve autonomy in learning and become effective or competent in achieving the desired outcomes. Thus, in short, to become autonomous intrinsic motivation is indispensable. In the arena of learning, one of the major goals of teaching is to make learners self-directed or autonomous in their learning. In other words, help learners to construct their knowledge under the guidance of an

enabled person or a scaffolder. In the learning phase, taking the enabled person as a teacher, whose autonomy must also be unequivocally important as learners. When the teacher's autonomy is declined due to lack of perceived competence and uncontrolled or unwanted events in the form of authority pressure and demands; subsequently diminishes their intrinsic motivation. This creates adverse effects on their knowledge gathering and production and finally their autonomy. This restricts their free-thinking and unable to help the learners to achieve their desired goals. The following part of this paper discusses how teachers' autonomy necessitates learners' autonomy.

Teacher-autonomy a bridge to learner autonomy

Focusing on the first component, the teacher, the onus of developing critical thinking among learners happens through good teaching. A good teacher needs to be confident and diligent and always be exposed to investigation, experimentation, and ready to face bewildering questions from the learners. When a teacher gets sufficient space to process his/her thoughts freely and share the same with their learners flexibly; subsequent learning will happen efficiently. For this to happen, both teachers and learners should be autonomous concerning teaching and learning, respectively.

National Policy of Education (1986) highlighted that teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs & capabilities of the concern of the community.National Knowledge Commission (2008) on the teaching profession rightly stated that teachers' academic autonomy and flexibility should be encouraged. Additionally, NPE (2020) also highlighted that for transparent implementation of pedagogical methods teachers should be autonomous. Teachers should look at the positive side of their beliefs about their profession, workspace, subject matter, and their roles and responsibilities. If at some point, these factors internally affect the teacher's freedom to think, then gradually demotivates his or her overall development. In essence, a teacher's belief has a significant influence on his or her teaching. When teachers can think freely, they can "help the individuals in making sense of their world and influence how new information is perceived, accepted or rejected" (Yanti et al., 2017, pp. 566). The two dimensions of teacher autonomy as highlighted by Mac Grath (2000) are Teacher autonomy as self-directed action or development; and teacher autonomy as freedom from control by others (Smith and Erdogan, 2008, p.84).

Viewing autonomy from a critical theory perspective, “an approach within humanities, shares with constructivism the view that knowledge is constructed rather than discovered or learned” (Masouleh, et al. 2012, 837). In critical theory, learner autonomy is construed in terms of a social and political character. When learning brings a change in society as a result of learners’ interaction within society comes under social context whereas autonomy in the political context means the freedom to take any decision with the knowledge of constraints and ideologies present in the society. When teachers and learners become aware of how knowledge can be constructed within a social and political context, gradually they become “independent, dispel myths, disabuse themselves of preconceived ideas, and can be thought of as 'authors of their own worlds” (p. 837).Thus, to be autonomous, teachers must keep abreast with the growing changes of society; update their subject knowledge; adopt their own pedagogy; be open to criticism; must be subjected to performance appraisal by peers and taught along with self-appraisal; and co-operate with others.

To address the diverse needs of the learners and make them autonomous, it is essential to bring up changes in teachers’ roles. As rightly said by Dornyei (2002), “a non-traditional teaching style or facilitating style is essential” (Swatevacharkul and Boonma, 2020, p. 179). In this style of teaching, rather than transmitting knowledge to learners, teachers should consider themselves facilitators and guide, and assist them with knowledge creation. Explicating this in detail, taking the three different modes of facilitation as proposed by Heron (1989): hierarchical, cooperative, and autonomous. The facilitators who adopt the hierarchical mode keep up the full responsibility to themselves and direct and control the learners with their power. In the cooperative mode of facilitation, the facilitator assists the learners, shares the power and responsibility amongst the learners. Autonomous mode facilitators allow the learners to make judgments or decisions and respect the overall autonomy of learners. A balance of each of these three modes of facilitation is required for effective knowledge transmission and subsequent autonomy development among learners.

To foster autonomy among learners, a teacher can use nine steps, as proposed by Nuan (1988, as cited in Maliqi, 2019, p. 34-36):

Step 1: Make instruction goals clear to the learner

Step II: Allow learners to create their own goals

Step III: Encourage learners to use their second language outside the classroom

Step IV: Raise awareness of learning processes

Step V: Help learners identify their own preferred styles and strategies

Step VI: Encourage learner choice

Step VII: Allow learners to generate their own tasks

Step VIII: Encourage learners to become teachers

Step IX: Encourage learners to become researchers

To promote learners' autonomy, teachers should: motivate the learners;create a pleasant learning environment; use innovative pedagogical practices emphasizing activity-based learning; and encourage learners to prepare own materials or notes using various resources.

Closure

In the light of the above discussion, the teacher has a central role to shape the learner's autonomy by raising awareness among learners about the need of working independently. The onus of bringing autonomy or academic freedom in learning lies in the hands of learners and teachers. Thus, teachers must act as a researcher to find outnew methods and techniques for effective teaching and explore the scopefordeveloping autonomy among learners.

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Financial Viability of Self Finance Teacher Education Institutions: Issues, Concerns and Remedies

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ABSTRACT

The teachers are the builders/shapers of the characters, personality, talent, skills and knowledge of future generations. Hence, Teacher Education is an extremely crucial element in the entire National Development cycle. Self – financing Teacher Education Institutions and restriction on the multitasking use of human resource and infrastructural resources due to some policy / regulatory reasons has raised doubts and concerns over the financial viability of the institutions. This paper analyses the issues and concerns related to financial viability of self – finance Teacher Education Institutes and proposes some solutions that can be deliberated upon.

Keywords: *Teacher Education Institutions, Self Financing, National Council for Teacher Education, B.Ed. M.Ed., Integrated Teacher Education Programme (ITEP)*

Introduction

The idea of self-financing of higher education originates from the explicit financial difficulties faced by the government in bearing the burden of the colossal system of higher education manned by lakhs of teachers, their non-teaching counterparts and associated financial implications of teaching. If the productivity of a system, howsoever large, is commensurate with the cost of running that system, it should not cause much concern. However, when the burden of a system is several times larger than its productivity, keeping that system running will necessarily demand support from outside so long as it keeps running. The cause of real concern in the back of minds of the government is the huge burden of the system that claims enormous public expenditure without a commensurate meaningful output. But due concern and deliberation should be done on making the self – financing structure

viable because the 'Output' of education both in terms of imparting abilities and improvements of attitudes, would bear definite relation to the 'Input' of resources put in. This paper analyses the issues and concerns related to financial viability of self – finance Teacher Education Institutes and proposes some solutions that can be deliberated upon.

Reasons behind the selection of this topic

Development of any nation depends upon the quality of its Human Resources. The quality of Human Resources depends on the quality of Education provided to the Human Resources. The Quality of Education depends upon the quality of Teacher Education provided to the in – service and pre-service teachers. Thus, Teacher Education is an extremely crucial element in the entire National Development cycle. Therefore, any negligence in the policy making, conduct and administration of Teacher Education would have long term catastrophic effects. Self – financing Teacher Education Institutions and restriction on the multitasking use of human resource and infrastructural resources due to some policy / regulatory reasons has raised doubts and concerns over the financial viability of the institutions which prompted the selection of this topic.

Problems, Issues and Concerns

At present the NCTE regulations for Two year B.Ed. programme has kept student – teacher ratio of 1 : 12.5 and in which one Professor / Associate Professor and 15 Assistant Professors are required for 200 students in all the four semesters of the course. Now let us assess the financial viability of this structure proposed by NCTE. Entry level pay at present for Associate Professor would be around Rs. 90,000 as per sixth pay and Rs. 1,90,000 as per seventh pay and for Assistant Professor Rs. 65000 as per sixth pay and Rs. 75000 as per seventh pay. Let's calculate the sum of salary component of the teaching staff now as per the sixth pay which would be Rs. 10,65,000 monthly (Annually Rs. 1,27,80,000) and the sum of salary component of the teaching staff as per the seventh pay would be Rs. 13,15,000 monthly (Annually Rs. 1,57,80,000). This is just the expense of salary component of teaching staff only but still let us now divide this yearly expense to calculate per student expenditure for just teaching staff expenditure which comes down to Rs. 78,900 per student for seventh pay calculation and Rs. 63,900 per student for sixth pay calculation. If we add the salary for

Non Teaching staff members and the other expenses this figure will reach to Rs. 80,000 annually for seventh pay calculation and Rs. 65,000 annually for sixth pay calculation. This will be the minimum fees charged from the students annually for perusing B.Ed. course. Note that this cost does not include cost of capital and post-retirement benefits, etc. to the employees of the university, which is undoubtedly huge. We all would acknowledge that this makes a comparatively expensive affair for any common student to pursue B.Ed. As a result of this unviable scenario, we can find many mal-practices being perpetuated in the Teacher Education Institutions like underpaid teaching staff and / or unfair extra fees being charged from the students for turning a blind eye to their irregularities or negligence.

Sr. No.	**Designation**	**No. of posts**	**Monthly Pay As per sixth pay**	**Annual Pay As per sixth pay**	**Monthly Pay As per seventh pay**	**Annual Pay As per seventh pay**
1	Associate Professor	1	Rs. 90,000	Rs. 10,80,000	Rs. 1,90,000	Rs. 22,80,000
2	Assistant Professor	15	Rs. 975000	Rs. 11700000	Rs. 1125000	Rs. 13500000
3	**Total expenditure**		**Rs. 10,65,000**	**Rs. 1,27,80,000**	**Rs. 13,15,000**	**Rs.1,57,80,000**

Total No. of Students for two basic units of 50 = 200

Per student expense of Teaching staff salary as per sixth pay = Rs. 1,27,80,000 / 200 = Rs. 63,900

Per student expense of Teaching staff salary as per seventh pay = Rs.1,57,80,000 / 200 = Rs. 78,900

In order to avoid this kind of unviable fees structure most of the teacher education institutions have found way to solve this riddle by giving less salary to the teacher educators which is sometimes as less as Rs. 10,000/- per month for a candidate who has two masters degrees and either has Ph.D. Degree or NET in Education. This is a forced exploitation / mal-practice due to unviable / less thought about policy decision.

Next, let us look into the demand side of the existing Teacher Education programs. The implication of the lack of effective demand for Teacher Education programs like B.Ed. would be a further underutilization of capacity in the institutions of higher learning. In the past, irrespective of their need and viability, many colleges and universities were established just

for political expediency and appeasement of the populist sentiments and pressure groups. This tendency has to be curbed and some measures needs to be taken to make self finance institutional structure financially viable which are discussed below.

The ailment of higher education lies in its being misdirected, ill structured, wrongly prioritized and pitiably obese and corpulent. It has a long history of eating too much and working too little. An unwise dieting and resolute exercise of starvation would nevertheless kill it so it must change its old routine, must do some manual work, and go in for long walks and so on.

Solutions and the Measures to be taken

1. Student Teacher Ratio should be around 1 : 25 just as the proposed one in ITEP – 4 year integrated teacher education course. More so because Teacher Education courses are more about learning than teaching in which the role of a teacher educator is more of a mentor, a guide and a supervisor than a teacher. The student – teacher ratio in teacher education is one of the highest among all the professional course guidelines by all the councils. To juxtapose it is higher than the student – teacher ratio proposed by AICTE and the national average of Student – Teacher Ration in Higher Education of 1 : 24 as per Educational Statistics at Glance – 2018 prepared by MHRD.
2. To earn money one must observe the principles of earning money. One of those principles is to innovate – to find a new product, to find new clients, a new market and so on. And therefore additionally, one must think on a singularly different role of Teacher Education Institutions that relates to merely providing teacher training for various courses like B.Ed. or M.Ed. to an institute which offers consultancy and extension services to various schools, academic colleges and social institutions and create new earning avenues by such efforts.
3. Another principle is to economise – to minimize wastage, to minimize under-utilization, to minimize conflicts, to remove bottlenecks and to effectively utilize all the resources available whether infrastructural or human. Staff of Self Finance Institutions should be allowed to be used in multiple Teacher Education Courses like B.Ed. staff members who are eligible and competent should be allowed to teach in M.Ed. or Integrated Teacher Education Programme offered by the same trust / college

in the same campus. Besides, the teacher education institutes should be allowed and encouraged by the policy makers to use their infrastructural resources for running multiple teacher education courses also.

4. Public expenditure on education falls under the budgetary head of "social services" although the right way to view such expenditure is as "an investment" in man-making – and one will consume a lot of it as long as it is free or almost free. Therefore, teacher education institutions should be converted into either fully or partially grant – in – aid institutions (70% Govt. aid + 30% fees) and proper and regular monitoring, assessment and accreditation of the quality standards of Teacher Education Institutes should be done.

Conclusion

In nursing and treatment of a sick person to bring him back to health, it is necessary that he be given not what his wanton desires urge, but what he needs and what is medically prudent to be given. NEP 2020 attempts at the restructuring needed and abandoning the received legacies of the past and take necessary twists and turns to fit itself into the need of our time. It is high time that we provide freedom in policy measures in terms of use of infrastructural and human resources available with well-thought about monitoring mechanism and create financially viable and effective teacher education institutions which will create such teachers who are knowledge creator in real sense. Unless we are ready to restructure the system of self finance Teacher Education Institutions, we will have only two alternatives: first not to press upon the institutions of Teacher Education to earn their own sustenance which will only prolong and worsen the existing problems, and the second to constrain them to do so and wait for their doomsday.

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A comparative study of knowledge and practices regarding iron supplementation of pregnant women in rural and urban areas of Ahmedabad city

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ABSTRACT

Anemia in pregnancy has determined effects on maternal and child health. The objective of the study is to access the knowledge and practices of pregnant women regarding iron supplements during pregnancy and the logics behind irregularity in the consumption of iron tablets. The study was carried out on 96 pregnant women which is selected by simple random sampling technique, they are routinely attending the antenatal clinic in rural and urban training health centersinAhmedabad city over a period of 3 months from October to December 2019. Their knowledge and practices regarding iron supplementation were studied. The present study indicated the poor knowledge of anemia, iron rich foods and the importance of iron supplementation during pregnancy. As awareness motivates behavioral modifications, awareness needs to be created through suitable nutrition counseling at some point of a pregnant woman's visit.

Keywords:*Anemia, Simple random sampling, Statistical data analysis, Statistical hypothesis, chi-square test&Cramer's V*

Introduction

Anemia is a condition in which the blood does not have enough healthful red blood cells. It is also referred to as a lack of blood.

There are different types of anemia. Iron deficiency anemia, Nutrition deficiency anemia, Anemia of inflammation, Aplastic anemia, Anemia associated with bone marrow disorder, Hemolytic anemia, Sickle cell anemia. The maximum commonforms of anemia is because of a scarcity of iron in human body which call is iron deficiency anemia. Human bone marrow needs iron to make hemoglobin. Without adequate iron, human body cannot produce enough hemoglobin for red blood cells that's why iron deficiency anemia. Without iron supplementation, this type of anemia happens in many pregnant women. It is also caused by blood loss, such as from heavy menstrual bleeding, an ulcer or cancer in the stomach or small or large bowel, and regular use of some pain killers that are available without a prescription, especially aspirin, which can cause inflammation of the stomach lining resulting in blood loss. It is important to determine the source of iron deficiency to prevent recurrence of the anemia. After iron deficiency second is a Nutrition deficiency anemia. Besides iron, human body needs folate and vitamin B-12 to produce enough healthful red blood cells. A diet lacking in these and other key nutrients can cause decreased red blood cell production. Some people who consume enough B-12 aren't able to absorb the vitamin. This can lead to vitamin deficiency anemia, also known as pernicious anemia. These two types of anemia are shown in lots of people but most commonly in pregnant women and children. Pregnancy anemia is determined by the WHO, such as hemoglobin levels below 11g / dl and is divided into three levels of severity, mild anemia (Hb level, 9 - 10.9g / dl), moderate level of anemia (Hb Level, 7 - 8.9g / dl) and severe anemia (Hb level 4.5 - 7 g / dl)

There aresomesymptoms of iron deficiency anemia during pregnancy likefatigue, weakness, pale or yellowish skin, irregular heartbeats, shortness of breath, dizziness or lightheadedness, chest pain, cold hands and feet, headache.

According to study and some researches there are some risk factors for iron deficiency anemia during pregnancy which is have two closely spaced pregnancies, pregnant with more than one baby, vomiting frequently due to morning sickness, don't consume enough iron, have a heavy pre-pregnancy menstrual flow, have a history of anemia before pregnancy.

Many types of anemia cannot be prevented. But iron deficiency anemia and nutrition deficiency anemia can be avoided by eating a diet that includes a variety of vitamins and minerals that is Iron-rich foods like meats, beans, lentils, iron-fortified cereals, dark green leafy vegetables and dried fruit. Folate rich foods likefruits and fruit juices, dark green leafy vegetables, green peas, kidney beans, peanuts, and enriched grain products, such as bread, cereal, pasta and rice.Foods which is rich in vitamin B-12 include dairy products, fortified cereal, and soy products. Vitamin C rich foods like citrus fruits and juices, peppers, broccoli, tomatoes, melons and strawberries. These also help to increase iron absorption.

India has program to fight anemia since 1970, when the National Anemia Prophylaxis Program was launched--it focused on distributing iron and folic acid (IFA) tablets to pregnant women, and children under five. In 2013, the government launched the weekly IFA supplementation program for adolescents. However, only three in 10 pregnant Indian women took IFA tablets for more than 100 days of pregnancy and only a quarter of children under five took iron supplements, according to NFHS-4. There are some Yojana also Anemia muktbharat and PoshanAbhiyan. But lack of knowledge and practices of the women and children, government cannot help it out.

The purpose of this study was to estimate the knowledge and practices of pregnant women regarding anemia, iron supplements and Iron rich food and also to assess the impact of these factors of these sensitive groups of women.

Materials and methods

This study was carried out on 96 pregnant women who were in their first, second and third trimesters and routinely attending the antenatal clinic in a rural and urban health centers, Ahmedabad over a period of 3 months from October 2019 to December 2019.

Data collection was carried out using a predesigned, self-administered questionnaire in English and Gujarati language for pregnant women who lives in Ahmedabad cityand who consented to participate in the study.

The questionnaire had details of socio demographic data like education of pregnant women, occupation, No. of children before pregnancy, types of family and questions to assess knowledge, and practices of these antenatal women regarding anemia, iron rich food and iron supplementation. In the questionnaire question regarding their awareness of the term anemia complications like feeling fatigue, feeling weakness, dizziness, headache due to anemia consumption of the iron tablets, information on nutritional assessment timing of consumption of iron tablets and reason for not taking iron tablets, other source (iron) they are consuming or not.

Table 1:Socio-economic data

Socio-economic status		Urban (n=48)	Rural (n=48)	Total (n=96)
Education	Literate	36	25	61
	Illiterate	12	23	35
Occupation	Working	37	19	56
	Homemaker	11	29	40
Type of family	Nuclear	33	12	45
	Joint	15	36	51
No. of children before pregnancy	0	27	3	20
	1	12	26	38
	2	5	11	16
	More than 2	4	8	10
Duration of pregnancy	1^{st} trimester	3	11	14
	2^{nd} trimester	27	14	41
	3^{rd} trimester	18	23	41

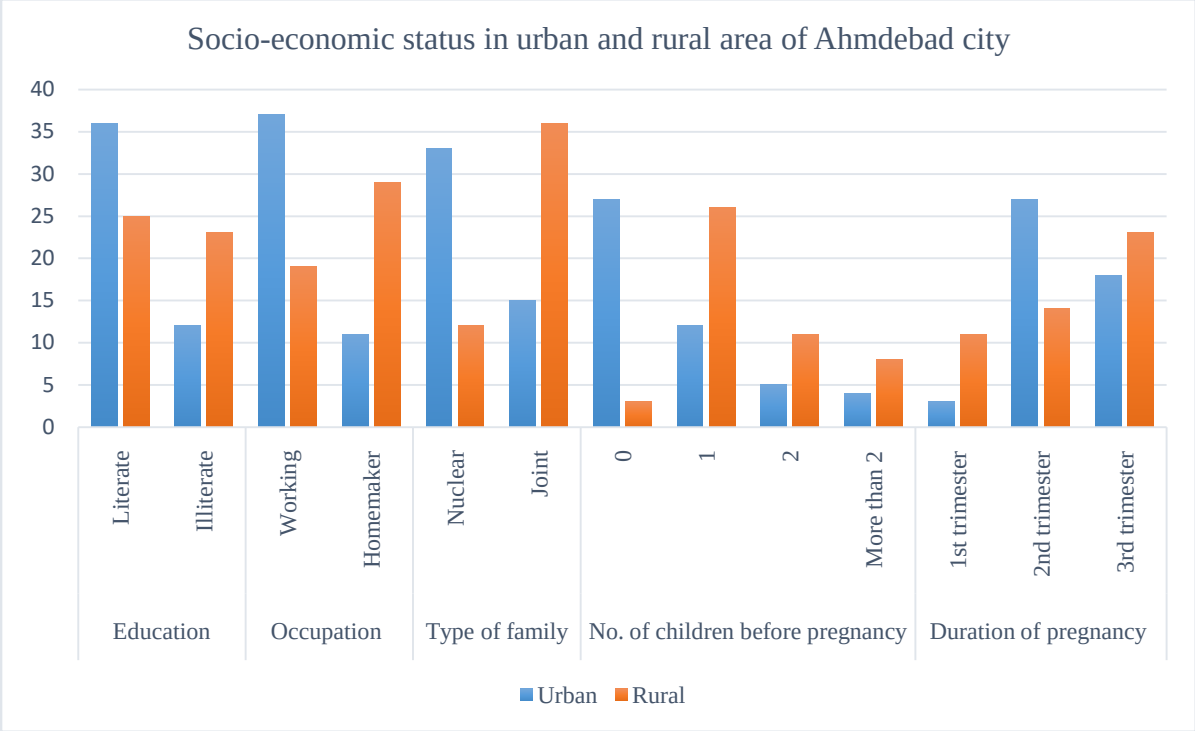
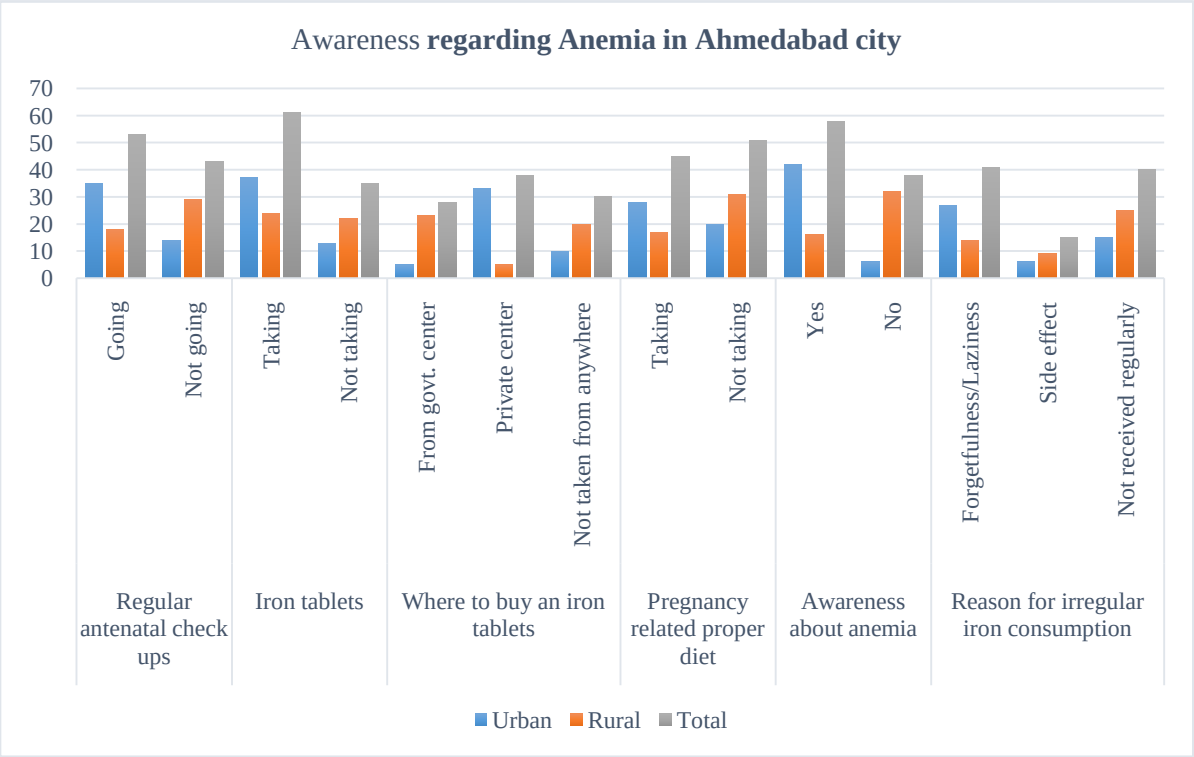


Table 2:Awareness regarding anemia data

		Urban (n=48)	Rural (n=48)	Total (n=96)
Regular antenatal check ups	Going	35	18	53
	Not going	14	29	43
Iron tablets	Taking	37	24	61
	Not taking	13	22	35
Where to buy an iron tablets	From govt. center	5	23	28
	Private center	33	5	38
	Not taken from anywhere	10	20	30
Pregnancy related proper diet	Taking	28	17	45
	Not taking	20	31	51
Awareness about anemia	Yes	42	16	58
	No	6	32	38
Reason for irregular iron consumption	Forgetfulness/Laziness	27	14	41
	Side effect	6	9	15
	Not received regularly	15	25	40



H_0: There is no association between the area habitat i.e. rural and urban and psychosocial and demographic parameters pertaining to pregnant women.

H_A: There exist statistical significant association between the area habitat i.e. rural and urban and psychosocial and demographic parameters pertaining to pregnant women.

Table 3: Association between the knowledge of iron and folic acid supplementation regarding the anemia with selected demographic variables.

Pregnant women		Urban (n=48)	Rural (n=48)	Total (n=96)	Chi square	Cramer's v	p - value
Education of pregnant women	Literate	36	25	61	4.5	0.238	0.0339
	Illiterate	12	23	35			
Occupation	Working	37	19	56	12.39	0.3804	0.0004
	Homemaker	11	29	40			

Type of family	Nuclear	33	12	45	16.73	0.4384	<0.0001
	Joint	15	36	51			
No of children before pregnancy	0	27	3	20	27.94	0.5395	<0.0001
	1	12	26	38			
	2	5	11	16			
	More than 2	4	8	10			
Duration of pregnancy	1st trimester	3	11	14	9.3	0.3112	0.0096
	2nd trimester	27	14	41			
	3rd trimester	18	23	41			
Regular antenatal check ups	Going	35	18	53	10.648	0.333	0.00110
	Not going	14	29	43			
Iron tablets	Taking	37	24	61	4.926	0.227	0.026445
	Not taking	13	22	35			
Where to buy an iron tablets	From govt. center	5	23	28	35.54	0.6084	<0.0001
	Private center	33	5	38			
	Not taken from anywhere	10	20	30			
Pregnancy related proper diet	Taking	28	17	45	5.0614	0.23	0.02446
	Not taking	20	31	51			
Awareness about anemia	Yes	42	16	58	29.446	0.554	<0.00001
	No	6	32	38			
Reason for irregular iron consumption	Forgetfulness / Laziness	27	14	41	7.22	0.2742	0.0271
	Side effect	6	9	15			
	Not received regularly	15	25	40			

Results

Nivedita,et.al.(2016) showed that overall 52.5% of the participants had good knowledge regarding anemia, iron rich food and iron supplementation but when specifically questioned only 39.87% were aware of and understood the term anemia. According to our study sample, majority of the urban and rural women are literate. In urban area mostly women are working either in private sector or government sector or have their own business. On the other side rural women were home makers. According to the survey in urban area most women lived in a nuclear family compared to rural areas. In urban area half of the participants had no child at the time of the study. While on the other side in rural area half of the participants had one or more child at the time of study.

In a Study by Wendt A, et.al. (2015)showedthat women were possibly to take iron and folic acid tablet often if they obtained additional dietary counseling all through being pregnant.

While in our study some association was found between regular intake and hemoglobin levels compliance of iron and folic acid supplementation. Bansal et.al.(2005)showed significant fall in hemoglobinwhen less than 50 tablets were consumed as compared to a maximum rise when more than 125 tablets were consumed by pregnant women.

According to the table 1 total 36 literate pregnant women who lives in an urban area's of Ahmedabad city and in rural area 25 literate pregnant women who lives in a rural area's of Ahmedabad city. In urban area 37 pregnant women are working and in rural area 19 pregnant women are working. In urban area 33 pregnant women lives in a nuclear family and in rural area 12 pregnant women lives in a nuclear family.

According to the table 2 in urban area 35 pregnant women going for the regular checkups and in rural area 18 pregnant women going for the regular checkups.37 pregnant women are taking regular iron tablets in urban area of Ahmedabad city while 24 pregnant women are taking regular iron tablets in rural area of Ahmedabad city. In urban area around 28 pregnant women taking pregnancy related proper diet and in rural area 17 pregnant women taking pregnancy related proper diet. In urban area 42 pregnant women has awareness about anemia and 16 pregnant women has awareness about anemia.

Reasons for irregular iron supplement consumption are also shocking. According to our study around 27 urban women who were not taking or irregular in taking iron supplements, and their reasons were forgetfulness or laziness on the other side 14 rural women were irregular in taking iron supplements and their reasonswere same. 6 urban and 9 rural women were not taking supplements because of side effect and 15 from urban side and 25 from rural side women said that she is irregular in buying iron supplements.

According to the theory if we find p value is <0.001 then there is very strong evidence against the null hypothesis. This flow follow in some factors like occupation, types of family, number of children before pregnancy, duration of pregnancy, iron tabletspurchasing centers, awareness about anemia.

Significant differences and associations were calculated using Cramer's V test between the type of households and various other factors of pregnant women. Statistical Association was found strongly significant between awareness about anemia and type of households using Cramer's V, as p-value was found to be 0.0001. Most of the urban were aware about anemia while most of the women residing in rural households were unaware regarding the same.

Cramer's V is a number between 0 and 1 that indicates how strongly two categorical variables are associated. Table shows that association between variables in the study group and types of living areasof pregnant women.

From table 3 following interpretations were concluded.

If we refer to chi square table, as 1 degree of freedom, the value of chi square under probability 0.05 is 3.84 and under probability 0.02 is 5.41.

Association between education of pregnant women and urban and rural area's of pregnant women was found statistically significant with p value 0.0339<0.05 and Cramer'sV (0.238).Cramer's value indicates association between the education and types of area of the pregnant women. Calculated values of chi square are 4.5 that is higher than 3.84. Then it is highly significant at 5%. Therefore H_0 is rejected.

Association between occupation and types of area's of pregnant women was found statistically significant with p-value 0.0004<0.05 and Cramer'sV(0.3804).Cramer'sV value indicates

association between the occupation and types of area of the pregnant women. Calculated values of chi square are 12.39 that is higher than 3.84. Then it is highly significant at 5%. Here H_0 is rejected

Association between types of family and types of area's of pregnant women was found statistically significant with p-value 0.0001<0.05 and Cramer'sV(0.4384).Cramer's V value indicates association between the types of family and types of area of the pregnant women. Calculated values of chi square are 16.73. That is higher than 3.84. Then it is highly significant at 5%. Here H_0 is rejected.

Association between regular antenatal checkups and types of area's of pregnant women was found statistically significant with p-value 0.00110<0.05 and Cramer's V (0.333). Cramer's V value indicates association between the occupation and types of area of the pregnant women. Calculated values of chi square are 10.648. Then it is significant at 5%. Here H_0 is rejected.

Association between iron tablets and types of area's of pregnant women was found statistically significant with p-value 0.0264<0.05 and Cramer's V (0.227). Cramer's V value indicates association between the iron tablets and types of area of the pregnant women. Calculated values of chi square are 4.926. Then it is significant at 5%. Here H_0 is rejected.

Association between pregnancy related proper diet and types of area's of pregnant women was found statistically significant with p-value 0.0244<0.05 and Cramer's V (0.23). Cramer's V value indicates association between the pregnancies related proper diet and types of area of the pregnant women. Calculated values of chi square are 5.0614. Then it is significant at 5%. Therefore null hypothesis is rejected.

Association between awareness about anemia and types of area's of pregnant women was found statistically significant with p-value 0.00001<0.05 and Cramer's V (0.554). Cramer's V value indicates association between the awareness about anemia and types of area of the pregnant women. Calculated values of chi square are 29.445. Then it is significant at 5%. Here alternative hypothesis accepted.

If we refer to chi square table as 3 degree of freedom, the value of chi square under probability 0.05 is 7.82.Association between number of children before pregnancy and types of area's of

pregnant women was found statistically significant with p-value 0.00001<0.05 and Cramer's V (0.5395).Cramer's V value indicates association between the number of children before pregnancy and types of area of living of pregnant women. Calculated values of chi square is 27.94. Then it is significant at 5%. Therefore H_0 is rejected.

If we refer to chi square table as 2 degree of freedom, the value of chi square under probability 0.05 is 5.99. Association between duration of pregnancy and types of area's of pregnant women was found statistically significant with p-value 0.0096<0.05 and Cramer'sV (0.3112). Cramer's V value indicates association between the duration of pregnancy and types of area of the pregnant women.Calculated values of chi square are 9.3. Then it is significant at 5%. Therefore H_0 is rejected.

Association between place of the buying iron tablets and types of area's of pregnant women was found statistically significant with p-value 0.0001<0.05 and Cramer'sV(0.6084).Cramer's V value indicates association between the place of the buying iron tablets and types of area of the pregnant women.Calculated values of chi square are 35.54. Then it is significant at 5%. H_0 is rejected

Association between reason for irregular iron supplement consumption and types of area's of pregnant women was found statistically significant with p-value 0.0271<0.05 and Cramer's V (0.2742). Cramer's V value indicates association between the reason for irregular iron consumption and types of area of the pregnant women.Calculated values of chi square are 7.22. Then it is significant at 5%. Therefore alternative hypothesis accepted.

Many studies indicated that factors like education, age at marriage, socioeconomic status, lack of knowledge, lack of births spacing and history of anemia before pregnancy were significant determinants of anemia

The present study indicated the poor knowledge of anemia, iron rich foods and the importance of iron supplementation during pregnancy. As awareness motivates behavioral modifications, awareness needs to be created through suitable nutrition counseling at some point of a pregnant woman's visit. Targeted estimation of hemoglobin levels in adolescent girls and women in reproductive age group, intensive counseling and motivation of pregnant women to consume iron

and folic acid, and ensuring adequate supply to them, would help in reducing the incidence of anemia in pregnant women.

Conclusion

According to the chi square test theory if calculated chi square > tabulated chi square the difference is significant. And hence H_0 is rejected. Research shows that socioeconomic class and some other pregnancy related factors like regular antenatal checkups, regular iron intake, awareness about the anemia, and reason for irregular iron consumption, diet aresignificantly different in the urban and rural area.

Anemia is a very major problem in India. And we need to fight against it and generate a proper solution. Government also takes lots of steps against it, but somewhere knowledge and practices are must needed. The lack of knowledge regarding anemia, iron rich foods and the importance of iron supplementation among pregnant women, affect the health of pregnant women.

During pregnancy,Iron and folic acid (IFA) supplements are essential to prevent iron deficiency (anemia) and in the developing countries, iron supplementation should be strictly followed during pregnancy.

Our study revealed that women should be made aware regarding the importance of iron supplements by government effort, NGOs or by education advertisement and by personal contact/doctor's advices. Moreover due to poverty they are unable to purchase and consume supplements.

Limitation of study

In this research, simple random technique has been applied but due to some limitation it won't give the detailed information about specific groups of people. Random sampling is convenient when population is large and homogeneous.Result may deviate depending on the type of the sampling.

Suggestion of study

Government has been taking necessary steps to overcome anemia in pregnant women by introducing various Yojanas regularly but either due to lack of awareness or resources/sources

needy people are not able to avail the facilities. So, by implementing awareness through education system, N.G.O.'s, NSS more beneficiaries can be generated.

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Frustration among Secondary School Teachers of Gandhinagar during student's Examination Management and Planning

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ABSTRACT

Teachers are people who learn for many years and enjoy the environment. As a Teacher, a Real-life coach has a lot of responsibility in his class. Another reason is that each student in the classroom relies on him. Teachers have a social responsibility within the school classroom. The role of the teacher is very different from other tasks, just as other tasks have to deal with the inanimate objects of a small human institution; however, the training task has a greater role to play in dealing with the creatures that live there. It is very difficult to determine the true value of teachers, especially when you compare them with other activities. However, teachers are also human and no matter how people are affected jobs arise when they feel frustrated. Teachers may have to contend with a variety of challenges and problems at the same time, such as trial and paper management training, as well as psychological problems, which may be causing these challenges. It leads to frustration or stress for a few teachers. In this paper, the researcher attempts to look at the various factors that may cause high school teachers' frustration at certain times in the planning and administration of tests. For this reason, the researcher selected hundred high school teachers (50 males and 50 females) in the Gandhinagar district of Gujarat. The researcher accepted the design of the experimental studies and used a random sampling method to select the population. The visual result found that psychological and administrative and educational problems exacerbated the growing frustration among high school teachers.

Keywords*: Frustration, Psychological Problems, Management and Planning Problems, Education, and examinations.*

Introduction

Teachers play a variety of roles in the ordinary classroom, yet one of the most important is that of the classroom manager. Strong teaching and knowledge cannot take the place of a poorly managed classroom. Rabindranath Tagore states that "the highest education is one that not only informs us but also enriches our lives and makes one more humane in society". Effective instructors seem to work effectively with students of all stages of fulfillment regardless of the heterogeneity stages of their instruction. If the teacher is unemployed, students under that tutor will receive insufficient academic progress, no matter how they are compared or how different they are in terms of their teaching success.

There are many things to keep in mind, training targets, curriculum-based curriculum, and assessment methods. And how administrators and their policies will guide teachers toward achieving student dreams. The relationship between tests and training needs and performance is close. The development of any of these components contributes to the development of well-differentiated materials. Therefore, the goal of transformation is to make it a desirable training tool. It is designed remotely as a green tool that assists academics in exam planning, exam paper enumeration; questions Banks have their answers, timetable, test results, assigning test managers and teachers to check student papers. Institutions can absorb house tests and can customize marks or grade-based tests. This program provides all the information on a single platform, which allows for better viewing of the environment and the transparency of the institution. The test is a unique self-assessment that is an effective way to assess the ability to hold students and the ability of teachers to assess strength. Teachers may have to deal with a variety of challenges and problems while accessing Exams, which may be due to Management and Planning problems and psychological problems. Such challenges can lead to frustration or even frustration for teachers.

About frustration

Each exposure to human activity is objective and biased. Achieving one’s goals and aspirations gives genesis to another purpose. However, every goal cannot be pleasing, while achieving goals and objectives gives happiness and now failure creates horrible feelings and moreover produces a sense of deprivation within a man or a woman. This concept can also

bring frustration and this frustration is inevitable in people. Frustration causes harm to each other, to the person and the body. When service delivery is disrupted, frustration is common in all cases and results in full social consequences. [Edu Gyan; frustration and conflict: various forms of Prevention] [Ekman (2007); Kappen & van Mechelen (2007); Spector (1978)] Disappointment is also associated with internal and external psychological thinking at all stages of life. [J. Ormel, B. Jeronimo's, (2017). frustration is caused by several resources related to the three principles in addition to teacher misconduct and code of conduct, difficult times for reasons outside the classroom that make it difficult to teach well, and the behaviour of family members or colleagues who no longer adhere to proper behaviour. Frustration is a feeling that arises from situations where someone is prevented from getting the desired result. Often, every time we reach a goal, we feel happy, and whenever we are hindered from achieving our goals, we may die of frustration and emotion.

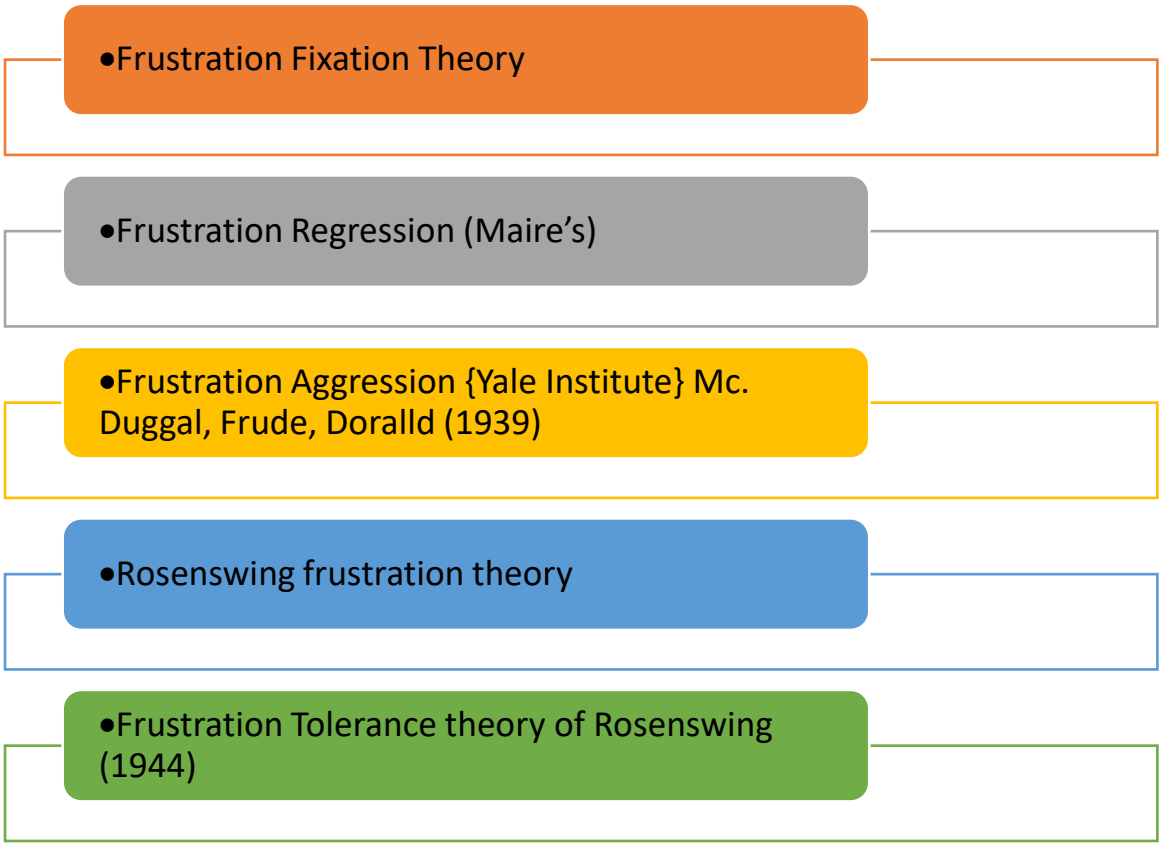
The psychological impact of Frustration

Frustration of teachers

- "Frustration is the feeling of sadness, hopelessness, worthlessness, and guilt of self-repack"- Rozen Field
- Frustration is a psychological disorder involving an intense feeling of sadness lack of energy and feeling of helplessness and despair. – Robert Baran.

- **Components of frustration**: Frustration Fixation Theory
    - Frustration Regression (Maire's)
    - Frustration Aggression {Yale Institute} Mc. Duggal, Frude, Doralld (1939)
    - Rosenswing frustration theory
    - Frustration Tolerance theory of Rosenswing (1944)

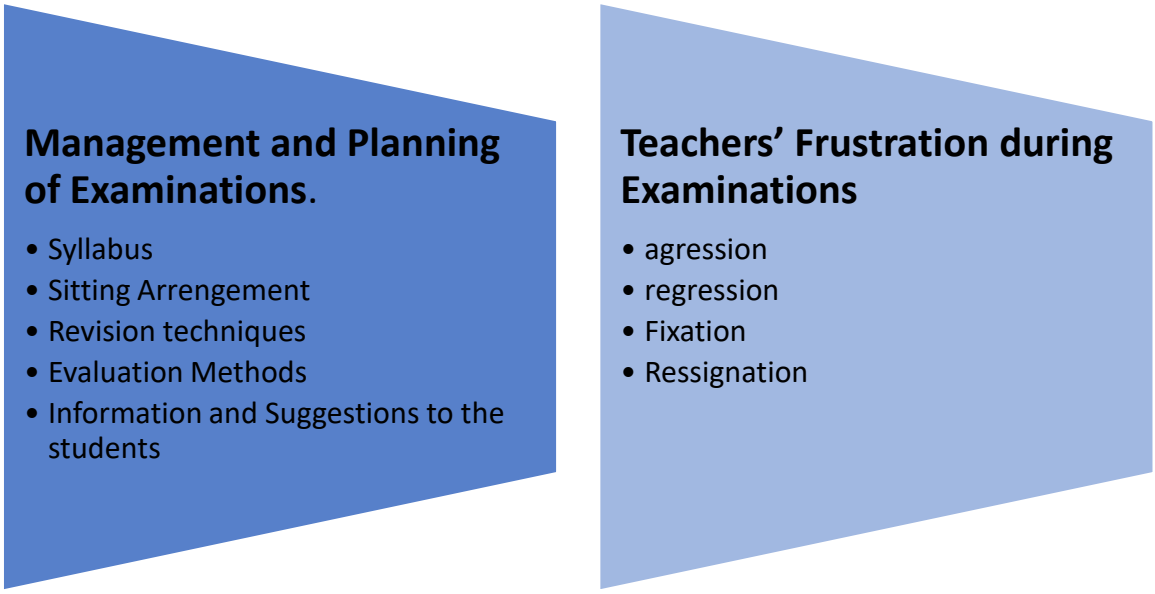
For the purpose of taking data from inventory, the researcher has taken Inventories based on different theories of frustration like,



About Planning and Management of Examination

Teachers can arrange examinations with proper schedule planning and designing of the papers. They can also provide the feature in which teachers can add the manual examination details of the school. They can set the different grading levels and different ranks for the students, according to their performance in the exams. They can add the name of the individual student, with the total number of marks scored in different subjects. Evaluation, grading and certification in our system rest on examinations which play an important role in the progression of a learner on the learning path. The examinations not only indicate whether the desired learning outcomes have been achieved but also assess the level of achievements against benchmarks. Thus, examinations serve as checkpoints for both the learner and the external world, allowing appropriate certification to be issued reflecting the proficiency of an individual operating in socio-economic spheres.

Teachers' frustration during the Management and Planning of Examination



Why Planning and Management of examinations are important in Education?

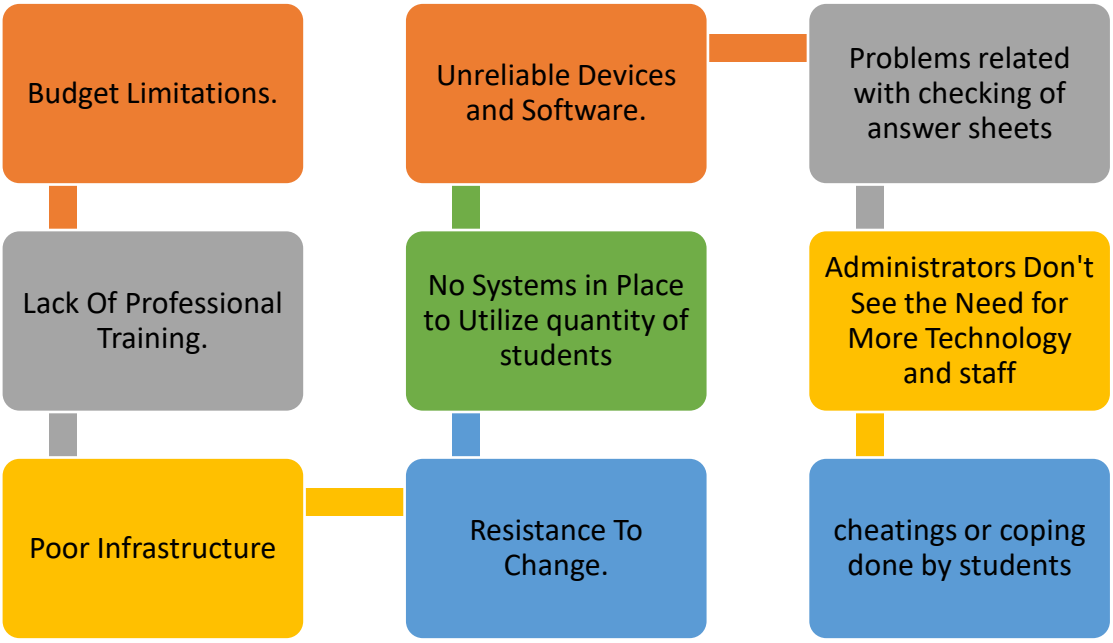
Exams might not seem a priority, but they help us assess our knowledge. exams require clarity of concepts' Exams are an essential part of our studies. To check the results of the studies it is necessary to take exams. Exams are a new and exciting experience for students during common classroom studies. It depends upon the examiner to take exams with lengthy answers to write, or multiple-choice questions. As the exam pattern has changed, the flow of time the exams has also changed the method of studying has also changed. The exam is a new and unique experience for the student effective way of testing themselves. Teachers may have to face various challenges and problems while accessing Examinations it may be due to technical problems as well as psychological problems or any kind of syllabus or grammatical problems. Such challenges may lead to frustration or stress among the Teachers. In this particular paper, the researcher had attempted to study the various factors which may cause frustration among secondary school teachers while accessing Exams. For this purpose, the researcher had selected 20 schools and 60 Teachers in Gandhinagar city. (30 male and 30 female) in the Gandhinagar district of Gujarat. The researcher had adopted an exploratory

research design and used the cluster sampling method for selecting the population of the study. Six key factors that will contribute to quality education and testing for quality tests.

Six basic elements influence the quality of education and assessments for better examinations.

- The teacher and teaching methods.
- Educational content.
- Learning environment.
- School management.
- Students' awareness and accuracy of Examinations
- Funding and organization.

Issues during Examination Related to Planning and Management of Examination.



Objectives of the study

- To study and find out Teachers' frustration levels during Planning and Management of examinations.

Hypothesis

- There is no significant difference between frustration levels of male and female School Teachers.

Sample

The study was confined to 50 School Teachers (both male and female) in the Gandhinagar District. The sampling technique has been adopted for this study was the random sampling technique. The present study was carried out on 50 teachers' equal number of male (N 30) and female teachers (N 30), the group was in between 25-50 years, were selected randomly from Gandhinagar city. All participants belong to an urban area and rural equal.

Tool used

The researcher has used both secondary data and primary data to meet the estimated requirements. With the help of different inventories like

- Reaction to Frustration Scale (RFS) by Dr. B.M. Dixit and D.N. Srivastava (1971).
- Dr N.S. Chauhan & Dr Govind Tiwari (1972) the researcher made an inventory for teachers.
- An inventory by "Bell" in 1934 Bell Adjustment Inventory
- A list of questions created by the researcher. The questionnaire consisted of 25 questions. All 5 items have 5 sub-points namely cancellation, anger, retreat, and correction and online tests and tests. The reliability of the re-testing scale is 0.88. The researcher used a 5-point Likert scale to collect answers from Teachers. Data is still distributed and collected in person. t value analysis is done using Microsoft excel. The informal telephone interview system is also used to gather relevant and factual information and information provided to teachers, and heads of institutions. The reliability of the questionnaire was measured by conducting a pilot study of some 20 high school teachers from various schools in the Gandhinagar district. The Cronbach Alpha method was used to evaluate the reliability of relevant research.

Results and Conclusion

Procedure

- To collect the data first of all formal departmental permission was obtained through the school. The researcher selected male and female teachers who conducted online assessments and examinations. Instructions related to scale were clearly explained to each participant. The informed consent of the teachers was taken before the administration of the test. The required personal information was obtained. All participants were instructed to start the questionnaires. After the collection of scales from the participant's responses were recorded according to the above-mentioned method. The obtained data were analyzed by using mean, SD, and t-value.
- Mean Standard Deviation and t-test of Frustration among male and female teacherswho conducted online assessments and examinations.

N	Mean	SD	T-Value	Significant
Male 25	1.131	27.27	3.20	0.01
Female 25	1.020	18.89		

After a frustration study between male and female teachers, we found that male means 1.132 and female means 1.020 and S.D. male teachers 27.27 and female teachers 18.89. The frustration rate between male and female teachers is 3.20. At degree freedom = 58 at the 0.5 level, the table value is 2.00 and at level 0.1 the table value is 2.66, and our t value obtained is 3.20. The value of t exceeds the standard values of 0.01 & 0.05, so it is important at a level of 0.01.

Result

After the study of Frustration among male and female teachers, we found more frustration in male than female teachers who conducted online assessments and examinations.

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Pre-service teacher's reactions towards Flipped Classroom Approach

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ABSTRACT

The lecture technique is one of the most widely used teaching strategies in today's classrooms, in which the teacher is primarily responsible for information acquisition. Today's teacher, on the other hand, wants to find and try out new ways to teach individuals, particularly those who are having difficulty understanding and mastering the subject in the classroom.One such approach is flipped classroom. Instructors can communicate instructional content in a number of exciting ways while students learn at their own pace with the flipped classroom approach. Teachers can support students in better comprehending concepts through practical application by flipping a classroom. Once a teacher has created information for an idea, it can be reused the following year. The flipped classroom allows teachers more flexibility in determining how much time they spend with each student. Students who are dull, good performers, shy children, and bright children can all receive the attention they require. In the present paper, the author will focus on the pre-service teachers' reaction to the implemented flipped approach in their classroom. The investigator constructed the reaction scale comprising the areas concerned with the implementation of Flipped Classroom Approach. The study's significant findings revealed that most of the students agreed that the

use of videos and quizzes before the class made the topic more interesting, and overall flipped classroom was an innovative and exciting approach. Adopting such a flipped-classroom approach in the schools will make teachers acquainted with technology, and student's interest and motivation in the classroom will make learning effective. Both teachers and students will benefit from such a flipped-classroom approach.

Keywords*:* *Flipped Learning, Self-Paced Learning, Blended Learning, Social Science, Digital Natives, Technology, Reaction of Student Teachers.*

Introduction

We now live in a world dominated by technology and media, with tremendous technological advancements. According to Moore, 2005, "Teaching has become a more complex and difficult profession as a result of fast technological progress". In today's classrooms, utilising technology benefits a variety of teaching-learning methodologies and approaches. Flipped learning, for example, is one of the most used technology-assisted teaching methods. Students learn materials and lessons using online platforms first, allowing them to decide the time, place, medium, and pace of their learning (Staker& Horn, 2012). Second, students can participate in teaching process in a location away from home that is convenient for them.According to Bergmann and Sams (2012), a flipped classroom is a situation in which work formerly accomplished in the classroom is now completed at home, and work previously completed as homework or assignments is now completed in the classroom. In other words, the regular cycle has been flipped. The flipped classroom is most often linked with students going through video lectures for home study, but then that that is only the beginning. To create a successful flipped classroom, it involves more than simply recording instructional content and distributing it to students prior to a lesson: the time spent in class has proved more significant than the videos sent home.In this way, class time can be used to engage students in activities, discuss topics, elaborate on difficult-to-understand information, and probe questions about the curriculum. Because the videos have already been sent home, class time can be spent on problem-solving and hands-on activities, making the classroom a more dynamic learning environment.

Flipped classroom versus traditional classroom

A typical classroom focuses on learning rather than practise. Students come here to listen to teachers lecture and then practise the material while doing homework at home. The instructor provides the majority of the knowledge in a traditional classroom, and they also control and direct class discussions. Students in typical classrooms receive less feedback, and professors have less time in class to interact with students. Students in a typical classroom are expected to complete their homework at home. The majority of homework assignments and problems perplex the students in the class. Before presenting a new topic, the teacher should complete some warm-up exercises and solve the difficulties (Eldredge, 1990). Many researchers have claimed that traditional classroom lectures are unproductive (Millis, 1995). In traditional classrooms, the instructor is the one who delivers knowledge through direct instruction, which is a teacher-centric strategy. The flipped classroom, on the other hand, is more student-centered and creates a better learning environment (Hamdan et al., 2013).Learning tasks are naturally done as homework in the flipped classroom style. Teachers use class time to interact with students in meaningful ways, such as leading, providing feedback, and supporting their unique needs and requirements (Kong, 2015). Flipping a Social Science classroom can help teachers support students learning in better understanding the topics through practical application. The flipped classroom approach provides teachers to offer a variety and engaging ways to share educational content while providing an opportunity for students to learn at their own pace**.** Once the teacher has prepared the content for a concept, the same content can be used next year. The flipped classroom givesteachers more autonomy to choose how many periods to spend with each student.

Objectives of the study

In the present study, the teaching of Social Science program was developed and taught through flipped classroom approach on pre-service teachers to make them aware of such teaching approaches and further implement them in their classroom in their teaching jobs in the future. The study's objectives were to develop and implement a Teaching of Social Science program and teach it via the Flipped Classroom Approach and to study the effectiveness of this approach on student teachers of Social Science method through a reaction scale.

Sample

Twenty-one first-year students (2018-2020 batch) studying in the second semester of Social Science method in Department of Education, Faculty of Education and Psychology, Maharaja Sayajirao University of Baroda, Vadodara comprised the sample of the study.

Tool

To get the reactions of the students about the Flipped Classroom method, the reaction scale was used. The investigator constructed the reaction scalewhich consisted the areas related with the implementation of Flipped Classroom Approach. It was a five-point Likert scale. Each statement carries five alternatives strongly agree, agree, undecided, disagree, and strongly disagree. Students tick marks in appropriate boxes ranging from strongly agree to disagree in reaction scale strongly.

Analysis of reaction scale

To study the reactions of the students towards Flipped Classroom Approach, a reaction scale was administered. Data collected from the reaction scale were analyzed by employing a percentage and intensity index. The intensity index for each statement in the reaction scale was calculated.

Table: 1.0 Reactions of student teachers with regards to instructional materials sent for pre-class learning

Sr No	ITEMS	SA(%)	A(%)	UD(%)	D(%)	SD(%)	Intensity index
1	I enjoyed watching videos and it helped me to prepare for class in advance	52.38%	42.85%	4.76%	0%	0%	4.48
2.	Google Classroom was a new concept for me	66.66%	28.57%	0%	4.76%	0%	4.57
3.	It was hard to understand the concepts through a video	14.28%	4.76%	19.04%	23.8%	38.09%	2.33
4.	Flipped Classroom Approach promotes self-paced learning at home through videos	38%	52.38%	4.76%	0%	4.76%	4.19
5.	Use of videos and quizzes prior to the class made the topic more informative.	47.6%	42.8%	4.7%	0%	4.7%	4.23
6.	All the videos shown were related to the content	76.19%	9.52%	9.52%	0%	4.76%	4.52
7.	I faced a lot of technical issues while studying through Google Classroom.	23.8%	33.33%	9.52%	19.04%	14.28%	3.33

1. 90.4% of students agreed that the use of videos and quizzes prior to the class made the topic more interesting.4.7 % of students were indecisive and 4.7 students disagreed on it. The intensity index was also found to be 4.48 which confirms that majority of students felt that pre class videos and quizzes and topics made the class more interesting.
2. 95.23 % of students agreed that google classroom ws a new concept for them.The intensity index was also found to be 4.57.
3. Only 19.04 percent student felt tha learning through vidoes was tough.The intensity index was also found to be 2.33

4. 85.71% agreed that all videos shown were related to the content.9.52% were indecisive and 4.76 disagreed. The intensity index was also found to be 4.57.
5. 57.33 % of students opined that they faced technological issues while studying through Google Classroom.9.52% students were indecisive. And 33.32% of students opined that they did not face any technological issues. The intensity index was also found to be 2.33
6. 95.23% of Students agreed that they enjoyed watching videos and getting prepared for the class in advance. 4.76 % of students were indecisive. The intensity index was also found to be 4.19.
7. 95.23% Google Classroom as a tool for video and quiz upload was a new concept for them. 4.76% of students already knew Google Classroom. The intensity index was also found to be 4.23.

Table: 1.1Reactions of student teachers with regards to activities and instructions in class

Sr No	ITEMS	SA(%)	A(%)	UD(%)	D(%)	SD(%)	Intensity index
1	Activities done in class was quite monotonous	0.04%	23.8%	14.2%	42.8%	14.2%	2.62
2.	The instruction given for each concept was clear and easy to understand	38.57%	52.38%	14.28%	0%	4.76%	3.57
3.	This approach made me more inquisitive in class	0%	85.71%	14.28%	0%	0%	3.86
4.	Activities done in class were interesting	71.42%	28.57%	0%	0%	0%	4.71
5.	Flipped Classroom Approach enhances Classroom management	28.57%	42.85%	19.04%	9.52%	0%	3.90
6.	Flipped Classroom Approach helped in solving problems through discussions	47.61%	47.61%	4.76%	0%	0%	4.43
7.	I liked working in a group for different activities	52.38%	42.85%	4.76%	0%	0%	4.48
8.	Flipped Classroom Approach enhances the quality of the teaching-learning process	47.61%	42.85%	9.52%	0%	0%	4.38

9.	Flipped Classroom Approach was student-centered.	38.09%	52.38%	0%	9.52%	0%	4.19

1. 57% disagreed on the statement that activities done in class were monotonous sand 23.84% agreed that it was monotonous.14.2% on students were indecisive. The intensity index was also found to be 2.62 which confirms that variety of activities student were exposed to during the implementation of approach.
2. 90.95 % of students agreed that the instruction given in class was clear and easy to understand.14.28% of students were indecisive. 4.76% disagreed on it. The intensity index was also found to be 3.57
3. 85.71% agreed that the Flipped Classroom Approach made them more inquisitive in class.14.28% students were indecisive. The intensity index was also found to be 3.86.
4. 100% % opined that activities done in class were interesting and innovative.
5. 71.42 % of students opined that Flipped Classroom Approach enhances Classroommnagement. The intensity index was also found to be 4.71.
6. 95.22% of students opined that helps in solving problem thorough classroom discussion. 4.76% of Students were indecisive. The intensity index was also found to be 4.71. The intensity index was also found to be 4.43
7. 95.23% Students liked to work in groups. 4.76% of students were indecisive. The intensity index was also found to be 4.48.
8. 90.47% of students opined that Flipped Classroom Approach enhances Classroom teaching-learning process. 9.52% % of students were indecisive about it. The intensity index was also found to be 4.38.
9. 90.47% of students opined that Flipped Classroom Approach was student-centered .9.52 % students disagreed upon it. The intensity index was also found to be 4.19.

Table: 1.2. Reactions of student teachers with regards to the overall effectiveness of the Flipped Classroom Approach

Sr No	ITEMS	SA(%)	A(%)	UD(%)	D(%)	SD(%)	Intensity index
1.	Learning through was interesting.	57.14%	42.8%	0%	0%	0%	**4.57**
2.	Flipped Classroom Approach helped in getting suggestions and feedback immediately.	52.38%	28.5%	9.52%	9.52%	0%	4.24
3.	Teachers of other subjects should also use flipped Classroom approach	28.57%	52.38%	19.04%	0%	0%	4.0
4.	I prefer to study through the lecture method only.	14.28%	19.04%	14.28%	28.57%	0%	2.71
5.	Flipped Classroom Approach is helpful to achieve the objectives of social studies.	28.57%	52.38%	14.28%	0%	9.52%	4.05
6.	This approach was innovative.	42.85%	57.14%	0%	0%	0%	4.43
7.	I would like to use such a Flipped Classroom Approach in my future teaching job	38.09%	42.85%	19.04%	0%	0%	4.19
8.	Flipped Classroom Approach helped me to understand the teaching-learning process	28.57%	57.14%	14.28%	0%	0%	4.14

9.	I would prefer another topic in Social Science being taught through Flipped Classroom	14.28%	76.19%	4.76%	4.76%	0%	4.00
10.	Learning through Flipped Classroom Approach was time-consuming	19.04%	14.28%	4.76%	42.85%	10.04%	2.71
11.	Flipped Classroom Approach was systematic both for offline and online learning.	14.28%	57.14%	14.28%	14.28%	0%	3.71
12.	There is nothing new about Flipped Classroom	9.52%	14.28%	9.52%	57.14%	9.52%	2.57
13.	Flipped Classroom Approach helps in long term retention of knowledge	33.33%	47.61%	14.28%	4.76%	0%	4.09
14.	Learning through the Flipped Classroom Approach was burdensome	4.76%	19.04%	19.04%	47.61%	9.52%	2.62

1) 100% of students reacted that learning through the Flipped Classroom Approach was interesting. The intensity index was also found to be 4.57.
2) 80.88 % of students were in favor that Flipped Classroom Approach helped in getting suggestions and feedback immediately.9.52% students were indecisive and 9.52% students disagreed upon that. The intensity index was also found to be 4.24.
3) 80.95%of students agreed that teachers of other subjects should also use flipped Classroom.19.04% of students were indecisive. The intensity index was also found to be 4.09.

4) 33.32% of students opined that they prefer to study Lecture method only.14.28% were indecisive 52.37 % disagreed that they prefer to study through the lecture method only. The intensity index was also found to be 2.71.
5) 80.95% opined that Flipped Classroom Approach helped to achieve the objectives of social studies.14.28% students were indecisive. 9.52% disagreed. The intensity index was also found to be 4.05
6) 100% agreed that the Flipped Classroom Approach was innovative in nature. The intensity index was also found to be 4.43.
7) 80.94% opined that they will use Flipped Classroom Approach in future teaching jobs.19.04 % of students were indecisive. The intensity index was also found to be 4.19.
8) 85.71 % of students opined that Flipped Classroom Approach helped them to understand the teaching-learning process.14.28 % of students were indecisive. The intensity index was also found to be 4.14.
9) 90.47% of students opined that they will prefer to study other concepts of social studies through flipped Classroom. 4.76 5 students were indecisive and 4.76 5 students disagreed upon it. The intensity index was also found to be 4.00
10) 33.32 % opined that Learning through the Flipped Classroom Approach was time-consuming. 4.76 % of students were indecisive and 52.89 % of students disagreed that it was time-consuming. The intensity index was also found to be 2.71
11) 71.42 % of students opined that Flipped Classroom Approach was systematic both for online and offline learning. 14.28 % of students were indecisive and 14.28 5 students disagreed on it. The intensity index was also found to be 3.71.
12) 23.8 % Students opined that there is nothing new about flipped Classroom approach .9.52 % were indecisive and 66.66% students found Flipped Classroom Approach as a new concept for them. The intensity index was also found to be 2.57.
13) 80.94% of students opined that Flipped Classroom Approach helps in long term retention of knowledge. 14.28% were indecisive and 4.76% disagreed upon it The intensity index was found to be 4.09
14) 23.8% Students opined that Flipped Classroom Approach was burdensome in nature. 19.04% of Students were indecisive and 57.13% disagreed upon it. The intensity index was found to be 2.62.

Findings

From the analysis and interpretation of the data the following findings have been derived:

- The flipped classroom approach was found effective in terms of the positive reaction of students towards it.
- The majority of students found Flipped Classroom Approach as an innovative and exciting approach.
- The majority of students opined that Flipped Classroom Approach helps in long term retention of knowledge.

Conclusion of the study

Access to technology in schools is increasing. Teachers are considered digital immigrants and students as digital natives with immense knowledge of technology and its access. Adopting such a flipped-classroom approach in the schools will make teachers acquainted with technology, and student's interest and motivation in the classroom will make learning effective. Future classrooms may become more promising if it is more inclined towards technology to balance teachers, learners, and content. Schools and teacher education institutes must frequently explore and examine approaches to include technology in the learning process. This study suggests that instructional approaches that include technology and make learning self-paced may bring positive outcomes to teacher preparation programs.

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Envisioning Right to Education Act, 2009 through the Lens of National Education Policy, 2020

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ABSTRACT

The National Education Policy (NEP) 2020,the twenty-first century'seducation policy came into effect from July 2020 which provides recommendations covering the entire spectrum of the Indian education system from pre-primary to higher education. The Right to Education (RTE) Act, 2009 which is an existing law functioning in the Indian elementary schooling systemguarantees free and compulsory education to every child from an age group of 6 to 14 years. It has now been more than a decade since its implementation, however the problem of retention of students from underprivileged background still persists, therefore, a countrywide expectation was inevitable from the NEP 2020 as to how it's going to address the implementation level gaps of the existing RTE Act, 2009. Therefore, this articleis an effort to reflect on the recommendations given by theNEP, 2020 in addressing some of the important provisions of the RTEAct, 2009.

Keywords:*Education policy***,** *NEP 2020, RTE Act.*

Introduction

The Education policies are meant to providea framework to the government and its stakeholders to bring out affirmative changes in the existing education system.On 29th July

2020, after a gap of 34 years, the Central Government of India announcedthe New Education Policy (NEP), 2020. The policy lists out several promisingpoints by acknowledging the significance of Early Childhood Education (ECE), restructuring of school education from 10+2 to 5+3+3+4, encouraging interdisciplinarity of different disciplines, and imbibing a critical and holistic approach in the existing system of the curriculum. It also recognizesthe fact that thepast educational policies and government schemes have tried to bridge social and gender disparities, however, the problem continues to persistin the system.

The most significant challenge of the Indian education system is to control the dropouts of students at the school level. In India, the highest number of dropouts at elementary schooling is among scheduled tribes, scheduled caste, and girls. To overcome the persistent problem of increasing dropouts, enrolment, and inclusion, the government of India brought the Right to Education (RTE) Act, 2009. It provides free and compulsory education to every child between the age group of 6 to 14 years. It is acknowledged worldwide that the RTE Act, 2009 is the only law in the world where the accountability of bringing children to school lies on the government and not solely on parents. Now it has been more than a decade when the RTE Act, 2009 was implemented across India.“It has achieved success in terms of enrollment rates but has lacked the administrative and structural implementation”(Bhattacharjee, 2019).

The announcement of the new NEP, 2020 raised nationwide curiosity onhow it is going to address the current problems in the Indian education system which also includes the concerns related to widening the scope and implementation of theRTE Act, 2009. Therefore, this articleis focused on understanding how the NEP, 2020 visualizes the provisions of theRTEAct, 2009.

1. Reorganizationof School Education With Special Highlights on Early Childhood Education (Ecce)

The RTE Act, 2009 mandates the compulsory schooling of children from 6 to 14 years. The NEP 2020 states that the current structure of the 10+2 system in school education would be revised to 5+3+3+4 covering the age group of 3 to 18 years. This acknowledges the significance of early years development which is quite a much-needed step and has remained a matter of debate for its negligence.Sadgopal (2010)pointed out that“the holistic vision of Article 42 along with the Article 39 (f) which tries to address the provision of early childhood care, nutrition, health, and pre-primary education for children below six years of age does not

receive much of an impetus due to the limited role of Integrated Child Development Services (ICDS) through *Anganwadis/Balwadis* (a GovernmentrunEarly Childhood Day Care and Education Centre)which are just meant to provide nutritional supplement". Ramachandran (2009) also highlighted that "it is important for the government to focus on preschool education as investing in the early years can stimulate creativity and nurture innate intellectual abilities among children".

Therefore, the NEP, 2020by considering the criticality of early years development aims to expand the scope of free and compulsory education of the RTE Act, 2009 from 6 to 14 years to 3 to 18 years of age.With this guideline, the NEP 2020 tried to address one of the longer debated pointshappening in the country to make the entire public schooling system as free and compulsory.

2. Aimingfor 100% Gross Enrollment Ratio (Ger)

The RTE Act, 2009marks the point thatit is the role and responsibility of the government to provide free of cost elementary education toevery child between the age group of 6 to 14 years. The NEP 2020 acknowledges the achievement of the RTE Act, 2009 in reachinguniversal enrolment in elementary education. However, the problem of retention remains a problem for which the policy suggests various initiatives. It talks about strengthening the existing infrastructure at schools to help students attaining safe and engaging school education. It also talks about establishing alternative and innovative education centers to bring back the children of migrant laborers and others who dropped out from mainstream education due to difficult circumstances.It suggests developing an effective mechanism of tracking student's enrollment, dropouts, and learning levels.For regular attendance and effective learning at school, teachers shall work along with counselors and well-trained social workers connected to school campuses to create awareness among parents regarding sending their children regularly to the school.

To curtail dropouts and achieve a 100% Gross Enrollment Ratio (GER), the NEP 2020 aims atstrengthening the existing educational schemes and policiesby focusing on the education of socio-economicallydisadvantaged groups (SEDG's) of the society. Itrecommends enablingseveral pathways of learning in both through formal and informal modes. It suggests increasing6% of country's gross domestic product (GDP) on education.

The NEP 2020 recognizes that the provision made in RTE Act 2009 forestablishing a primary school in every habitation withina one-kilometer radius has certainly increased access to education. However, employing teachers and physical resources to small size schools are operationally challenging, therefore, NEP 2020 has come up with a suggestion of grouping school to form a school complex which will include Elementary to Secondary school and an Anganwadi within 5-10 km of radius. This will ensure enough teachers for every subject, better infrastructure, and effective governance of schools.

3. Curriculum and Completion of Elementary Education

The RTE Act in Chapter 5 states that the learning of a child should be through "activities, discovery, and exploration in a child-friendly and child-centredmanner" (RTE Act, 2009). A child should feel free to express their views without any fear. The NEP 2020 reinforces this clause by encouraging learning to be holistic, integrated, enjoyable, and engaging. The foundational, preparatory, and middle stages would include curriculum and pedagogy as flexible, multi-level, play, discovery, and activity based. The RTE Act, 2009 talks about the all-around development of a child. Similarly, the NEP 2020 talks about the holistic development of a child by moving away from the process of rote learning to emphasizing more upon developing all-around skills and capabilities essential for a 21st-century learner. Regarding mother tongue instruction both RTE Act, 2009 and NEP 2020 holds a similar view for using "mother tongue as a medium of instruction at least till grade 5 or preferably till grade 8" (NEP, 2020).

The current focus of different education policies lies inimproving the quality of learning imparted at Schools and Higher Education Institutions. The National Achievement Survey (NAS) 2017 states that only 57% of students can solve basic addition and subtraction in daily life and around 68% can read small text with comprehension.Therefore, the NEP 2020 proposes setting up a "National Mission on Foundational Literacy and Numeracy". In this regard, all the States/Union Territories have been recommended to prepare an implementation plan to achieve the objective of "universal foundational literacy and numeracy in all primary schools by 2025" (NEP, 2020).

The E-platform of the government called "DIKSHA" willhave a national repository of a good quality resources on foundational literacy and numeracy.This would support teachers and

stakeholders in achieving 100% basic literacy and numeracy skills in the country. Art and sports integration, a cross-curricular approach is also recommended by NEP 2020 to foster linkages between culture and education and promoting physical as well as psychological well-being of a child. Henceforth, the recommendation of NEP, 2020 strengthens and moves a way forward to achieve the mandate given by the RTE Act, 2009 under its curriculum section.

4. Role of A Teacher

The RTE Act 2009 emphasized that a teacher should have a professional degree to teach in a school. A school must have the required number of teachers to maintain an adequate pupil-teacher ratio. They should be regular and punctual at school. They need to finish the curriculum on time by focusing on the learning outcome of every child. The NEP 2020moves a way forward and provides the guidelines for recruitment of teachers through four years B.Ed. program and through improved Teacher Eligibility Tests (TETs). This would becomea minimum degree for teaching by the year 2030. For Continuous professional development, they should be regularly allowed to improve and imbibe the latest developments happening in their profession.

Another aspect that both RTE Act 2009 and NEP 2020 together favorsis the non-involvement of teachers in non-academic activities. The Nation Education Policy 2020 explicitly describes the effective recruitment procedureof teachers and the ways to ensure their continuous professional development. It also talks aboutsetting up their professional standards,promoting autonomy,andincentivizing them for doing their best work. Also, based on the principles of NEP 2020, “the National Council for Teacher Education (NCTE) along with the National Council of Educational Research and Training (NCERT) will formulate a new and comprehensive National Curriculum Framework for Teacher Education (NCFTE), 2021” (NEP, 2020).

5. Reservation Of 25%In Private Schools

Section 12(1)(c)of the Act states“a provision for private schools to enroll 25 %of children from weaker sections and disadvantaged communities by simple random selection” (RTE, 2009). However, the status of its implementation throughout the country is a matter of grave concern.DISE (District Information System for Education) data suggests that in “2013-14,

around 610,000 seats were filled under the mandate which nearly resulted in a seat fill rate of 29 %". Some of the implementation hurdlessuch as "discriminatory behavior towards parents, difficulties experienced by students to blend in with a different socio-cultural environment, and reliance on the private sector to provide quality education" are some of the widely discussed points related to its failure (Bhattacharjee, 2019).

One of the other arguments put against this provision is that "the government is trying to transfer the burden of educating poor on the private sector, however, it does not seem to be true as the total budget of RTE Act (2009) is 2.31 lakh crore INR over five years which are meant largely for improving teaching and infrastructure resources at government schools". (Mukherji, 2012). The NEP 2020 does not talk specifically about the ways to strengthen the implementation of this provision; however, it does mention strengthening the existing schemes meant for socially and economically disadvantaged groups by setting up of "special education zones" (SEZ) in areas with a significant population of underprivileged groups. Therefore, through better cooperation and continuous effort,the states can still come up with innovativeways for successfully implementing the 25 % reservation of the RTE Act 2009.

6. Examination Reforms

The sixteenth point of the fourth chapter under the provisions of the RTE Act, 2009 mentionsthat the student admitted in the school should not be held back and expelled from the school till they complete their elementary education. The Act again in the fifth chapter states that the students does not require to pass any board examinations till their elementary education. The NEP 2020, however, states that rather than tracking the progress of students at the end of grades 10^{th} and 12^{th}, it is important to track the child's progress throughout the school years. This would be beneficial not only for students but also for teachers, parents and the entire education system in "planning improvements for schools and teaching-learning processes" (NEP,2020). Therefore, the policy recommends for conducting examination at grades 3^{rd}, 5^{th} and 8^{th}. The policy also promulgates the tactic to reduce the pressure of board exams and ending coaching culture. For this it suggests to redesign board exams of some subject into two parts-one with the multiple-choice objective questions and another with the descriptive questions.

The overall objective of examination should not be rote-memorization done by students rather should focus the continuous improvement of students, teachers and the entire school system. The National Curriculum Framework's focus paper (2006) highlights the stress factor

related to the examination. It also supports no stress related to examination. Therefore, the RTE Act, 2009 adopted no detention policy. However, it was felt that students facing examination after elementary grades had to bear immense pressure after their elementary grades. Therefore, an amendment was done in 2019 which again introduced examination in grade 5^{th} and 8^{th}. Although, the current NEP 2020 talks about redesigning board examination and also introducing examinations at different grades, however, it is important to bring changes in the perspective of people towards examination. Teachers and parents should understand that examinations are not the labelling process to makestudents feel either good or bad rather it should be treated as a means to help them reach a required level.

7. School Management Committees(Smcs)

The RTE Act, 2009 in section 21 mentions about the establishment and functions of School Management Committee (SMCs) in the government and government-aided school. It consists of the elected representative of the local community, parents or guardians of children admitted in the school and teachers. The main function of SMC is to monitor the working of school, prepare school development plan, monitor funds etc. There are many questions that remain unanswered through the guidelines, such as, "how shall the election takes place, what authorities does SMC have with respect to teachers especially head teachers, what can be the content of school development plan?" (Matthey-Prakash, 2016). The NEP 2020 on the other hand recommends for establishing School Complex Management Committees (SCMC) rather than just School Management Committee (SMC). The purpose behind this is to promote sharing of resources across complexes/clusters. It would help building a large community of schools, school leaders, teachers, students, local citizens etc., that would strengthen the school system in a resource efficient manner. However, to have empowered SMC, it is important to have awareness among its member regarding their actual roles and responsibilities. There is an example of a state like- Himachal Pradesh where the "rate of illiteracy has decreased from 61 percent in 1971 to just 4 percent in 1999 which is resultedby active public participation like cooperative action in village communities, cooperation in between parents and teachers and parents actively participating in the efforts to improve school infrastructure" (Matthey-Prakash, 2016).

Conclusion

The NEP 2020 acknowledges the fact that the RTE Act 2009 is effective in achieving good enrollment rates in the field of elementary education. However, the retention of students is still a challenge in the schooling system. It can be reiterated that the RTE Act, 2009 which enforces a law to ensure quality education for every child between 6 to 14 years, the NEP 2020 further expands its horizon by including critical years of early childhood educationto acknowledging the significance of adolescent age that is, 3 to 18 years. This should certainly be considered as a positive step that would solve the grievous problem of school retention and dropouts.The NEP 2020 has also recommended setting up different zones meant for reinforcing the existing schemes and policies focusing on the socio-economically disadvantaged group.

Further, reinstating the suggestion given by National Education Policy, 1986 for increasing government investment in education to 6 %, would improve the problem of funding and the coordination between Centre and State. This would ensureeffective implementation of the RTE Act, 2009 along with improving the quality of education all around the country. The NEP 2020 does not seem to be discussingmuch on theprovision of 25 % reservation of RTE Act, 2009 for socially and economically weaker section student in theadmission to Private schools, however, it does provide scope in its guidelines while mentioning the reinforcement of existing schemes meant for the poor class. Thus, it would be interesting to see the ways the effective implementation of the NEP 2020 in the country would strengthen the mandates of the RTE Act, 2009.

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