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AN EXPLORATIVE STUDY ON THE ROLE AND EDUCATIONAL CONTRIBUTION OF GIRINDRASEKHAR BOSE IN THE FIELD OF INDIAN PSYCHOLOGY

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Abstract:

In India, Girindrasekhar Bose was known as *"The Father of Indian Psychoanalysis"* in addition to being an outstanding psychiatrist and psychologist. His views delighted by Freud, and he quickly became a member of the International Psychoanalytical Community, serving as president of the Indian Psychoanalytical Society. He published almost forty papers and ten books. Girindrasekhar Bose founded Lumbini Park Mental Hospital in 1938 for the indoor and outdoor treatment of mental patients, which developed from three beds to an eighty beds facility. So here in this study, the researcher tries to understand and explain the role and contribution of Girindrasekhar Bose in the field of Indian psychology.

Keywords: Indian Psychoanalysis

Objectives of the study: Objectives of this study are -

- To elaborate the Girindrasekhar Bose's publication and research-related activity in the field of psychology.
- To explain the academic and professional life of Girindrasekhar Bose.
- To discuss the role and contribution of Girindrasekhar Bose in the field of Indian psychology.

Research Methodology and Data Analysis:

This study is solely based upon the primary data and secondary data, which are collected from the different types of sources like- journals, news articles, books, edited book chapters, online news portals, online journals, online articles, etc. For the data analysis of this particular study, the document analysis method was followed by the researcher.

Introduction

In an age when the British had achieved dominance over all other European powers in India, Girindrasekhar's medical career began to shift toward psychiatric practice, and he rekindled his interest in the subject of psychology. To assess its accomplishments and dangers, the colonial history of psychiatry must be re-examined in a broader context. In comparison to traditional Eastern ideas, the Western colonial medicine system acquired diverse definitions for health, mind, and body. Furthermore, the colonial era's scientific breakthroughs, service reforms, and legal establishments had contradictory and negative consequences on Eastern traditional medical practices. The carnivores of Western colonial medicine dismissed indigenous traditions and local treatment approaches as "unscientific" and "superstitious." The East India Company doctors' treatment methods were clinical techniques comparable to those used in England in the nineteenth century, with an emphasis on physiological and biological reasons of insanity. There was a reluctance to investigate psychological forms of treatment, and moral therapy was prioritized. The East India Company doctors, on the other hand, were required to master Indian languages in the early twentieth century. Learning the local language made it easier to recognize indigenous knowledge. Colonel Berkeley Hill was appointed as the first administrator of the hospital for the European in Ranchi (Bihar) in 1918. The patients were treated with psychoanalysis, occupational therapy, amusements, and hypnosis by Berkeley Hill. He also sought to create a categorization system for mental illnesses. When Girindrasekhar Bose died in 1944, he had exchanged letters with him and written a moving obituary in the Indian Journal of Psychology. In 1922, Girindrasekhar Bose formed the Indian Psychoanalytic Society, which was recognized as a constituent member of the International Psychoanalytical Association immediately.

Bose had mastered the art of hypnosis at that time, and he was already experimenting with psychological treatments for mental patients. As a result, the development of psychoanalysis in India took a particular, one-of-a-kind path. During this time, the Bengal government was administering a few hospitals that were managed under the Indian Lunacy Act. There was no mental health program, and there was no good attitude toward the unfortunate sufferers of different mental illnesses. Calcutta, the British Empire's second-biggest city, lacked a governmental mental hospital or even a lunatic institution.

The Indian Association for Mental Hygiene was founded on August 23, 1928, at Shimla, with Colonel Berkeley Hill as its first president. This organization was modeled after the Mental Hygiene Councils in the United States and the United Kingdom, which were established largely to promote de-institutionalization and community treatment for the mentally illness. The Calcutta chapter of the Indian Association for Mental Hygiene was founded with five members at the end of 1929, with Girindrasekhar Bose as its president.

On 1 May 1933, under the direction of Girindrasekhar Bose, the Indian Psychiatric Hygiene Association established an outdoor mental clinic at Carmichael Medical College (now R.G. Kar Medical College). From 1933 to 1949, he was a member of this organization. The administrators of this private institution donated space, power, and furniture, and the outpatient clinic began operating on Tuesdays and Thursdays with the assistance of two honorary medical officers. The Indian Psychoanalytic Society founded another mental hospital, Lumbini Park Mental Hospital, at Natore Park, Tiljala, Calcutta, on February 5, 1940.

Academic and Professional life of Girindrasekhar Bose:

Girindrasekhar Bose holds the distinction of becoming the first physician in India to use psychoanalysis to treat mental patients. He was the true founder of the Indian Psychoanalytical Society in 1922, as well as the founder of psychoanalysis in India. From 1911 until 1915, he served as a physiology instructor at the same institution after graduating from Calcutta Medical School. After graduating from medical school, he pursued a master's degree in psychology, enrolling in the MSc Degree in 1916. He also served as the in-charge of India's first psychiatric clinic, which he established in 1933 at Carmichael Medical College (now R.G. Kar Medical College) in Calcutta.

From 1929 until March 1940, he was a university professor and the head of the Department of Psychology. In 1940, he established Lumbini Park Mental Hospital in Calcutta, as well as a city clinic at 14 Parsibagan Lane in Calcutta for outside patients. In 1949, he founded *'Bodhyana*,' a day school for mentally challenged childrens in Calcutta. In 1935, Bose became the first fellow of the National Institute of Sciences of India (FNI). In 1933 and 1938, he served as president of the India Science Congress Association's psychology division. He was also a Royal Asiatic Society of Bengal Fellow. From 1947 till his death, he was the founding editor of Samiksa, an English Journal of the Indian Psychoanalytical Society, and from 1922 to his death, he was the associate editor of the International Journal of Psychoanalysis.

Role and Educational Contribution of Girindrasekhar Bose in the field of Indian Psychology:

Girindrasekhar Bose's contribution to Indian psychology was enormous, broad, and varied. He was a gifted individual with a reputation as an expert on mental disorders. He made groundbreaking contributions to the study of the causes and treatment of mental illnesses or mental disorders, and he shed fresh light on unconsciousness. Though he experimented with psychological techniques of treating mental patients that were similar to psychoanalysis at the time, he lacked access to original materials or English translations in the field of psychoanalysis. With only a few journal papers to his credit, Bose went on to submit his renowned thesis titled *"The Concept of Repression,"* for which he was awarded a doctor of science degree in 1921.

Bose proposed the notion of *'opposite wishes,'* in which he argued that there is an opposite wish for every wish in our minds. According to Bose, if these opposing desires are of equal strength, they inhibit one another; but, if one is more intense than the other, the former is expressed while the latter goes into the unconscious to find its path and expression in the same form or another. In those days, few people in India had heard of Sigmund Freud, even among doctors and psychologists, and none of Freud's work was available in the nation. During that time, Sigmund Freud wrote after receiving a copy of Bose's thesis *"Concept of Repression":*

"It was a great and pleasant surprise that the first book on a Psychoanalytic subject which came to us from the part of the World (India) should display so good a knowledge of Psychoanalysis, so deep an insight into its difficulties and so much of deep-going original thought"

Though Sigmund Freud praised Bose's work, he disagreed with his idea of contrary wants, writing, *"Your theory of the opposite wish seemed to me to highlight rather a formal aspect than a dynamic factor"*. But, at the same time, he eventually acknowledged this view.

"I see that we did neglect the fact of the existence of opposite wishes from the three sources of bisexuality (male and female), ambivalence (love-hate), and the opposition of active-passive. These phenomena have to be worked into our system to make us see what modification or corrections are necessary and how far we can acquiesce to your ideas."

Bose's Publication and Research related Contribution in the Field of Psychology:

Apart from *'Concept of Repression,'* Bose published several papers in various journals-

- In 1923, *The reliability of psycho-analytical findings*. British Journal of Psychology, 3(2), 105–115.
- In 1926, *The free association method in psychoanalysis*. Indian Journal of Psychology, 1, 187–199.
- In 1927, *Sand motor test*. Indian Journal of Psychology, 2, 80–83.
- In 1927, *Sex in psychoanalysis*. Indian Journal of Psychology, 2, 107–126.
- In 1930, *Dream*. Indian Journal of Psychology, 5, 38–87.
- In 1930, *The psychological outlook in Hindu philosophy*. Indian Journal of Psychology, 5, 119–146.
- In 1933, *Group pass long*. Indian Journal of Psychology, 8, 77–79.
- In 1938, *Ambivalence*. Indian Journal of Psychology, 13, 1–19.
- In 1944, *Owen Berkeley-Hill: In memoriam*. Indian Journal of Psychology, 19, 145–146.
- In 1947, *The nature and genesis of love*. Samiksa, 1, 118–136.
- In 1949, *Big muscle ergograph*. In S.K. Bose (Ed.), Psychological testing and survey. Calcutta: Applied Psychology Section, Department of Psychology, Calcutta University.
- In 1949, *Dotting test*. In S.K. Bose (Ed.), Psychological testing and survey. Calcutta: Applied Psychology Section, Department of Psychology, Calcutta University.
- In 1950, *Neurotic questionnaire*. Indian Journal of Psychology, 25, 95–97.
- In 1951, *Classification of mental disorder*. Samiksa, 5, 149–152.
- In 1957, *The yoga sutras*, Samiksa, 11, 44–63, 73–138, 157–185, 217–237

Which are still considered the foundation of psychoanalytical studies in India. His essay on the dependability of psychoanalytical results, published in the *British Journal of Psychology* in

1923, is still regarded as relevant today. However, his in-depth study of the Patanjali's *"Yoga sutra,"* which represents Eastern concepts and the convergence of Western techniques and Indian philosophical teachings, reflects the Eastern thoughts and the confluence of Western methods and Indian philosophical doctrines.

Girindrasekhar Bose not only try to engage with psychoanalysis, but he also emphasized quantitative approaches in psychology. Several psychological tests/apparatuses were created by him and his collaborators while working at the University of Calcutta's Department of Psychology. Not only these tests are created, but standards norms and user guidelines were also established by Bose. Some of them are-

- *'Word Association Tests'* (with M.N. Banerjee and N.N. Chatterjee, 1953)
- *'Group Matching Tests'* (with M. Deb, 1940)
- *'Sand Motor Test'* (1927)
- *'Group Pass Along'* (1933)
- *'Big Muscle Ergograph'* (1949a)
- *'Dotting Test'* (1949)
- *'Neurotic Questionnaire'* (1950)

Bose was a key figure in the establishment of India's first psychology laboratory, emphasizing the importance of the objective measurement of psychological variables. He also spoke on psycholinguistics and its importance in the study of psychopathology. He attempted to discover the inner psychological meaning of language (1950, 1951) and its use in his works. He became interested in comprehending mental ideas presented in many languages after studying languages such as Sanskrit and German at a later age.

Bose's contributions varied from the creation of a *Mental Disease Categorization System* (1951) to the research of *Specific Mental Disorders* (e.g., periodic depression or unipolar depression). Girindrasekhar Bose was a multitalented genius. He wrote his interpretation of the *Puranas*, annotations on the *Bhagavad Gita*, and many other treatises on ancient Indian history, philosophy, and mythology, in addition to his contributions to psychoanalysis and psychology.

Bose's Professional Contribution for the Dept. of Psychology, University of Calcutta:

He had also made a substantial contribution to the development of the University of Calcutta's Department of Psychology from an organizational standpoint.

- Gradual expansion in terms of infrastructure and manpower development happened during his time in the Department of Psychology, along with an increase in academic posts.
- In 1938, the department of applied psychology was established.
- In 1945, a certificate programme in applied psychology was established to teach individuals interested in social work.

Conclusion:

Bose not only did for the abnormal psychology progress but so did with the experimental psychology, general psychology, and the application of psychology to other sectors including industrial psychology and organizational psychology. During his tenure, the department began collaborating with many orginization, assisting in the selection of competent employees, which had improved output. In early 1949, while still working, he suffered a stroke, after which he gradually retired. He had to face the physical effects of his sickness for a long time, but his mental awareness remained unchanged until his death on June 3, 1953. He was more than a doctor; he was a humanitarian, a dedicated teacher, and a capable administrator. He had a strong understanding of psychology and Indian philosophy, which he used to psychoanalytic interpretation. He also utilized his professional skills to build relationships with rural patients who were apprehensive about visiting a psychiatrist for therapy. He used to offer a free outdoor chamber for mental patients out of his house.

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ROLE AND IMPACT OF VIRTUAL REALITY AND AUGMENTED REALITY IN INDIAN HIGHER EDUCATION SECTOR

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Abstract:

As we enter the twenty-first century, technology is taking over education- whether it be skill-building programmes at colleges, real-world technical training, or the acquisition of abstract concepts in classrooms. Recently, new-age technologies such as augmented reality (AR), virtual reality (VR), and mixed reality (a combination of AR and VR) have been playing an increasingly important role in driving learning and digital learning engagement in response to the shift away from traditional methods of learning and toward experiential methods of education. Which has become increasingly crucial for developing countries like as India. The researcher has attempted to demonstrate the influence of these sorts of technology on education, particularly in the setting of Indian Higher Education, through this study.

Keyword: Virtual Reality, Augmented Reality, India, Higher Education

Objectives of the study:

Objectives of this study are mentioned below -

- To elaborate the concept and impact of virtual reality and augmented reality in Indian Education Sector.
- To explain the impact and role of Augmented Reality in Indian Higher Education.
- To discuss the role and impact of Virtual Reality in Indian Higher Education.
- To Identify the role of Virtual Reality & Augmented Reality in Present Scenario of Indian Higher Education

Data Source:

All of the information in this study is derived from primary and secondary data that has been obtained from a variety of sources, including journals, news stories, books, edited book chapters, and online news portals, online journals, and online articles, among others. The researcher used the document analysis approach to conduct the data analysis for this particular study, which yielded the following results:

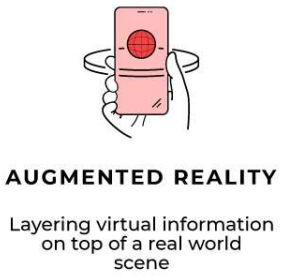
Introduction:

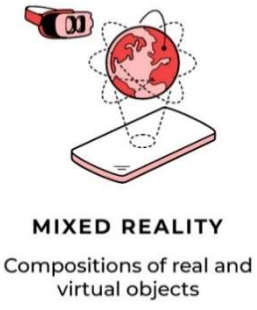
Traditional teaching methods are being rethought by educational institutions throughout the world. In this revolution, virtual and augmented reality are the two most important aspects that define it. Virtual and augmented reality have had a profound impact on the way teachers and students learn.

Virtual and Augmented Reality are the two technologies that have had the most impact on the education industry's use of technology, despite EdTech's emergence as a forerunner of a wide range of new technologies. There is a lot to like about the incorporation of AR/VR in education technology since it spans such a wide range. AR/VR is not restricted to a specific age range. All ages are welcome to participate. Experiential learning is the most effective mode of learning, and this conclusion may be easily drawn. Proprioceptive learning is aided by AR and VR, which provide classrooms with interesting and thorough immersive learning experiences. These technologies are capable of revolutionising classroom learning and making it more participatory and entertaining at the same time.

Virtual, Augmented, and Mixed Reality:

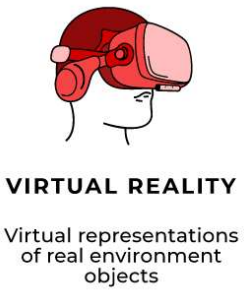
1. **Augmented Reality:** To put it another way, augmented reality is the consequence of employing technology to superimpose information on the world we view. The camera of a smartphone is frequently used to add digital features to a live view in augmented reality (AR). Mobile games have become a popular method for augmented reality to permeate our daily lives. CNET estimates that Pokemon Go had over 100 million users at its height in 2016, making it one of the most popular augmented reality games ever.





2. **Mixed Reality:** Mixed reality (MR), or hybrid reality, is the mixing of real and virtual worlds to create new landscapes and representations where physical and digital items coexist and interact. Examples include construction engineers who must locate pressure points and flaws in their bridge designs, or researchers who are trying to understand how our brain functions under extreme stress.

3. **Virtual Reality:** Three-dimensional, computer-generated environments that can be explored and interacted with by humans are referred to as virtual reality. An individual who is immersed in a virtual world can manipulate items or conduct a sequence of activities in the virtual world. For virtual reality to be considered full, the user must be completely cut off from their surroundings. For example, rather than learning about history in a traditional classroom environment, students can virtually go back in time and witness events unfold before their very eyes.



Impact of Augmented Reality on Education Sector:

One of the most often asked questions of the millennial generation is whether virtual reality or augmented reality is superior. Which of the following has the most influence on our future? In response to such a question, the answer is that each have their own benefits. The movement or any other form of data may be overlaid on top of the natural surroundings in Augmented Reality. In fact, it bolsters the validity of the claim. The major advantage of developing an Augmented Reality application is that it does not necessitate the use of any special display gadget. These advantages have made innovation a staple of today's technology revolution.

Words can't do justice to a picture. Using Augmented Reality as a motivator is a great way to get things done. It will be easier to visualise the subject if you don't just read a section. It aids pupils in gaining a deeper knowledge of the subject matter.

The Augmented Reality, on the other hand, provides students with intelligent experiences that keep them excited and captivated by fresh learning. One of the most significant advantages of Augmented Reality in Learning and Development is that it doesn't require any budget issues or equipment investment. Using our smartphones or tablets, we may experience Augmented Reality.

Impact of Virtual Reality on Education Sector:

Virtual reality lives in a wholly man-made environment. Thus, in order to create a virtual reality application, we must first create a circumstance and then develop an activity around it. A downside of Virtual Reality is that it requires a dedicated VR headgear to run any programme, unlike Augmented Reality, which does not require one.

Augmented reality has the potential to fundamentally alter the training landscape. Virtual reality (VR) will be used throughout the training process, from the first examination through the classroom. A wide range of topic matter may be brought to life for students in virtual reality (VR).

In addition, students have a more concrete understanding of the subject matter since they are immersed in the virtual environment and may interact with it as if they were a part of it. As a result of their partnership with virtual reality content, they are able to examine the issue more thoroughly. When kids are too immersed in the virtual world, they are unable to focus on the here and now. Additionally, it increases their capacity for sustained focus and attention.

Using sensors, students may touch, see, and hear the functional material at the same time in a comprehensive tactile engagement through virtual reality.

Augmented Reality & Virtual Reality in Indian Higher Education:

Virtual reality and augmented reality (AR) are slowly but surely changing the way students' study. However, India is not far behind when it comes to taking use of new and advanced technology. Currently, virtual and augmented reality (VR/AR) technologies are reshaping the education sector in schools and colleges.

At this moment, educational institutions are replacing conventional classrooms with contemporary classrooms to better serve students. However, even if online learning provides greater ease and flexibility in the learning process, it also presents a number of difficulties. One of the most significant difficulties associated with remote learning is the level of distraction experienced by students as a result of the variety of different information available on the devices they are using to study. Students' attention span and level of engagement have both decreased as a result of the transition away from traditional textbooks and toward digital devices for learning. Apart from providing amusement, physical education sessions also allowed students to engage with one another in person as well as get intimate guidance from their lecturers. In addition, the reproduction of practical-based learning, which is necessary for technical courses such as engineering, medical, architecture, and other related fields, is a significant hurdle that online courses must overcome.

As a result, technological upheaval might be seen as a gift. India's higher education scene is being reshaped by new-age technologies including immersive ones like VR and AR. They address all of the issues of the new-age remote learning process and assist to reimagine teaching and learning. They created educational experiences that were fun, educational, and educationally relevant. Indian education will undergo a paradigm shift when it comes to the use of virtual reality and augmented reality (VR/AR). As a result, educational technology companies will be motivated to develop a wide range of AR/VR applications that can further grow the educational sector.

Impact of Virtual Reality and Augmented Reality in Indian Higher Education:

Virtual reality and augmented reality (AR) have the potential to enhance the teaching-learning process by increasing student involvement and involvement.

Higher education students can benefit from using virtual reality (VR) to help them learn about a variety of subjects, from history to the human body. Students may fully immerse themselves in their studies thanks to virtual tours. It is therefore more productive and effective to get them involved in the learning process.

The use of images, sounds, text, and other data to create dynamic, real-world ecosystems and visualisations is common in virtual reality and augmented reality (AR). Engineering, medicine, and defence are just a few of the areas in which virtual reality may be used in the classroom. As a result, students can study topics in a virtual environment rather than in a traditional classroom setting.

AI, VR, and AR will all be a part of the future educational system. New advances in technology are reshaping the way students learn in the classroom. Even still, technological advancements are benefiting many students. Including digital transformation in both the K-12 and higher education sectors is one of the most significant developments in recent times that directly impacts the Indian education system.

Because of this, virtual reality (VR) is likely to have a lot more traction and impact in the next years. Teachers and students will soon have access to more powerful tools for augmented prototyping of real-world experiences in the country. Incorporating VR and AR into a lesson plan has the potential to enhance student learning and retention.

Millennials' mentality and wiring have been fundamentally altered by technological advancements. Students these days aren't as excited in reading as they once were. It's more likely that they'd like to learn through more hands-on activities, such as watching movies and visual presentations of lessons from books. This shift in the way education is delivered can be attributed in large part to advances in technology.

Present Scenario of Virtual Reality & Augmented Reality in Indian Higher Education:

Virtual and augmented reality technologies are still in their infancy in the Indian market. Several Indian start-ups are now striving to find AR and VR solutions for Indian higher education. A mentorship guide for VR and AR start-ups is available from several Indian state governments.

AR/VR solutions for education are expected to grow in demand over time, according to educational experts. According to industry forecasts, the K12 education market is estimated to increase six times its current size and be worth $1.7 billion by the year 2022. According to the authors of the report, educational institutions are implementing hybrid learning models and using immersive technology to provide students with high-quality educational experiences.

Futuristic Aspect of VR & AR in Indian Higher Education Sector:

Virtual reality and augmented reality (AR) are burgeoning industries with enormous promise to improve education. Learning by doing is more successful when it is facilitated by deep learning experiences that allow students to learn by doing. In the future, AI-driven private tutors who can keep track of your learning choices and behaviour, offer advice on progress, and suggest solutions for creating personalised learning modules won't be that far off.

There will be an annual investment in AR and VR in education of over $6 billion by the year 2023, according to a new estimate from ABI Research. The market is expected to reach $5.3 billion by 2023, according to the report. India's AR and VR educational sector, according to another report by IndustryARC, is now thriving and predicted to rise at an exponential rate in the times to come. India's status as a growing market means that these new-age technologies will be progressively used by the Indian higher education sector. Increasing usage of linked devices in the educational system, as well as advances in immersive technology, are all key contributors to this development's rapid acceleration.

Conclusion:

In the fourth industrial revolution, technology will have a major impact on education. Every area of our life has already been affected by this new technology. The process of natural growth is also aided greatly by the medium of education. Briefly said, the future holds great potential for those regions that are ready to adapt to change and new technologies. In the next decade, the Indian education sector is going to be a fascinating and engaging place to be.

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CODING IN NEW EDUCATION POLICY 2020: ITS ISSUES AND CHALLENGES IN INDIAN CONTEXT

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Abstract:

The recently renamed Education Ministry's New Education Policy (NEP) 2020 has brought several ground-breaking reforms to India's education sector. Students now have more choices than ever before in terms of the topics they choose to study in college. People in the education sector have largely reacted positively to NEP 2020. It is hoped that the reforms would give the education sector a much-needed boost and solve many of the problems that currently plague it. The implementation of coding from Class 6 is one of the most talked-about reforms in the New Education Policy (NEP). In this paper, we'll look into why this is thought to be such a good idea and why it's being hailed as one of NEP 2020's biggest improvements. Furthermore, the researcher will seek to discuss emerging issues with coding education in the Indian school's classroom.

Keywords: Coding, NEP, Issues, Challenges etc.

Objectives of the Study: Objectives of this study are mention below-

- To Discuss, why is it essential to teach coding in Indian schools.
- To elaborate that why did the NEP begin needing coding in Class 6.
- To explain the challenges or issues that schools may face in coding education in the Indian context.

Data Source:

This is a qualitative based study which is based on secondary information those are collected from the different types of sources like journals, news reports, articles, books, reports, govt. reports, websites etc.

Introduction:

Language is a form of communication that has been handed down from generation to generation; but, in today's world of robotics and artificial intelligence, coding may be the latest language spoken. The MHRD, now known as the Ministry of Education, has launched the New Education Policy (NEP), which would break through existing methodologies and processes to provide students around the country with a more inclusive learning experience. One of the most notable changes announced in the NEP is the introduction of coding courses for students in grades 6 and up. Introducing coding and growing openness to technology at a young age would go a long way toward assisting the youth in leading the way to a modern world of invention and creativity, allowing children to set their own targets and achieve new heights without being stifled by outdated educational programmes.

In a time when everybody is scrambling to remain alive, an education overhaul like this would encourage students to take the lead and face the modern future that awaits them. Coding encourages the development of a curious mindset. It encourages students to challenge, observe, analyse, and document all that happens around them, shattering the old pattern of classroom schooling, which is based on a one-way, restrictive sharing of information.

Making the most of a student's skill and capacity to think is the key to his or her progress. The student previously imagined the teacher's mind and followed their thinking pattern. Coding encourages the development of any part of a child's brain, whether it's abstract thought, art incorporation, physics, or critical thinking. It provides a platform for children to explore the world of cutting-edge technologies by allowing them to create applications and games or work with robotics and artificial intelligence.

Why do Indian schools need to teach coding?

According to the World Economic Forum's Future of Jobs Study, 65 % of children attending primary school today will eventually serve in entirely different career forms that do not yet exist. The workforce is transforming at such a rapid rate that today's high-paying employment did not exist five years ago - and it's difficult to imagine what jobs we'll be doing in another five years. What is the explanation for such a drastic change? It's just about software.

The dilemma now is how can we train our children for the future, and there is only one answer: coding. Both parents and educators agree that coding is a well-structured way to expose children to critical reasoning and problem-solving in a country like India, where the education system struggles with a lack of creativity, infrastructure, and an outdated curriculum. This further trains them for a data processing and computer science-dominated work market.

It will not matter which school children attend in the next 5-10 years, but rather how technologically literate these children are, particularly with the advent of 5G technologies, which will be paradigm-shifting and will upend conventional educational methods. According to economists, the global economic influence of 5G of new products and services will hit $12 trillion by 2035, as the infrastructure advances from linking people to people and knowledge to connecting people to all. Today's hi-tech kids benefit from the same textbooks that we used in school ten years ago. Our educational culture encourages children to learn by rote, which fosters conformism rather than interest. Our schools are governed by a rote learning.

If we do not teach our children to code in classrooms, they will be at a significant disadvantage, and their future will be precarious. Cubetto was launched in around 300 primary schools across India in 2017 by Eupheus Learning, a Delhi-based ed-tech company. Cubetto's breakthrough is a block-based coding language for children in their pre-literacy years. It's a non-screen coding approach that shows toddlers the fundamentals of programming. Most children learn to swipe and press before they can talk or walk in today's modern age. Their wireless pacifiers, friends, and entertainers are smartphones and tablets. Since stories and pictures are used to illustrate the ideas, kids do not need to be proficient in reading or writing to do this.

Coding is about a lot more than just learning how to code. It engages children of all ages by incorporating logic, problem-solving, and imagination in a fun way. The non-cognitive abilities that children gain from coding lessons are much more valuable to young learners than the academic skills they gain. Coding encourages students to be inventive without risking making a mistake. Students must find out that something isn't working and then figure out how to repair it. Coding is the act of making errors over and over again, learning from them, and changing them. Coding necessitates creativity and strategic thought, which, along with teamwork and engagement, are critical skills for the future. Most importantly, coding helps students to build content rather than just ingest it, which is a necessary ability in today's technologically oriented world.

According to Aspiring Minds' latest Annual Employability Survey, 80 % of Indian engineers are unfit for any work in the information economy, and only 2.5 % of them have the technical expertise in Artificial Intelligence (AI) that futuristic industry needs. Employers and the unemployed are also concerned with skills shortages. This pattern is compounded by technical advances that are increasingly displacing manual labour, leaving millions of young people unprepared to engage in the information economy of the twenty-first century. According to a study presented at the Leadership Forum by Mckinsey, there will be between 1.75 lakh and 2 lakh work losses every year in the next three years due to a lack of preparedness in responding to newer technology. In the next 3-4 years, approximately half of the workers in IT services companies will be "irrelevant" due to the lack of coding knowledge, according to the survey.

Why did NEP start requiring coding in Class 6?

Today's world is a global world in which a vast portion of a company's income is generated by digital platforms rather than tangible goods. A growing number of firms are turning to online networks to conduct their operations. Smart phones have evolved into our mode of transportation, and cell phone applications have evolved into our window to the internet. Apps and websites are also used for a variety of uses, including staying in contact with family and friends, learning and schooling, games, shopping, training, and service delivery, among others. In addition, the use of interactive platforms and AI in the workplace is getting more widespread by the day.

According to the World Economic Forum's 2019 Future of Jobs Study, 65 % of children starting primary school right now will work in jobs that don't even exist yet. Take a look at the professions that are popular now and compare them to jobs that existed 10 years ago. We'll see that many people have never heard about them or didn't even know they existed. The world is

changing at an incredible rate, and it's critical to provide children with the understanding and skills they'll need to excel in the future. In today's culture, it's almost impossible to overestimate the value of coding. About every human being on the planet today has been inspired by some kind of coding. Many people have discussed why learning to code is necessary and useful for all in a world where code is everywhere. As a result, teaching coding to children at a young age may have several advantages.

What are the challenges to India for implantation this coding in every school?

The country's economic development is largely dependent on the quantity and quality of manpower, as well as natural resources, technology, and finance. When we talk about manpower quality, we're talking about the effectiveness and competitiveness of the workforce. Many key factors influence manpower quality, including health and nutrition, education and training, infrastructure, clean drinking water, and sanitation. In India, there are many issues with the country's educational systems, these issues can pose a number of challenges in the field of coding education in India. The following are the major roadblocks to coding education progress:

- **Lack of Computers and Internet Facility-**

Just 24% of Indian households have access to the internet, according to the 2017-2018 National Sample Survey on Education. About the fact that 66 % of India's population lives in villages, only about 15 % of rural households have access to the internet. The proportion of urban households is 42 percent. According to Scroll Report, in May 2020, Just 8% of all households with members aged five to 24 have access to both a computer and the internet. It's also worth noting that a household with a device or internet access does not actually mean that the connection and equipment are operated by the household, according to the National Sample Survey meaning.

The digital crisis visible regardless of social status, ethnicity, location, or home. Just 2.7 percent of the poorest 20% of households have access to a computer, while 8.9 percent have internet access. In the upper 20% of families, the proportions are 27.6% and 50.5 percent, respectively. The distinction can also be used across states. For eg, in Bihar, 4.6 percent of households have access to a computer, compared to 23.5 percent in Kerala and 35 percent in Delhi.

When it comes to internet connectivity, the disparity is much more pronounced. More than 40% of households in states like Delhi, Kerala, Himachal Pradesh, Haryana, Punjab, and Uttarakhand have internet connectivity. Odisha, Andhra Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, and West Bengal all have less than 20%. As per a report by Quacquarelli Symonds on internet use in India, both the government and private players have yet to provide guaranteed access to all subscribers. According to the poll, over 3% of home broadband users are experiencing cable breaks, 53% are experiencing weak connectivity, and 32% are experiencing signal problems. When it comes to cell data, 40.2 percent of users experience weak reception, while 56.6 percent experience signal problems.

- **Lack of Electricity-Connectivity in Schools-**

According to Times of India, in August 2017, the Centre told the Rajya Sabha that over 37 % of schools across the country did not have electricity connections till March 2017. With only 62.81 % of schools in the country having a power supply, Jharkhand is at the bottom of the list with just 19 % of schools in the state having access to electricity. Many other states had poor power supply records including Assam (25%), Meghalaya (28.54%), Bihar (37.78%), Madhya Pradesh (28.80%), Manipur (39.27%) and Tripura (29.77%). According to TheQuint report, only 56.43 % of government schools in the country have access to electricity, according to a report presented by the Parliamentary Standing Committee on Human Resource Development in March 2020. The survey, which was submitted to the Rajya Sabha on March 5, also notes that more than half of government schools in twelve of the 36 states and union territories lack access to electricity.

Besides this, According to Mission Antyodaya, a nationwide survey of villages undertaken by the Ministry of Rural Development in 2017-2018, 16 % of India's households had one to eight hours of electricity per day, 33% had 9-12 hours, and only 47% had more than 12 hours per day.

- **Presence of Gender disparity**

In terms of internet access, there is a clear gender gap. According to a survey by the Internet and Mobile Association of India, though 67 percent of men had internet access in 2019, only 33 percent of women did. The imbalance is more pronounced in rural India, where men and women account for 72 percent and 28 percent of the population, respectively.

- **Lack of Budget Allocation to Teachers Training Colleges and Educational Schemes-**

Samagra Shiksha Abhiyan, which was launched in 2018 by merging the Sarva Shiksha Abhiyan ('school for all'), Rashtriya Madhyamik Shiksha Abhiyan ('national middle education mission'), and teacher education programmes, aims to promote both pre-service and in-service teacher training. With nearly one in every six elementary school teachers lacking advanced preparation, India needs to increase its investment on teacher training. Teachers' training institutes received just 2% of the 2018-19 budget allocated to the Samagra Shiksha Abhiyan ('holistic education programme').

- **Lack of Digital Infrastructure**

Despite efforts from the federal and state governments, not enough money has been spent on upgrading the digital technology for regular and distance learning. In reality, the Ministry of Human Resource Development's digital e-learning budget was cut to Rs 469 crore in 2020-21 from Rs 604 crore in 2019-20.

- **Lack of Common Understanding among the Learners-**

According to IndiaSpend, only half of 10- to 11-year-olds in India can read a grade II level text (appropriate for seven- to eight-year-olds). Nearly half of grade V students in rural India are unable to read a grade II file, and more than 70% are unable to do basic division.

- **Lack of Professionally trained teachers-**

A lack of eligible teachers is a frequent aspect of the Indian education system. All government school teachers must meet the National Council of Teacher Education's minimum requirements, according to Section 23 of the Right to Education Act of 2009 (RTE Act). Many who were not trained were granted until March 31, 2015 to complete their preparation, according to guidelines issued in November 2010. Despite this, 1.1 million of the 6.6 million elementary school teachers hired in 2015-16 were untrained. There were 512,000 students in public and aided schools, and 598,000 in private schools. According to statistics from the education ministry, about 14% of secondary school teachers (out of a total of 2 million) were not properly trained. West Bengal (40.8 %), Bihar (36.6 %), Jharkhand (16.5 %), Uttar Pradesh (13.2 %), and Chhattisgarh have large numbers of untrained teachers at both the primary and secondary levels (10.5 %).

Overall, we can say that when it comes to coding learning there is a need for advanced IT management, sufficient electric facilities, computer management and qualified teachers and a huge amount of financial help. Without the solution to these problems, we will never be able to implement the coding leaning environment in our schools.

Conclusion:

If policymakers continue to fund coding education without taking the required steps, the current inequality in the virtual environment could transform into growing educational disparities and inequalities among students. Even in the digital world, the Covid-19 pandemic has shown how deeply entrenched cultural imbalances exist between rural and urban, male and female, rich and poor. With the current digital gap, widening online education would drive the digital have-nots to the outskirts of the school system, increasing educational inequity. In addition to access, coding education necessitates consistent and predictable internet accessibility. Telecom operators and broadband service providers such as Vodafone, Jio, and BSNL are providing extra bandwidth and free internet to their customers to facilitate remote work from home during the lockdown time, but this is not enough.

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PORNOGRAPHY AND ITS NEGATIVE IMPACT ON STUDENT'S PSYCHOLOGICAL LIFE

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Abstract:

For all of humanity, digital technology and other modern innovations are a boon from the hand of science. In order to be blessed, anything must play an important part in human civilization. If it ceases to fulfil that role, however, it is questionable whether or not it is still blessed for humans. Additionally, while many positive things have become simpler in the modern world, many disadvantages have also become more convenient in recent years. Education and its components are negatively impacted in the same way as a result of this negative function. Pornography and its harmful influence on pupils will be discussed as one of the negative elements of digital technology in this article. As part of the research article, the researcher will explore how many ways to remove pupils from pornography.

Keyword: Pornography, Impact on Psychological Life, Solutions

Objectives of the Study: Objectives of this study are-

- To discuss the concept of pornography
- To show some statistical data on pornography
- To explain that what are the negative impacts of pornography on students psychological life.
- To elaborate some solution against this negative impact

Data Source of the Study:

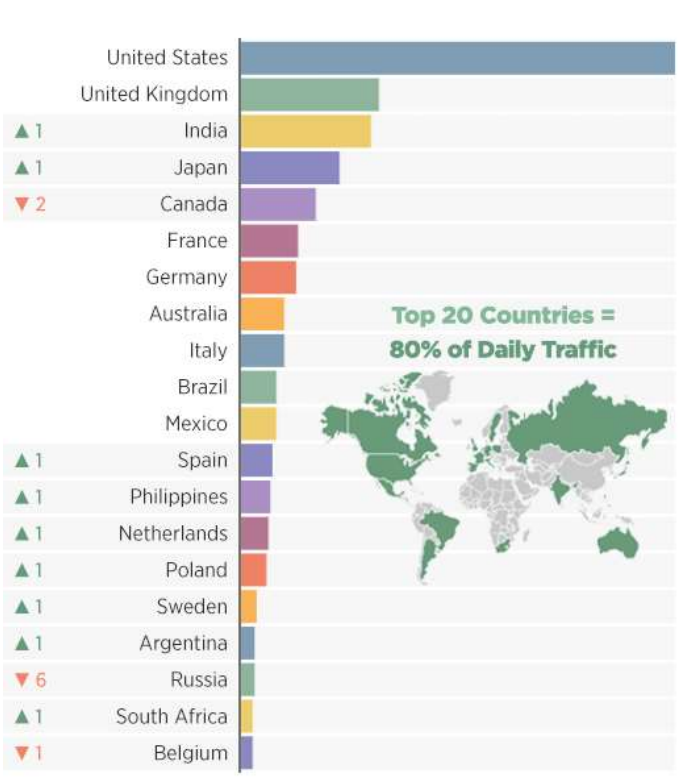
This paper is solely based on secondary information those are collected from the different sources like reports, journals, articles, books, govt. Reports, websites and news papers etc.

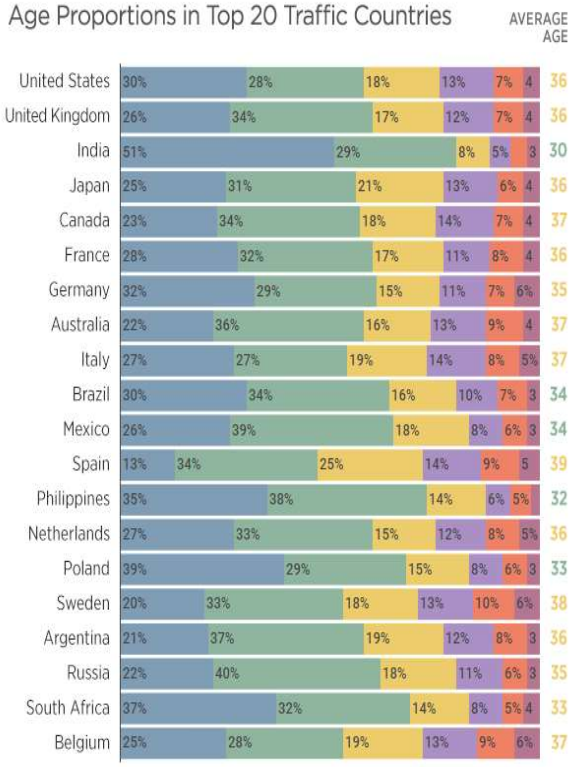
Introduction:

"Written or graphic stuff designed to provoke sexual sensations" is how pornography will be defined here. Television, the internet, movies, sexually explicit content, and writing are all examples of this. Face-to-face extramarital sexual intercourse is also excluded from this definition. Adults, students, and teenagers are all too familiar with the prevalence of pornography. Students. Pornography use is related with a wide range of unfavourable health effects, including emotional, psychological, and physical. Increased rates of depression and anxiety are just a few of the problems caused by these societal shifts, as are problems like acting out and violence, the onset of sexual activity at a younger age, sexual promiscuity, the possibility of teenage pregnancy, and a distorted view of male-female relationships. Adults that engage in pornography are more likely to divorce, which has a negative impact on children. Individual and family happiness are in jeopardy because of it. Researchers in the fields of sociology, clinical psychology, and biology have begun to identify the social and psychological impacts of pornography, and neurologists are identifying the neurological processes by which pornography exerts its potent psychological and social effects. Pornography has a tremendous and deep ability to damage both individual and society functioning. Adults, children, couples, families, and society are all harmed by pornography. Pornography harms the sexual development of adolescents and adults alike by distorting normal sexual attitudes and societal norms. Family discontent, adultery, separation, and divorce are all linked to the usage of pornography in the home. Pornography has a negative impact on society as a whole. This includes child sex-involvement offender's with the watching as well as the distribution of pornography.

Pornography in Indian Perspective:

India is the second-largest digitally based online market for the porn industry, with more than 460 million internet users. However, when it comes to pornographic traffic throughout the world, India ranked third with an average time spent of 9 minutes and 30 seconds, an increase from 2018. The United States and the United Kingdom remain at the top of the list.





Indians aged 16 to 26 make about half the population involved in pornography, while the remaining 29% are in the middle age bracket (30 to 45 years old). 9 percent of the population is between the ages of 45 and 55. A big percentage of India's population is involved with pornography, exactly like young people between the ages of 16 and 26, according to these estimates. Pornography addiction is also linked to students.

Negative Impact of Pornography on Learners Psychological Life:

First and foremost, we must address the harm done to marriage and families as a result of frequent or infrequent watching of pornography. Afterwards, the source of this injury is examined: the impacts on the particular user, his mind, and his behaviour are examined. Once the patterns and consequences of adolescent use have been identified, it is possible to draw conclusions about the development of adolescent sexual behaviour. Finally, we'll take a look at the impact that these firms have on the communities in which they operate.

- ***Effect on the Mind:*** Because of the way it portrays sexual activity, pornography has a huge impact on how people view the act. A higher tolerance for deviant sexual behaviours, sexual violence, promiscuity, and even rape can be found in men who regularly watch pornography. "Sex objects," commodities, or devices for their enjoyment, are no longer seen as humans with inherent dignity by males.
- ***Effect on the Heart:*** People's emotional well-being is harmed by pornography. They are less happy with their marital sex and less emotionally attached to their spouses if they engage in pornography as married guys. It's common for women married to males with a porn addiction to describe emotions of betrayal and distrust as well as fury. Infidelity and even divorce can be the result of excessive pornographic usage. The guilt, low self-esteem, and sexual insecurity that accompany adolescent exposure to pornographic media are all too common.

A. Negative Impact on Children Learners

Pornography has a wide range of negative effects on young people. Pornography takes away a child's natural social nutrition, which is the warmth of caring family life. As a result of a child's exposure to pornography, they may suffer the following losses and trauma:

- Encountering pornographic material a parent has acquired;
- Encountering a parent masturbating;
- Overhearing a parent engaged in “phone sex”;
- Witnessing and experiencing stress in the home caused by online sexual activities;
- Increased risk of the children becoming consumers of pornography themselves;
- Witnessing and being involved in parental conflict;
- Exposure to the commodification of human beings, especially women, as “sex objects”;
- Increased risk of parental job loss and financial strain;
- Increased risk of parental separation and divorce;
- Decreased parental time and attention—both from the pornography addicted parent and from the parent preoccupied with the addicted spouse.

In addition, parents may mistakenly or purposefully reveal their addiction to pornography to their children, causing their sexual development to be distorted.

B. Negative Impact on Adolescents Learners

- Pornography watching among teens confuses them at a time when they need to learn how to manage their sexuality and are most open to doubts about their own moral and ethical principles.
- A study of 2,343 teenagers revealed that exposure to sexually explicit content on the Internet greatly increased their uncertainty about their sexuality.
- Exposure to sexually explicit Internet content also boosted favourable attitudes regarding sexual exploration with individuals outside of marriage and lowered marital commitment to the other spouse.
- Researchers at the University of Saskatchewan discovered that teenagers who were exposed to a lot of pornography were less confident in their sexuality.
- Frequent pornography usage is linked to feelings of loneliness, as well as serious depressive disorder.
- In a survey of high school students, the majority of those who had watched pornography felt some degree of guilt for doing so.. The fact that 36% of men and 26% of women claimed they were never embarrassed of seeing pornography shows just how desensitised society has already become.
- The conduct of adolescents is also influenced by their high intake of pornography. The so-called "hook-up" culture is likely a correlate of male pornography consumption, which has been related to an increase in non-romantic sexual intercourse.
- Pornographic sexual material can have a big role in a teen's decision to become a mother. There is a strong link between regular exposure to broadcast sexual material and teenage pregnancy in the next three years, according to a three year longitudinal research. Furthermore, a similar research project indicated that adolescents who were exposed to more sexual content in their viewing episodes were twice as likely to become pregnant as those who were exposed to less of it.

Solutions:

Children and students now have access to pornographic material because to the advancements in digital technology. As a result, we must confront digital technology's negative role in order to resolve the technology's many issues. The best answer to this problem is us. Below are a few examples of how to solve the problems.

- The sooner you start talking, the better. Bring up these issues now, not later in life. Don't rely on the media or the Internet to educate them.
- It's important to communicate frequently. Tell them again and over what the Bible says about sexuality's purpose.

- Speak your mind. They should be encouraged to inquire. Neither your silence nor your demeanour should contribute to making sex a taboo topic.
- Have a one-on-one conversation. Get involved in debates about sex and attraction. Be aware that your children are sexual creatures, and don't take them for granted. Be on the lookout for opportunities to teach about the other gender when they express an interest in the subject.
- Make a positive statement. Is it OK to talk about sexuality, or is it something that should be guarded like a God-given gift?
- Consider the situation from a practical standpoint. Pretend purity isn't a battle you've had to fight for. Consider how to deal with sexual ideas and cravings.
- Speak calmly. Tell them that sex and the desire for sex binds us to another person on a deep level. Take it very seriously.
- Tell them what they really want to hear. Abstinence alone does not constitute purity. Thinking, feeling, and wishing are all part of it.
- Talk about sex. Remind them of the power illusions of sexual and relationship intimacy have on people. There is no alternative for true marriage, yet they can make us feel better temporarily.
- Masturbation is a common topic of conversation. Masturbation, especially when combined with fantasies, teaches us to be more introspective about our sexuality. Help them realise that their sexual wants aren't only for themselves, but something they'll be able to share with their partner in the future, too.
- Discourse about popular sex media. This is a great way to introduce the subject of pornography. Magazine covers, TV shows, movies, music videos, and the lingerie of Victoria's Secret aren't the only things your children see as they're growing up. Remind them that the force of sexual desire is the reason for the existence of such things. To entice us to look and buy, the media frequently use sexual imagery. As a substitute for real pleasure, sexual media should be seen with a critical eye.
- Inquire about the media that they've seen or heard about. Allow them to go into detail about what they've seen on television, in movies, and online that has been sexually explicit. Don't jump to conclusions. Find out just what they've seen. Whether or if the exposure was inadvertent is unclear.
- Addiction is a hot topic. Suggest that our desires are "supercharged" by sexual media. Seeing more and more of it makes us crave it even more. Talk about exploitation, please. Poorly self-esteemed women and girls are prime targets for pornographers. Tell them not to consume material that uses people in such a way.
- Have a one-on-one conversation. Don't be ashamed to admit to your personal setbacks. Talk to them like a friend
- not a "perfect parent," but a fellow sufferer

- Talk about feeling bad about oneself. We feel a lot of remorse and humiliation when we're filled with lust. We hide from one another out of fear of being judged, and we treat the humiliation we feel with even greater passion. As a parent, talk to your children about this cycle and the significance of revealing one's problems to others.

Conclusion:

On the Internet and in other digital platforms, our children and students must be safeguarded against pornography. Pornographers may now send their pornographic material to anybody with a computer, making the Internet a dangerous place for children, families, and educational institutions. Using current and accessible Internet ports, material can and should be classified simply. Users would be able to get material they want and avoid content they don't want if the Internet was organised by port. For people who care about maintaining their privacy and avoiding unwelcome intrusions into their companies, homes, and brains, such a system makes use of already existing Internet infrastructure and already accessible technology. Content-specific ports would be designated and corresponding sanctions enforced by an Internet regulating body responsible to the global public in order to assure compliance. To further increase the port regulations' adoption and enforcement, countries would be allowed to enact additional legislation, if necessary.

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THE ATTITUDE OF THE SECONDARY SCHOOL TEACHER TOWARDS THE NO-DETENTION POLICY

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ABSTRACT: Teachers' views on the No-Detention Policy in secondary schools were the subject of this study. There will be implications for student quality in the study's findings. Applied research is the focus of this study, which employs the 'Survey Method' of research. Sampling was conducted using the 'Convenience Method.' For this study, researchers rely on a teacher-created questionnaire to gather information. Six schools and 76 instructors were included in the research. The goal of the No-Detention Policy has been met to the utmost extent. No-Detention Policy, according to some educators, has a significant detrimental influence on student achievement. As a result of No-Detention Policy, the quality of education and the purpose of education have been negatively impacted, which cannot be disregarded.

Keywords: No-Detention Policy, Attitude, CCE, Secondary School, Right to Education Act.

1. INTRODUCTION:

All children between the ages of 6 and 14 have the right to an education, guaranteed by the U.S. Constitution in Article 21A. First time a basic right has been included in the constitution. Article-21A was made possible by the right of children to free and compulsory education Act 2009, which was signed into law in 2009. Article -21A of an Indian law passed by the parliament on August 4, 2009, mandates free and mandatory education for all Indian children ages 6 to 14. In 2009, the measure was signed into law by Cabinet members on July 2. The bill was approved by Rajya Sabah on July 20th, 2009. As well as the Loc Sabah, which took place on August 4, 2009. Until April 1, 2010 except for the state of Jammu and Kashmir. In addition, Article 51-A of the Act stipulates (k). Children up to the eighth grade can be held by the national commission for the protection of children's rights. The "NO-DETENTION POLICY" is the name given to the right to education legislation, which seeks to reward those who take an active role in ensuring its successful implementation.

The No-Detention policy for students in grades 1 through 8 is being constantly and thoroughly evaluated (CCE). the right to education legislation states that no student may be held back or

expelled from school until the end of their first year of attendance. As a result of the policy, all students must complete primary school. All students are not held behind in any class, regardless of their academic performance, regardless of their enrollment status.

Article 21-A of the right of children to free and compulsory education, or the right to education legislation, passed in 2009, establishes education as a basic right for all children aged 6 to 14 years. Students are automatically advanced to the next grade until they complete eighth grade under the current No Detention Policy. To ensure success on the test, new measures were implemented, such as remedial classes and other modifications. There will be a second opportunity for pupils in grades V and VIII who did not pass the first exam. Remedial lessons will be required.

2. NO-DETENTION POLICY

Article 16 of the RTE Act 2009 contains the No-Detention policy. No kid enrolled to a school may be held back or expelled until they've completed their primary education, according to the report. India's conventional pass-fail system has been abolished under the new policy. Thus, the strategy aims to keep all pupils in primary school by preventing them from becoming stagnant and wasting their time. The primary goal of this general rule is to ensure that all children in the United States receive a free public education until the age of fourteen and to reduce the school dropout rate. Despite the fact that the vast majority of Indians live in rural areas and are below the poverty line, educational knowledge is lacking. Late enrollment in school is, thus, not uncommon. Junior pupils degrade and shame the elder student. Students are at risk of dropping out of school. Again, children may be absent from school for extended periods of time owing to a variety of factors, including poverty, sickness, child labour, or a lack of parental understanding. As a result, many students fall behind academically and perform poorly on standardised tests. The right to education is rendered worthless as a result of their detention in the classroom. Since they have access to education, these kids can stay unschooled for the rest of their lives. Such difficulties are addressed by the No-Detention policy. The RTE provides for age-appropriate classrooms, no expulsion, and constant and comprehensive evaluation of a child's comprehension and capacity to apply the same in order to support the policy of easy promotion.

3. NEEDS AND SIGNIFICANT OF THE STUDY:

The importance of a no-detentions policy in schooling cannot be overstated. In today's Indian education system, this is a must. Temporary effect modification and increased achievement are the hallmarks of any education that is provided free of charge and without restriction. As part of the Right to Education Act of 2010, the policy was put into effect in 2010 with an eye on the long-term holistic development of children. Secondary school teachers were seen to have developed a more positive attitude as a result of this method. Research students' beliefs about "No-Detention Policy" in secondary school and, if true, what efforts can be made to change their attitude, as well as what may be done to improve or impact students' academic performance under the "No-Detention Policy" It is currently unclear how much of an impact the No-Detention Policy has on the teaching and learning process, as well as secondary school teachers' plans to implement and enhance the policy.

4. STATEMENT OF THE PROBLEM:

The actual study is, the researcher intends to find out the problem and stated that, "The Attitude of the Secondary School Teacher towards the No-Detention Policy."

5. OBJECTIVES OF THE STUDY:

1. To compare between male and female teachers' attitude towards No--Detention policy.
2. To compare between rural and urban teachers' attitude towards No-Detention policy.
3. To compare between Rural male teacher and Urban male teacher towards No-detention policy.
4. To compare between Rural female teacher and Urban female teacher towards No-detention policy.
5. To compare the bellow 10 year teaching experienced teacher and above 10 years experienced teacher towards No-Detention Policy.

6. HYPOTHESES OF THE STUDY:

1. There is no significant different between male and female teacher towards No-Detention policy.
2. There is no significant different between rural and urban teacher towards No-Detention policy.
3. There is no significant different between Rural male teacher and Urban male teacher towards No-detention policy.
4. There is no significant different between Rural female teacher and Urban female teacher towards No-detention policy.
5. There is no significant different bellow 10 year teaching experienced teacher and above 10 years experienced teacher towards No-Detention Policy.

7. DELIMITATION OF THE STUDY:

1. The study is confined only to secondary school.
2. The study is limited only Paschim Medinipur district.
3. This work Researcher noticed only attitude toward No-detention policy.
4. Research took only 6 secondary schools.

9. METHODOLOGY

The goal of educational research is to gather data and do analytical analysis in order to find a useful answer. The process of doing research involves meticulous data collection and reporting. Scholars who are proficient in their field will have all the knowledge they need to assess, evaluate, and maybe duplicate the findings. The research was conducted by a descriptive survey. The researcher made a personal visit to the secondary school sample and gathered the data.

Research is meticulously documented and reported on in a timely manner. All the relevant terms in the definitions of limiting factors are identified, the technique is detailed in depth, references are meticulously documented, the results are objectively recorded, and the conclusion is offered so that a scholar may analyse, assess, and even repeat the study.

10. DESIGN OF THE STUDY

Research is incomplete and work is impossible without a suitable design, which is why the investigator provides one in the current study. The first and most critical requirement in research is data without which no study can be undertaken to create an appropriate designation. Another critical issue in research is the availability of raw resources. To gather information. A research h designee must be established before any research may begin. The means through which data is collected. Analyzes and interprets all of the data that was collected.

11. POPULATION

Objects, geographic regions, educational institutions, and other non-human entities, such as populations, are examples of non-human entities included in the definition of population. Individuals, things, and behaviours can all be considered parts of a population if they exhibit a distinct pattern of characteristics.

Most of the participants in this study were secondary school teachers in West Bengal's Paschim Medinipur District. Teachers from rural and urban regions, as well as schools in other subject areas including science, social science, and the arts and sciences, make up the majority of the population.

12. SELECTION OF THE SAMPLE

Selection of the sample is the process by which a small number of individuals or measures of individual's things or events is selected and analysed in order to learn more about the population from which it was drawn. Reducing costs while simultaneously enhancing precision and accuracy are always acceptable outcomes of this procedure. Is useful in providing an overview of the population at large, although it's limited in scope. The research picks each unit in a certain method under controlled settings in order to get a representative sample.

For starters, a comprehensive list of every secondary school in Paschim Medinipur Deistic, West Bengal, was assembled. The alphabetical order was then used to group them. Six schools were chosen at random from this list. Government funding covered the entire institution. According to the accidental sampling strategies used, 76 instructors were included in the final sample. These stratifications are based on a variety of factors.

13. COLLECTION OF DATA

Sample distribution	
Total sample	76
Total Male	44
Rural male	22
Urban male	22
Total female	32
Rural female	16
Urban female	16
Bellow 10yers experience teacher	27
Above 10 years' experience teacher	49

14. NAME OF SCHOOL

	Name of school
1	Asanda Siksha Niketan (HS)
2	Tutranga Anchal Siksha Niketan
3	Belda Pravati Balika Vidyapith
4	Khalina High School
5	Dula Bapuji Siksha Sonot
6	Belda Ganga Dhar Academic

15. DATA COLLECTION

A total of 76 teachers from local secondary schools were randomly selected to complete the survey. The researcher went to the secondary school where he planned to gather his data and introduced himself to the students. The questionnaire is one of several tools available to students, teachers, and others. The researcher asked the participants to respond to the question after providing them with the relevant instructions. Teachers combed over the answers and then gathered the answer sheet. In the next chapter, the 76 completed questionnaires were examined and interpreted.

16. SCORING TECHNIQE

The statements were scored in accordance with general practice by assigning the following numerical weight to the positive and negative statement as shown below.

17. TABIE OF SCORING

Statements	Response				
	SA	A	UD	D	SD
Positive attitude of items	1	2	3	4	5
Negative attitude of items	5	4	3	2	1

The score of each respondent were computed by summing the weights of the response made to each individual item.

18. STATISTICAL TREATMENT OF THE DATA

First “t” test was applied for item analysis. Then reliability of the test was found out by test-rests method co-efficient of correlation (r) was computed for this purpose obtained data on the test were analyzed by can putting mean and stander devotion for the entire sample as well as separately for male teacher and female teacher and urban and rural secondary school teachers of attitude score toward No-detention policy.

The “t” test was applied to find out the significance of difference between the mean of different independent variables.

19. ANALYSIS AND INTERPRETATION

A sample secondary school teacher completed the questionnaire and returned it to the investigators once they had collected all of the data. The investigators then evaluated the data on the response sheet in a methodical manner, as described in the previous chapter. We've also included in this chapter the results of statistical analysis based on data analysis, interpretation of those results in light of currently known information, and hypothesis testing Methods of analysis based on statistics.

Group	Number	Mena	S.D
Total sample	76	69.81	12.79
Total male	44	70.97	14.42
Total female	32	68.25	9.99
Total Urban	38	73.28	14.31
Total rural	38	66.36	9.96
Urban male	22	74.59	16.13
Rural male	22	67.36	11.73
Urban female	16	65	17.69
Rural female	16	71.5	20.34
Bellow 10 years teaching experience	49	70.24	15.55
Above 10 years teaching experience	27	66.66	8.49

20. ANALYSIS OF DATA

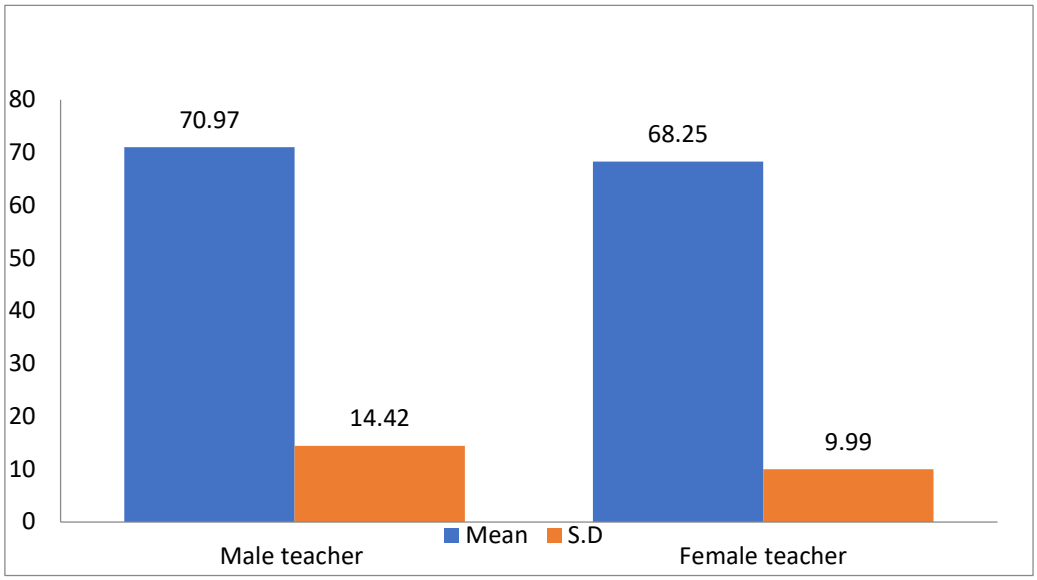
For his research on secondary school teachers' attitudes about the No-detention policy, he focused on urban and rural areas. Inferential statistics such as the t-test were utilised to gauge participants' thoughts on the subject. Table 1 now displays the data from the tests for means, standard deviations, and t-tests that were performed.

$H0_1$: No significant different between male and female teacher towards No-detention policy.

Table No-1

Group	Number	Mean	S. D	Df	T- value
Male teacher	44	70.97	14.42	74	0.91
Female teacher	32	68.25	9.99		

From table no-1 indicate that the t-value of hypothesis HO_1 which indicate that there is no significant difference between male teacher and female teacher towards the No-Detention policy. The obtain t-value is 0.91 which is not significant at 0.05 level and 0.01 (0.05=1.99 and 0.01=2.64). Thus, the null hypothesis is accepted. It may be interpreted that the there will be no significant difference. Thus, the hypothesis has been accepted or retained.



HO_1: No significant different between Rural and Urban teacher toward No-detention policy.

Table No-2

Group	Number	Mean	S. D	Df	T-value
Rural teacher	38	66.36	9.96	74	2.51
Urban teacher	38	73.28	14.31		

From table no-2 indicate that the t-value of hypothesis HO_2 which indicate that there is significant difference between rural teacher and urban teacher towards the No-Detention policy. The obtain t-value is 2.51 which is significant at 0.05 level (0.05=1.99). Thus, the null hypothesis is rejected. It may be interpreted that there will be significant difference.

After comparing the graph, it clearly express that the urban teachers are much attentive towards No-Detention Policy.

Ho_3: There is no significant different between urban male and rural male teacher toward No-detention policy.

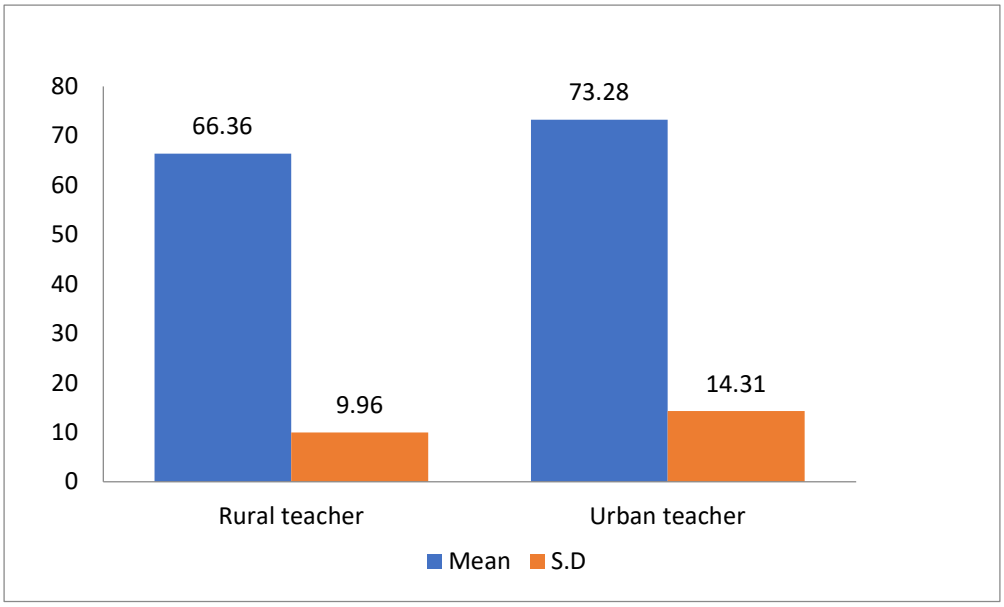


Table No-3

Group	Number	Mean	S. D	Df	T-value
Urban male teacher	22	74.59	16.13	42	1.69
Rural male teacher	22	67.36	11.73		

From table no-3 indicate that the t-value of hypothesis HO_3 which indicate that there is no significant difference between Urban male teacher and Rural male teacher towards the No-Detention policy. The obtain t-value is 1.69 which is not significant at 0.05 level and 0.01 level of confidence (0.05=1.99 and 0.01=2.71) Thus, the null hypothesis is accepted. It may be interpreted that there will be no significant difference. Thus, the hypothesis has been accepted or retained same.

After comparing the graph, it clearly express that the Rural male teacher and Urban male teacher has equal view towards No-Detention Policy.

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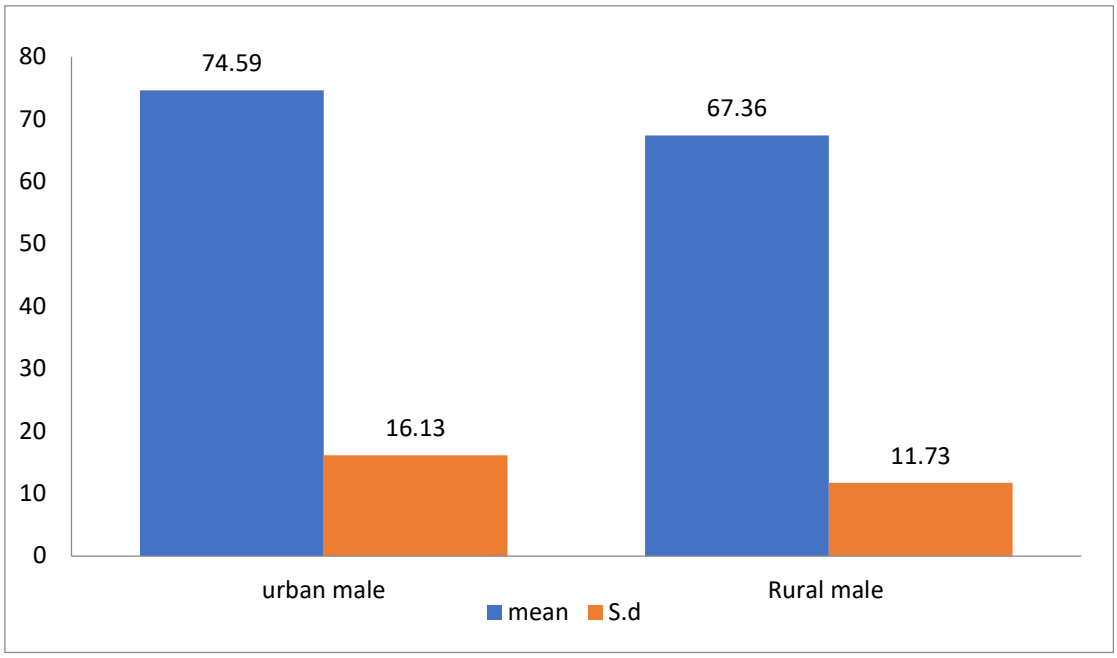


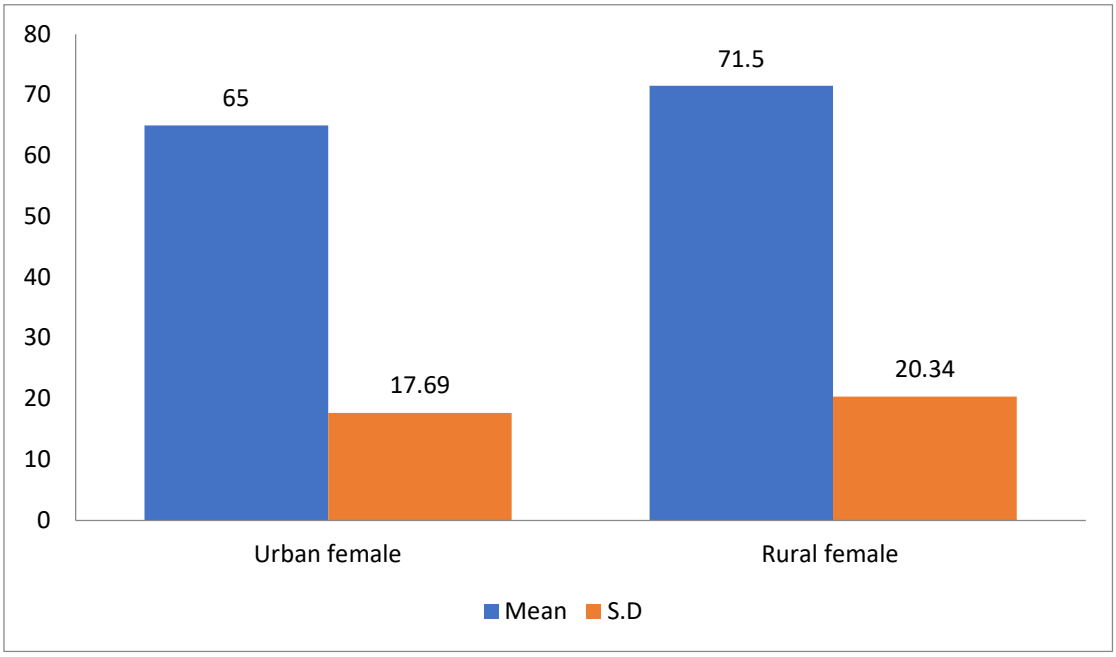
Ho_4: There is no significant different between urban female teacher and rural female teacher toward No-detention policy.

Table -4

Group	Number	Mean	S. D	Df	T-value
Urban female teacher	16	65	17.69	30	0.96
Rural female teacher	16	71.5	20.3		

From table no-4 indicate that the t-value of hypothesis HO_4 which indicate that there is no significant difference between Urban female teachers and Rural female teachers towards the No-Detention policy. The obtain t-value is 0.96 which is not significant at 0.05 level and 0.01 level of confidence (0.05=2.04 and 0.01=2.75) Thus, the null hypothesis is accepted. It may be interpreted that there will be no significant difference. Thus, the hypothesis has been accepted or retained same.

After comparing the graph, it clearly express that the Rural female teachers and Urban female teacher has equal view towards No-Detention Policy



HO_5: There is no significant different between bellow 10 years teaching experienced teacher and above 10 years teaching experience teacher towards No-detention policy.

Table -5

Group	Number	Mean	S. D	Df	T-value
Bellow 10years teaching	27	66.66	8.49	74	1.1
Above 10 years teaching	49	70.24	15.55		

From table no-5 indicate that the t-value of hypothesis HO_5 which indicate that there is no significant difference between Bellow 10years teaching and Above 10 years teaching towards the No-Detention policy. The obtain t-value is 1.1 which is not significant at 0.05 level and 0.01 level of confidence (0.05=2.00 and 0.01=2.65) Thus, the null hypothesis is accepted. It may be interpreted that there will be no significant difference. Thus, the hypothesis has been accepted or retained same.

After Comparing the mean from the table 5 was no difference for bellow 10 years teaching experience teacher and above 10 years teaching experience teacher attitude towards No-detention policy

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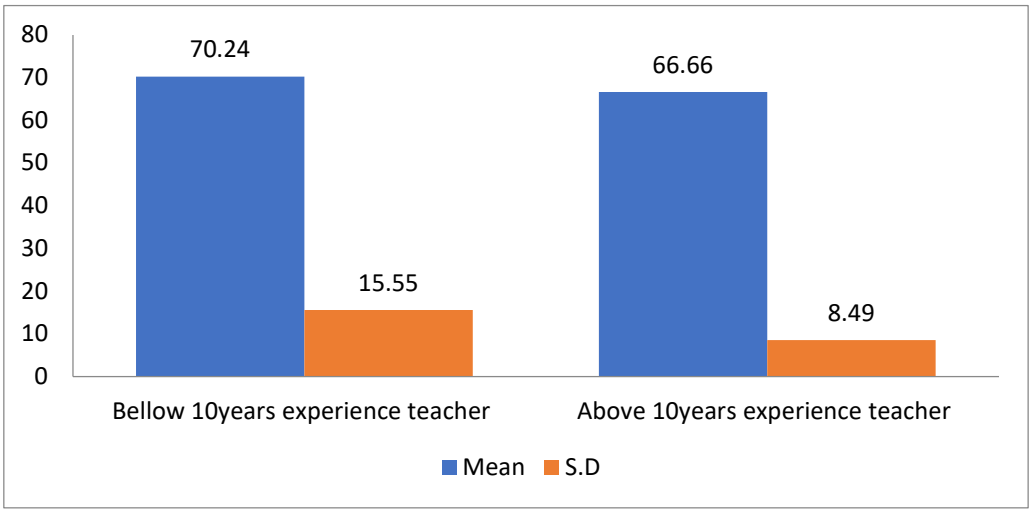

21. FINDING OF THE STUDY

The No-detention policy has attracted staunch criticism for doing away with the pass-fail system. In general, the primary goals of prevent drop outs. Attitude towards No-detention policy are the lowest in research work.

a. Ho_1 indicate that the male and female teachers have no difference towards No-Detention Policy. Male and female teachers have equal view in respect of No-Detention policy. They think that No-Detention Policy has a positive effect on Secondary School students. It will protect students from stagnation and wastage and they will be able to pass in next class.

b. Ho_2 indicate that rural and urban teachers have different attitude towards No-Detention Policy. Rural teachers are not much attentive towards No-Detention policy. They feel that No-Detention Policy will not help as a good quality student. No-pass fail system is just a process for developing in next class.

c. Ho_3 indicate that the attitude of rural male teacher and urban male teachers has no difference towards No-Detention Policy They the positive attitude towards No-Detention Policy. No-Detention Policy will make the students very purposeful towards the education.

d. Ho_4 indicate that the urban female teachers and rural female teacher has no difference towards No-Detention Policy. They though that No-Detention Policy has positive impact on Secondary students. No-Detention Policy has positive effect on boys as well as girls.

e. Ho_5 indicate that the attitude of bellow 10 years teacher and above 10 years teachers has no difference towards No-Detention Policy. All the teachers who have experience or not they thought that No-Detention Policy is very essential for Secondary students. Our Constitution says that the Education is free and compulsory for 6-14 age group of children. No-Detention policy will remove the barrier which, students are facing in educational field.

22. LIMITATION OF THE STUDY

1. Researcher did this work only secondary school level.
2. Researcher chooses two urban areas secondary school and four rural areas secondary school.
3. Researcher only depend Paschim Medinipur districts.
4. In this work researcher used 76 sample

23. SUGGESTION FOR FURTHER STUDY

Considering different aspect of the present research following recommendation may be made for understanding further research. The present research has its own limitation but an interested research may find it interesting for further study on the following areas.

A. The work would be better if we give more time.

B. Similar research can be conducted in future with age group.

C. Researcher had been used 76 samples but he can more sample.

D. It is also suggested that similar Research may be conducted in all over. Region not only town and village.

E. Researcher would do this work using more instruments.

F. It is also suggested that similar Research may be conducted in other state of the country.

After the researcher work researcher come to this point that male teacher and female teacher both has the positive felling about the No-detention policy. the Urban area teacher has more positive attitude than the Rural teacher.

In this way the researcher did many comparisons in attitude toward No-detention policy. According to their attitudes is good.

24. CONCLUSION:

On the basis of the discussion that has taken place thus far, we may come to the conclusion that the No-Detention Policy may have the intention of ensuring universal enrollment and retention, but that this policy has unquestionably had an effect on the quality of education as well as the purpose of education, which cannot be ignored. In order to keep the emphasis where it belongs—on providing high-quality education—it is past due that the contentious provision be examined again. As a result, the policy ought to either be revised in such a way as to make the necessary adjustments to nullify the adverse consequences, or it ought to be replaced with a new policy that would adopt an approach that would strike a balance.

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