

2057- T2337

**A STUDY ON INTRA AND INTER-CULTURAL
DETERMINANTS IN A SCHOOL ENVIRONMENT
AND ITS IMPACT ON ACADEMIC ACHIEVEMENT**

**A THESIS SUBMITTED
TO THE UNIVERSITY OF KALYANI
FOR THE FULFILMENT OF DEGREE OF
DOCTOR OF PHILOSOPHY IN EDUCATION**



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CERTIFICATE

This is to certify that the research work entitled in : “A Study on Intra and Inter-Cultural Determinants in a School Environment and its Impact on Academic Achievement” for the fulfilment of the requirements of the award of Ph D Degree in Education under the Department of Education, University of Kalyani is based on the results of research work accomplished by him. No part of this work has been submitted for any other degree. He has completed the research work under my guidance

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ACKNOWLEDGEMENT

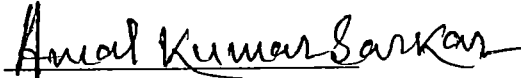
In making preparation of this thesis, I have been helped by some distinguished persons with encouragements, assistance and co-operation. I could not help expressing my deepest and cordial gratitude to them.

First of all, the name of my supervisor, Dr. Dibyendu Bhattacharyya, Reader, Department of Education, University of Kalyani is to be mentioned for his proper guidance, concrete suggestions & helpful criticisms. I offer my heartiest gratitude and respect to him.

It is great pleasure on the part of the researcher to convey equally strong gratefulness to Dr. D. Bhattacharyya & Dr. D. P. Sikdar, Head of the Department of Education, University of Kalyani, Professor Krishna Banerjee Dean, Faculty of Education, University of Kalyani, for giving their kind permission to submit the thesis paper to the University of Kalyani.

The researcher also wants to convey sincere thanks to Mr. Supriyo Roy of M/s Tendercare Computers for computer typing. Also the researcher is indebted & grateful to his parents Sri Narendranath Sarkar, Smt. Rupashi Sarkar and wife Smt. Rakhi Sarkar and other concerned persons to their co-operation for collecting material & highly valuable suggestions which made the investigation considerably easy & effective.

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CHAPTER - I

INTRODUCTION

- 1.1 Introduction
- 1.2 Background Study
- 1.3 Cultural Determinants
- 1.4 School Environment
- 1.5 Objectives of the Study
- 1.6 Methodology
- 1.7 Limitations

1.1 INTRODUCTION

What is Culture ?

In societal context cultural determinants play a very important role for influencing education. We cannot think about education without cultural environment. But to identify cultural determinants we have to go through different dimensions of culture described below extract from related literature

Culture is a Social Context in School Environment :

Pattern of social organizations and its structure can influence culture and vice versa. But each organization has a way of defining the world, a way of thinking, a set of rules, that it encourages its members to share, and we will be expected to join in too. We may adopt a radical perspective and our beliefs change as we are cut off more and more from the people with whom we interacted in a school environment.

A culture, there is a shared perspective, a set of ideas that people develop and learn in interaction. These can be divided into three distinctive parts

- (1) Education on the basis of social context
- (2) Education about its mission
- (3) Education with its perfection

Culture is a Social Tool in a School Environment :

Any school environment develops a culture that has its mission within a particular society. People develop a philosophy, a belief system, a view of reality that is useful to them. It works for their organization. We tend to believe ideas that successfully guide us in our action, that help us make sense out of the experiences that confront us, that support the organization. Social organizations develop truths over time as people work out ways of dealing with their environment. Truths are developed to solve the problems we face, to justify our

actions, to justify the structures we create. In the end, ideas that work for a people's situations become their truths, and since every social organization is in a different situation and every social organization has a different history, cultures will be different.

Culture is an Aggregate of Values making Collaboration :

Culture is summation of values. A value is a long-range commitment to the society & individual too. It is a strong preference, an organizing principle around which goals are established and action takes place. A goal is a short-range objective in a specific situation by an individual or social organization.

Culture means agreement, and individuals whose truths, values, and goals are contrary to those of the organizations in which they interact make it difficult for the organizations to succeed.

Culture is a Set of Social Criterion

Criteria are associated with one's position and are thus part of structure but they are also associated with membership in the group, irrespective of position popularly expressed as social norms.

The criteria that exist in all social organization and are part of the pattern called culture. They influence or shape or control depending on the situation the individual's action. Some rules are obeyed because we realize that if we do not follow the rule it will hamper the progress of the institution. Some rules, on the other hand, take on a moral significance, become our ideas of right and wrong, they become more than just rules. Most social organizations will attempt to make their rules seem morally right. Sometimes they are successful, sometimes they are not. For some individuals a rule becomes a moral guide, for others a rule remains just a rule. Culture is central point to the individual and society for academic atmosphere.

First, it is based on interaction and activity for betterment of education

Second, culture is important for its social context for becoming accustomed to each other's actions and ways of thinking. As a result we are able to cooperate, to problem solve together, to work things out

The first pattern of interaction and activity which are healthy for betterment of a school environment mostly by the learners, teachers and management is defined as **Intra cultural Determinants**.

And similarly out of school culture which can influence to improve outcome of learners is defined as **Intercultural Determinants**.

1.2 BACKGROUND STUDY

Peter Berger and Thomas Luckmann (1966) have there are then fundamental questions about the nature of the formative or determining elements which produce these distinctive cultures

In more general way, there was a strong development of the sense of 'culture' as the active cultivation of the mind. We can distinguish a range of meanings from

- i) **A developed state of mind – as in 'a person of culture', 'a cultured person' to.**
- ii) **The processes of this development – as in 'cultural interests', 'cultural activities'.**
- iii) **The means of these processes – as in culture as 'the arts' and 'human intellectual works'.**

The difficulty of the term is then obvious, but can be most usefully seen as the result of earlier kinds of convergence of interest. We can distinguish two main kinds (a) an emphasis on the 'informing spirit' of a whole way of life, which manifest over the whole range of social activities but is most evident in 'specifically cultural' activities – a language, styles of art, kinds of intellectual

work, and (b) an emphasis on 'a whole social order' within which a specifiable culture, in styles of art and kinds of intellectual work, is seen as the direct or indirect product of an order primarily constituted by other social activities

The sociology of culture, as it entered the second half of the twentieth century, was broadly compounded of work done from these two positions, much of it of great local value. Each position represented a form of that convergence of interests which the term 'culture' itself, with its persistent range of relational emphasis, notably exemplifies. But in contemporary work, while each of the earlier positions is still held and practised, a new kind of convergence is becoming evident.

This has many elements in common with (b), in its emphasis on a whole social order, but it differs from it in its insistence that 'cultural practice' and 'cultural production' (its most recognizable terms) are not simply derived from an otherwise constituted social order but are themselves major elements in its constitution. It then shares some elements with (a), in its emphasis on cultural practices as constitutive. But instead of the 'informing spirit' which was held to constitute all other activities, it sees culture as the signifying system through which necessarily a social order is communicated, reproduced, experienced and explored.

Thus there is some practical convergence between (i) the anthropological and sociological sense of culture as a distinct 'whole way of life', within which, now, a distinctive 'signifying system' is seen not only as essential but as essentially involved in all forms of social activity, and (ii) the more specialized if also more common sense of culture as 'artistic and intellectual activities', though these, because of the emphasis on a general signifying system, are now much more broadly defined, to include not only the traditional arts and forms of intellectual production but also all the 'signifying practices'-from language

through the arts and philosophy to journalism, fashion and advertising - which now constitute this complex and necessarily extended field

Sociology of Culture as Intercultural Determinants :

It will already be clear that in the contemporary convergence, with its deliberate extension and interlocking of hitherto separate senses of culture, what is now often called 'cultural studies' is already a branch of general sociology. But it is a branch more in the sense of a distinctive mode of entry into general sociological questions than in the sense of a reserved or specialized area. At the same time, while it is a kind of sociology which places its emphasis on all signifying systems, it is necessarily and centrally concerned with manifest cultural practices and production. Its whole approach requires, as we shall see, new kinds of social analysis of specifically cultural institutions and formations, and the exploration of actual relations between these and, on the one hand, the material means of cultural production and, on the other hand, actual cultural forms. What brings these together is, distinctively, a sociology, but, in the terms of the convergence, a sociology of a new kind.

We have already seen the theoretical differences between this and earlier forms of convergence. We can now indicate, if only in outline, the historical forms of the same development. The new sociology of culture can be seen as the convergence, and at a certain point the transformation, of two clear tendencies: one within general social thought and then specifically sociology, the other within cultural history and analysis. We can briefly indicate the major contributions within each.

In this tradition, before development, the sociology of culture had significantly been concentrated on the already institutionalized areas of religion and education. Three useful kinds of study can then be distinguished, of (1) the

social and economic institutions of culture and, as alternative definitions of their ‘products’, of (ii) their effects.

1.3 CULTURAL DETERMINANTS

- a) The formal and conscious beliefs of a class or other social group – as in the common use of ‘ideological’ to indicate general principles or theoretical positions or, as so often unfavorably, dogmas,
- b) The characteristic world-view or general perspective of a class or other social group, which will include formal and conscious beliefs but also less conscious, less formulated attitudes, habits and feelings, or even unconscious assumptions, bearings and commitments

It is clear, first, that sociological analysis of culture has often, even primarily, to work with sense

(a) It is a main way in which cultural production can be related, often very precisely, to social classes and other groups which can also be defined in other social terms, by political or economic or occupational analysis. But it is soon clear, also, that cultural analysis cannot be confined to the level of formal and conscious beliefs

There are often in fact close connections between the formal and conscious beliefs of a class or other group and the cultural production associated with it. Sometimes direct connections with the beliefs, in included manifest content, often traceable connections to the relations, perspectives and values which the beliefs legitimize or normalize, as in characteristic selections of subject, often, again, analyzable connections between belief-systems and artistic forms, or between both and an essentially underlying ‘position and positioning’ in the world

School Environment and Learning :

The term cultural determinants in a school environment describe the environment that affects the behavior of teachers and students. School culture is the shared beliefs and attitudes that characterize the organization and establish boundaries for its constituent units. School environment characterizes the organization at the school building and classroom level. It refers to the “feel” of a school and can vary from school to school. While an individual school can develop a climate independently of the larger organization, changes in school culture at different level can positively or adversely affect school climate at the building level. School culture reflects the shared ideas-assumptions, rules, and beliefs-that give an organization its identity and standard for expected behaviors.

These ideas are deeply imbedded in the organization and, to a great extent, operate unconsciously. They are so ingrained that they are often taken for granted. Understandings shared by teachers, staff, and students structure their responses to demands made from outside (e.g., by parents and the community), and from inside (e.g., by the central administration and its communication of directions from the school board and state and federal governments). School culture is based on past experience which provides a template for future action based on “how we do things in this organization”

Components of School Culture :

Culture is reflected in an organization’s atmosphere, myths, and moral code. The characteristics of a school district’s culture can be deduced from multiple layers.

Artifacts and symbols the way its buildings are decorated and maintained

Values : The manner in which administrators, principals and staff function and interact

Assumptions : The beliefs that are taken for granted about human nature

As a school district's culture develops over time, it is maintained by several practices

- Common beliefs and values that key individuals communicate and enforce
- Heroes and heroines whose actions and accomplishments embody these values.
- Rituals and ceremonies that reinforce these values
- Stories that reflect what the organization stands for

The following documents show how these components of school culture can support learning for academic betterment

1.4 SCHOOL ENVIRONMENT

School **Environment** reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning take place

School **Environment**, the focus of the, is evident in the feelings and attitudes about a school expressed by students, teachers, staff and parents-the way students and staff “feel” about being at school each day

School **Environment** is a significant element in discussions about improving academic performance and school reform. It is also mentioned in discussions of potential solutions to problems such as bullying, inter-student conflicts, suicide, character education, and moral education

Components of School Environment in a Cultural Set-up :

Although there is no consistent agreement in the literature on the determinants of school **Environment**, most writers emphasize caring as a core element. However, some place safety foremost, defining it “as orderly environment in which the school family feels valued and able to pursue the school's mission free from concerns about disruptions and safety”

Several aspects of a school's physical and social environment comprise its climate. One organization identified the following eight areas:

- Appearance and physical set-up
- Faculty relations
- Student interactions
- Leadership or decision making

Cultural Impact on School Performance and Academic Achievement :

Numerous studies document that students in schools with a better school climate have higher achievement and better socio-emotional health. Probably the most comprehensive work in this area is being done by the Search Institute, a nonprofit organization that encourages schools and communities to develop and empower young people.

In a review of studies on the impact of support in school, the Search Institute found that a school culture is associated with Academic Achievement. In present study Academic Achievement has been viewed in a qualitative way. Some related factors are mentioned below extracted from the studies:

Higher grades,

Engagement,

Attendance,

Expectations and aspirations,

Sense of scholastic competence,

Fewer school suspensions, and

On-time progression through grades (19 studies),

Higher self-esteem and self-concept (5 studies),

Less anxiety, depression and loneliness (3 studies),

Less substance abuse (4 studies).

Another study by John Schweitzer of Michigan State University, found that when students in Detroit schools felt a sense of community with one

another and a sense of belonging to their schools, they achieved higher scores

A national study of more than 12,000 seventh to twelfth graders found that connectedness to family and school significantly protects youth from seven of eight behaviors risky to their health

Measuring School Environment and School Culture :

There are numerous instruments designed to measure what various authors define as school climate. These are listed and rated in the Appendix

Changing School Environment and School Culture :

Improving student behavior and academic performance generally requires changing school climate and school culture. Change may require moving individuals and organizations along a continuum from “at risk” to “safe” to “thriving”. This process takes time to accomplish.

While making positive changes in school climate motivates staff and students to improve, the district-level school culture must also change if school reforms are to be sustained for long-term improvement.

Both school climate and school culture require significant attention when a principal or superintendent is new or when major changes are being implemented in the school system. It is worth noting that educational reform under the No School Left Behind Act is essentially a long-term effort to change school culture. Note the central mantras of educational reform:

- Teachers and the school are accountable
- All children can and must learn

Some Approaches towards Effective School Environment enhancing Cultural Determinants for Academic Achievement :

- Promoting a Safe and Orderly Environment
- Maintain buildings in good physical condition

- Reward students for appropriate behavior
- Enforce consequences for inappropriate behavior
- Use contracts with students to reinforce behavioral expectations
- Post behavioral policies on bulletin boards, periodically announce them over the public address system
- Initiate anti-bullying, conflict resolution and peer mediation programs
- Engage students, staff and parents in planning school safety activities
- Increase number and accessibility of counselors, social workers, and mentors
- Create anonymous tip lines or suggestion boxes for reporting potentially dangerous situations or providing ideas to improve school climate
- Develop strategies to ensure safety during lunch periods and between classes, provide more structured activities during lunch hour
- Provide accommodation or time-out rooms throughout the day
- Provide in-school suspension programs with academic supports and consistent staffing

According to *Kelli Ballard and Alan Bates* accountability, high-stakes, and student achievement are popular terms among educators. Students' performance on standardized achievement tests is used to a high extent in reflecting the quality of instruction students receive from teachers as an intraculture.

According to Vandevoot, Amrein-Beardsley, and Berliner (2004) the quality of a teacher in the classroom is the single most important factor in determining how well a child learns. Throughout the United States, schools are being evaluated based on their students' performance on a state mandated test given every year for the betterment of the total process.

Intra-Cultural Determinants :

The two main purposes of **Intra-Cultural Determinants** are

- 1) Teachers Accountability,
- 2) Assuring quality and facilitating improvement of institutional atmosphere

It will best be achieved when teachers and their organizations claim the responsibility for developing and implementing methods for assessing their performance that respect the complexity and depth of their professional knowledge and practice (Kleinhenz & Ingvarson, 2004) The majority of educators agree with the fact that holding teachers accountable is imperative for student learning to take place However, a lively debate surrounds the question of how accountability is established and about the place and value of professionalism in accountability (Bullough, Clark & Patterson, 2003)

According to Gallagher (2002) schools such as Vaughn Elementary in Los Angeles, California evaluate teachers in ten domain areas, and teachers are not only evaluated by their principal, but by peers and themselves, too Teachers are rated on a scale of one to four on each standard This school found that the alignment between taught and tested curriculum, both in terms of content and cognitive demand, is a highly significant predictor of student performance This study did make it clear, however, that no single measure should be seen as the sole criterion for judging performance rather than combining both the Intra and Inter Cultural Determinants for academic success

Academic Achievement and Some Related Views :

As Gallagher (2002) concurs, most people would argue that teaching requires a variety of proficiencies that can justifiably contribute to teacher evaluation, yet which may only indirectly influence student performance on a given assessment Teachers need to become familiar with current research on

student achievement and network with colleagues to learn more about teaching expertise

Teachers are responsible for finding ways to educate all children and it is a teacher's duty to participate in professional development activities that foster this responsibility. Practices such as differentiated instruction, data driven instruction and identifying areas of weakness in students are crucial to developing the quality of classroom teachers. Differentiated instruction is vital for increased student performance because it meets the needs of every student. This connects to the notion of schools making improvements based on test data, especially in weak areas. Teachers need to remember that external characteristics, such as student socioeconomic status and parental educational attainment, impact student achievement in significant ways, but when those differences are controlled for, teachers are the **most important determinants** of student achievement (Gallagher, 2002). These findings support the views of Bullough et al (2003) that if, as some teacher education detractors argue, academic ability and scores on standardized achievement tests are good measures of teacher quality, these students ought to be outstanding.

Academic Achievement – External Factors : Intercultural Determinants :

There are many factors other than instruction that can influence how students can perform ? Should these factors be taken in account with test results? Can these factors be controlled ? Because of increased accountability demands placed on schools and teachers, researches question how influential these outside factors are, especially those that cannot be controlled by classroom teachers. Thrupp, Mansell, Hawksworth, and Harold (2003) found that

Educators were adamant that they could only be held accountable for student achievement to a limited extent because of the impact of family background. In their study, teachers, principals were asked how accountable they felt school staff could actually be for student outcomes.

The majority of the participants in the study felt that “outcomes-based assessment of schools would always be unfair because of the way it assumes the efforts and effectiveness of staff can be read off student achievement” (Thrupp et al., 475).

Another factor that influences student achievement is the status and parental level of education as well as the home family background were found to be uncontrollable factors in the classroom. Other schools have relatively high test scores and their student population consists of primarily low-income students with little parent involvement, which argues against the excuse of not being able to control certain factors. Student performance on high stakes tests can cause increased levels of anxiety, stress, and fatigue. All three have detrimental effects on student performance (Abrams, Pedulla & Madaus, 2003)

- 1) Motivation and responsibility of the individual student
- 2) Socioeconomic status
- 3) students with high test results are rewarded externally
- 4) For students who do not perform well, such as those with test anxiety, language barriers, or special education students who are required to take a grade equivalent test, this extrinsic reward system can be devastating
- 5) Research shows that in many cases, classroom instruction is changing to better match the content found on high-stakes tests. Also, instruction focuses on test content or test-taking skills and ignores subject areas that are not on the test. High-stakes tests limit the scope of the classroom instruction and student learning in undesirable ways (Stecher & Barron, as cited in Abrams et al , 2003)
- 6) In a study by Cankoy and Tut (2005), one group of fourth grade students spent 70% of class time on test-taking skills, a second group spent 50% of class time on test-taking skills, and a third group only spent 30% of class time on test-taking skills. Test-taking skills included completing test

questions from former tests, giving tests for drill, teaching procedures for answering multiple-choice questions, and memorizing rules. The study found that teaching students standard procedures to solve different types of math problems is not an effective approach to teach problem solving. Also, there was no difference in the three groups' performances on non-routine math story problems, and spending more class time on test-taking skills did not affect the non-routine story problem solving. To conclude, this study feels that tests and classroom instruction should emphasize and foster problem-solving skills more so than test-taking skills.

1.5 OBJECTIVES OF THE STUDY

1. To study the cultural determinants in a school environment
2. To develop a standardized questionnaire regarding school environment
3. To study the Intra and Inter Cultural determinants in a school environments at higher secondary level.
4. To find out the relationship between cultural determinants and academic achievement
5. To extract factors regarding Intra and Inter Cultural determinants.

1.6 METHODOLOGY

The study is basically sociological in nature and information is gathered through a standardized questionnaire. Research methodology is based on survey type of research followed by Factorial analysis for extracting cultural determinants .

Population :

The population of this study is on the students of class XI of North 24 Parganas , Hooghly and Kolkata district in West Bengal

Sampling for the Study :

Selected schools have been used for sampling which is representative of the population having number 500 Here the nature of sampling is purposive type

Description of the Test :

The test has been administrated under normal conditions in familiar classrooms of the students during school hour Written direction has been given through questionnaire In each questions there are selected options of which one is to be chosen

1.7 LIMITATIONS

The present study combining both the determinants intra- and inter-culture are difficult enough to investigate the matter in proper direction School environment are not flexible enough to provide all the information regarding their school environment Most of the determinants are extracted from the different studies available either in internet or the personal experience during survey work The study is limited within a particular area where the survey has been conducted Survey result may be tested in hypothetical form but it appears to the investigator to find out determinants of culture Factorial component analysis will have a better result through statistical package

CHAPTER - II

REVIEW OF RELATED STUDIES

- 2 1 Cultural Determinants and Classroom Environment
- 2 2 Culturally Responsive Classroom Management
- 2 3 Faces of Culture
- 2 4 Caste, Class and Religion as Inter Cultural Forces
- 2 5 Focus on Teaching and Learning as Intra Cultural
Determinants
- 2 6 Culture Management System
- 2 7 Communication and Culture
- 2 8 Structural Adjustment and Intercultural Forces
- 2 9 Related Studies in Indian Context

2.1 CULTURAL DETERMINANTS AND CLASSROOM ENVIRONMENT

In a school environment students can develop their best. It inculcates those values that will help pupils to become good and responsible citizens, enable them to become involved in their community. It has been sometimes founded that it is useful to hold visioning days, where stake holders are invited to identify future priorities for the school & there are then used to help the senior team set priorities within the school improvement plan. When doing this it is important to involve all stakeholders teachers, support staff, students, parents, governors, partner school, and multi-agency groups that work with the school according to David Ashley.

Empowering Leadership – As a Dynamics of Cultural Determinants :

It was common to assume that the cultural atmosphere of a school revolved around the quality of the head teacher. Consequently, the idea of the ‘super head’ that solve all of its problems and swoop out again was prevalent. It is now generally accepted that such a model so dependent on short-term, top-down management, was nonsense. However, the head teacher does have a crucial role to play.

The key role for a head teacher is that of empowerment, creating a culture in which the vast intellect, ability and talent of the staff is not only solved, but fully utilized. If head teachers do not make it clear that all staff have the authority to make decisions, to be innovative and creative, then they will assume that they do not. If that happens, the vast wealth of knowledge & experience that exists in all schools will remain untapped.

Relying on Collaboration :

Choosing the appropriate networks to work with a matter of personal choice and school context. It is useful to work with local school leaders through

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local authorities in collaboration Leadership incentive grants, Excellence in Quality practice and so one can develop initiatives that may directly involve students across a locality

School Leadership and Cultural Determinants :

Although it is recognized that head of the institution play a crucial role in school-wide effort to raise standards of teaching and pupil learning and achievement, evidence-based knowledge of what makes successful leaders remains elusive The most popular theories are located in the transaction & transformational models identified more than 20 years ago (Burns, 1978) and lately reinvented through such terms as ‘liberation’ (Tampoe, 1998), ‘educative’ (Duignan & McPherson, 1992), ‘invitational’ (Stoll & Fink, 1996) and ‘moral’ leadership (Sergiovanni, 1992)

What is clear from these, and from the effective schools literature, is that successful leaders not only set direction but they also model values and practices consistent with those of the school, so that ‘purposes which may have initially seemed to be separate become fused’ (Sergiovanni, 1995)

Few research studies have sought information from heads recognized as effective, and fewer still have sought educated opinion from those who know most about them, i.e. their students, staff, governors and parents In 1998, the National Association of Head Teachers, the largest in the UK, commissioned such a study reveals the following

- Twelve heads were selected from schools of different sizes, operating within different phases, and located in a range of geographical, economic and socio-cultural settings
- All the schools had received a positive inspection report by of the above committee particularly with regard to their leadership All were performing

better than average, and the heads all had a good reputation amongst their peers. Gender and experience were also factored in.

- All schools were visited for three days by members of the five research team, a substantial number of interviews were conducted, and local documentation supplemented there.

Analysis of all the data revealed that the cultural determinants of academic institutions are as follows:

- Values-led that is a cultural set up to be developed in a school
 - People centered
 - Achievement-oriented
 - Inwards and outwards facing which is equivalent to intra and inter cultural determinants
- Able to manage a number of ongoing tensions and dilemmas
 - All emphasized that the sets of core personal values of the heads were based upon care, equity, high expectations and achievement, which were clear to and shared by the overwhelming majority of the school constituencies and which were the drivers for the life of the school
 - All emphasized the importance attached by the heads to monitoring standards in the school, to keeping ahead of the game so that their schools responded rather than reacted to new external demands, testing them against their own standards and minimizing bureaucratic demands on staff
 - All spoke of the improvement-oriented collaborative school cultures which the heads promoted, and the emphasis upon continuing professional development. Which met both organizational and individual needs?
 - All spoke of the time and care which the heads gave enthusiastically to their work. The way in which the heads modeled their values.

- The heads themselves were clearly strategic, reflective practitioners, exercising a range of interpersonal & intrapersonal skills, and able to analyse, evaluate, articulate and communicate with a range of agencies locally and nationally

Leadership and Classroom Environment :

Significantly, alongside their positive there were also ongoing problems Heads worked long hours and were enabled to continue to develop partly through the unsung support of external network of colleagues, friends and family It was however, both their personal values and their abilities to maintain and develop learning & achievement cultures Whilst at the same time manage ongoing tensions and dilemmas, which were the main features of their success as referred from Effective School Leadership, Christopher Dary & Alma Harris, School of Education, University of Nottingham

- 1 Leadership versus management
- 2 Development versus maintenance
- 3 Internal versus change
- 4 Autocracy versus autonomy
- 5 Personal time versus professional tasks
- 6 Personal values versus institutional imperatives
- 7 Leadership in small versus large schools
- 8 Develop or dismiss
- 9 Power with or power over
- 10 Subcontracting or mediation

2.2 CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT

Diversity of our classrooms, basically stands for cast, class and religion influence causing multicultural competence increasing the difficulties of

teachers have with classroom management Definitions and expectations of appropriate behavior are culturally influenced, and conflicts are likely to occur when teachers and students come from different cultural backgrounds ?

Reference : (Weinstein, et.al., 2004)

A culturally responsive classroom specially acknowledges the presence of culturally diverse students and the need for these students to find relevant connections among themselves and with the subject matter and the tasks teachers ask them to perform In such programmes teachers recognize the differing learning styles of their students and develop instructional approaches that will accommodate these styles (Montgomery, 2001)

So not only do teachers need to be aware and accommodate the learning styles of the different students, but also the classroom management for these students

Five components essential to culturally responsive classroom management

- 1. Recognition of one's own either centrism or biases.**
- 2. Knowledge of student's cultural backgrounds**
- 3. Understanding of the broader social economic and political context of our educational system.**
- 4. Ability and willingness to use culturally appropriate classroom management strategies.**
- 5. Commitment to building caring classroom communities.**

The Dimensions of Multicultural Education – Application in classrooms and similar settings for better academic achievement (Banks, Wool folk, 1995)

1. Content Integration :

Using examples and content from a variety of cultures

To illustrate key concepts, principles, generalizations, and theories in their subject areas or disciplines

2. An Equity Pedagogy :

Matching teaching styles to student learning styles in order to facilitate the academic achievement of students from diverse racial, cultural and social-class groups

3. An Empowering School Culture and Social Structure :

Group and labeling practices, sports participation, and the interaction of the staff and the students across ethnic and racial lines are some of the components that must be examined to create a school culture that empowers students from all groups

4. Prejudice Reduction :

The characteristics of student's attitudes on the basis of socioeconomic status and casteism how they can be modified by teaching

5. The Knowledge Construction Process :

Helping students to understand how the implicit cultural assumptions within a discipline influence the ways that knowledge is constructed within it

In order to find out more about the student in one's classroom there are some questions that a teacher could / should ask to get a much clearer picture of the students in his / her classroom –

- Family background and structure
- Education
- Interpersonal relationship styles
- Discipline
- Time and space
- Religion
- Food
- Health and hygiene
- History, traditions and holidays

According to Sammons, Hillman & Mortimer (1995) the characteristics that help make a school effective are broadly outlined as follows –

- 1 Focus on teaching and learning
- 2 Purposeful teaching
- 3 Shared vision and goals
- 4 High expectations of all learners
- 5 Accountability
- 6 Learning communities
- 7 Stimulating and secure learning environment
- 8 Professional leadership.

The overarching objective of creating and sustaining effective schools underpins all Blueprint strategies and initiatives. This provides all schools in the government school system with a shared purpose. The Blueprint reform agenda is a coherent strategy which provides school leadership teams with a range of tools and frame works to make their school effective.

2.3 FACES OF CULTURE

Faces of Culture can be classified into three distinct points are mentioned below from the review of related studies

- (1) Cultural assumption
- (2) Identifying culture
- (3) Resolving cultural forces

1. Cultural Assumption :

Cultural determinants arise because of the differences in values and norms of behavior of people from different cultures on the basis of caste, class, religion and socioeconomic status. A person acts according to the values and norms of his or her culture, another person holding a different worldview might interpret his or her behavior from an opposite standpoint. This situation creates

misunderstanding and can lead to conflict which create different social crisis against the social progress. They are often unable to perceive their own cultural distinctiveness

Thus, accommodation of different cultural interests helped the region to recognize its historical past.

2. Identifying Culture :

Cultural has three dimensions The dimensions are (1) Content, (2) Relational, (3) Clash of Cultural Values To the two dimensions that every conflict has content and relational dimension and clash of cultural values This third dimension constitutes the foundation of the conflict since it determines personal identity

Cultural can be identified by the following signs (1) it usually has complicated dynamics Cultural differences mentioned above tend to create complex combinations of expectations about one's own and others behavior (2) If addressing content and relational issues does not resolve the conflict, it can be rooted in cultural differences (3) Conflict reoccurs or arises strong emotions even though the issue of disagreement is insignificant

3. Resolving Cultural Forces :

The resolution of cross-cultural conflict begins with identifying whether cultural issues are involved There are three ways of cross-cultural conflict resolution

(i) Probing for the Cultural Dimension :

The resolution process should start from acknowledgment that their conflict contains a cultural dimensions Next, there should be willingness on all sides to deal with all conflict dimensions including the cultural one Third, systematic phased work on the conflict is needed Williams identified four

phases (1) Individual difference the parties describe what they find offensive in each other's behavior, (2) Cultural perception they get an understanding of the other party's cultural perceptions', (3) Execution they learn how the problem would be handled in the culture of the opponent and (4) Conflict Solution they develop conflict solutions Resolution of the conflict is particularly complicated if the conflict arose not just out of misunderstanding of the other's behavior, but because of incompatible values

(ii) Learning about Other Cultures :

People can prevent cross-cultural conflicts by learning about cultures that they come in contact with This knowledge can be obtained through training programs, general reading, talking to people from different cultures, and learning from past experiences Important aspects of cultural education are understanding our own culture and developing cultural awareness by acquiring a broad knowledge of values and beliefs of other cultures, rather than looking at them through the prism of cultural stereotypes

(iii) Altering Organization Practices and Procedures :

Often the organization structure reflects the norms of just one culture and inherits the cultural conflict In such cases, structural change becomes necessary to make the system more sensitive to cultural norms of other people

Therefore, conflict, depending on the outcome, can be a positive or negative experience for an organization With changing demographics, cultural differences become an acute issue Many groups resist assimilation and wish to preserve their cultural distinctiveness, which makes cultural conflict education an essential tool for maintaining healthy relations in organizations and society in general

We consider religion as determinants as it influences the education system in India in many aspects. One of the most important findings of cross-cultural conflict resolution research is that religion is a perennial and perhaps inevitable factor in both qualitative and quantitative ways.

Religion, after all, is a powerful constituent of cultural norms and values, and because it addresses the most profound existential issues of human life—freedom and inevitability, fear and faith, security and insecurity, right and wrong, sacred and profane, religion is deeply implicated in individual and social conceptions of peace. To transform the conflicts besetting the world today,

Major cultural tradition is the assumption that a universally valid framework of knowledge for welfare of the society

Cultural Understanding :

Though largely below the surface, cultures are a shifting, dynamic set of starting points that orient us in particular ways and away from other directions. Each of us belongs to multiple cultures that give us messages about what is normal, appropriate, and exceptive. When others do not meet our expectations, it is often a cue that our cultural expectations are different. We may mistake differences between others and us for evidence of bad faith or lack of common sense on the part of others, not realizing that common sense is also cultural. What is common to one group may seem strange, counter-intuitive, or wrong to another.

Cultural messages shape our understandings of relationships, and of how to deal with the conflict and harmony that are always present whenever two or more people come together. Writing about or working across cultures is complicated, but not impossible. Here are some complications in working with cultural dimensions of conflict, and the implications that flow from them.

Culture is multi-layered – what you see on the surface may mask differences below the surface

Therefore, cultural generalizations are not the whole story, and there is no substitute for building relationships and sharing experiences, coming to know others more deeply over time

Culture is constantly in flux-as conditions change, cultural groups adapt in dynamic and sometimes unpredictable ways

Therefore, no comprehensive description can ever be formulated about a particular group Any attempt to understand a group must take the dimensions of time, context, and individual differences into account

2.4 CASTE, CLASS AND RELIGION AS INTER CULTURAL FORCES

The above mentioned inter cultural forces are highly influenced in Indian Society reflected by the observation by Rahul Ramagundam (2006)

Intercultural determinants change the individuals relationships and the environment understandably enough, for academic progress And yet, inherent in conflict are exciting opportunities for growth, innovation and regeneration In an increasingly multi-cultural and fast changing world Meta-Culture helps leverage potentially debilitating differences into learning opportunities that can help organizations thrive in a complex environment.

The costs of conflict are social, economic and psychological Unmanaged conflict negatively affects production and profitability Increasing stress and health related disorders can lead to high absenteeism and attrition This can seriously jeopardize an organization's integrity and even survival Conflict can also wreck havoc on individuals and their relationships while inflicting damage on organizations and the larger community

Religion and Culture :

The New World Order cannot be understood without accounting for the role of religion and religious organization. During the Cold War, not much attention was paid to the phenomenon of nationalism and religion. Marxists, Liberals, nation-builders and integration specialists treated it as a marginal variable. In the Western political systems a frontier has been drawn between man's inner life and his public actions, between religion and politics. The West is characterized by a desecularisation of politics and a depolitisation of religion. Part of the elite Western opinion views religion as irrational and premodern, "a throw-back to the dark centuries before the enlightenment taught the virtues of rationality and decency, and bent human energies to constructive, rather than destructive purposes" (Weigel, 1991: 27). In the communist block, religion was officially stigmatized as the opium of the people and repressed. In theories of integration and modernization, secularization was considered a 'sine qua non' for progress. Consequently, the explosion of nationalist and ethnic conflicts was a great surprise.

The attention for the role of religion in conflicts has been stimulated by positive and negative developments, including the desecularisation of the world and the rise of religious conflicts. In most strategic surveys, attention is now paid to the militant forms of religious fundamentalism as a threat to peace. Also important has been the phenomenon of realignment or the cross denominational cooperation between the progressives and traditionalists with respect to certain specific issues (Hunter, 1991).

To get a better grasp of what religions or religious organizations could do, to help to promote a constructive conflict dynamic, one could start by investigating systematically which positive or negative roles they play now. Consequently, suggestions would be made about how to reduce the negative and

strengthen the positive impact Religious organization can act as conflicting parties, as bystanders, for well being of the society .

In a world where many governments and international organizations are suffering from a legitimacy deficit, one can expect a growing impact of religious discourses on international politics Religion is a major source of soft power It will, to a greater extent, be used or misused by religions and governmental organizations to pursue their interests It is therefore important to develop a more profound understanding of the basic assumption underlying the different religions and the ways in which people adhering to them see their interests It would also be very useful to identify elements of communality between the major religions

A Cross-Impact of Culture in which Religion is Involved :

Structural Violence :

Mostly structural violence has been occurred by the influence of external forces or by some political influences we have been facing a lot of social crisis but in the same time religious culture have had an effort for imparting education of masses almost all the religious organization in our country

Education and Health Care Services :

Adjustment adversely affects the availability of such social services as education and health care for creating a supportive culture

- i) **Health Services :** The health services provided by the government are very important to the poor The introduction of user charges and the decontrol of the prices of drugs and pharmaceuticals have rendered health services out of reach of the very poor
- ii) **Education :** The poor normally cannot afford to pay for individual tuition they depend on the state to provide education services This is confirmed by the high rates of dropouts both at the primary, secondary and tertiary levels

Adjustment and Household Welfare :

According to the IMF, there are two main channels through which adjustment measures can affect households

- 1 Through their effects on sources of income such as changes in employment status, real wages, product and input prices, taxation, etc These can be referred to as the income effects of adjustment measures
- 2 Through their effects on uses of income These include changes in the prices of goods purchased, often referred to as the expenditure effects of adjustment measures

The impact of adjustment at the household level has several elements

- 1 effects on the incomes received by the household,
- 2 effects on the prices the household pays for goods and services,
- 3 effects on the availability of goods and services, and
- 4 effects on the non-financial aspects of household welfare

Adjustment and Poverty :

Class and economic conflict inevitably results in substantial economic and social costs Conveniently, these costs could be classified into three categories

- 1 Human costs
- 2 Material costs
- 3 Administrative costs

Besides precise figures on the actual financial costs of the conflict the cost in terms of human life and suffering was enormous

Howard Miller, Associate Professor of Education at Lincoln University, has established 12 steps for the beginning of the year to help teachers promote effective classroom management These are as follows

- 1 Develop a set of written expectations you can live with and enforce

- 2 Be consistent Be consistent Be consistent
- 3 Be patient with yourself and with your students.
- 4 Make parents your allies Call early and often Use the word “concerned”
When communicating a concern, be specific & descriptive
- 5 Don’t talk too much Use the first 15 minutes of class for lectures or presentations, then get the kids working
- 6 Break the class period into two or three different activities Be sure each activity segues smoothly into the next
- 7 Begin at the very beginning of each class period and end at the very end
- 8 Don’t roll call Take the roll with your seating chart while students are working
- 9 Keep all students actively involved For example, while a student does a presentation, involve the other students in evaluating it
- 10 Discipline individual students quietly and privately Never engage in a disciplinary conversation across the room
- 11 Keep your sense of perspective and your sense of humor
- 12 Know when to ask for help

Following cultural determinants stated by Pennsylvania State University are adapted for managing the classroom environment

- 1 Start class on time, sending a message that being there is important If a student arrives late several days in a row, say something before it becomes a habit If it does become a habit, take further action
- 2 End class on time If you begin letting students out early, they will begin routinely packing up their backpacks before class is over, if you go over time on a regular basis your students will become resentful
- 3 Announce your office hours and keep them faithfully Being accessible can prevent many problems If students know you are there for them they may be

more willing to come to class and participate because they know help is available

- 4 Set policies at the beginning of the course In particular, make sure attendance and grading policies are clear, preferably in writing Don't stray from these policies or students may see you as a pushover
- 5 Be conscious of signs of racial or sexual harassment, whether by you, towards you, or towards other members of the class Make it clear by your words and actions that put-downs or derogatory comments about any groups for whatever reason are simply not acceptable
- 6 Refer students with psychological, emotional, academic, or financial trouble to the appropriate counselors You can be sympathetic and supportive, but becoming a student's counselor can cause problems
- 7 When acting as a teaching assistant, involve yourself only to the extent that you are expected to be involved If the professor you are assisting is in charge of determining grades and you receive complaints about grades, have the students deal with the professor Do not foster a "me against you" attitude, and do not side with the students against the professor

Reference : Classroom Climate and Its Effectiveness

2.5 FOCUS ON TEACHING AND LEARNING AS INTRA CULTURAL DETERMINANTS

Effective schools are focused primarily on teaching and learning They carefully consider time spent on academic and non-academic learning Effective schools deploy their resources strategically to enhance teaching and learning Professional learning activities and programmes are aimed at improving the teaching-learning relationship, paying particular attention to developing the subject and pedagogical knowledge of teachers

Forming answers to the following questions may help to provide a focus on teaching and learning in your school

- How well does our school manage the time spent on (i.e., physical, personal and social learning, discipline-based learning and interdisciplinary learning)?
- Identify one or two strategies that were implemented in the school to bring about improvement in the teaching-learning relationship. Analyse how effective the strategies have been.
- How well does our school manage the workload of staff, in particular the balance between time focused on teaching and learning and time spent on administrative tasks?

Benefits Student Ratings and Achievement can have for an Institution Intended Culture (Ory, 2001) :

- 1 Instructors value the input and make improvements in their teaching
- 2 Instructors are rewarded for having excellent ratings
- 3 Instructors with very low ratings are encouraged to seek help
- 4 Students perceive and use ratings as a way to suggest improvements in teaching
- 5 Students have more information on which to make their course selections
- 6 Ratings motivate instructors to improve teaching
- 7 Students see ratings as a vehicle for change

Unintended Consequences Ratings can have on an Institution (Ory, 2001) :

- 1 Instructors alter their teaching to get higher ratings including weakening the difficulty of the course or giving higher grades
- 2 Poor teaching is accepted and overall standards are lowered
- 3 Campus uses ratings as only measure of effectiveness out of convenience
- 4 The content of the student rating form may drive what is taught

- 5 Students reward poor teaching by giving high ratings in exchange for high grades
- 6 Ratings are used to make discriminations between instructors that are not supported by other data
- 7 Instructors after administration of evaluation to get higher ratings
- 8 The data becomes meaningless because of the lack of use and control

Optimal Conditions for Students give Instructors Feedback (Svincki, 2001) :

- 1 Students need adequate notice of when they will be asked to give feedback
This will allow for time to think about the questions that will be asked
Ideally students would be informed a day ahead of time that an evaluation will be done so they can take some time to think about the learning experience and be prepared to give precise and meaningful feedback to the instructor
- 2 Students need adequate instruction on how to give the feedback
Students need instruction in how to be precise in their comments and in the definitions of the terms being used in the evaluation
Also students should be informed on how instructors plan to respond to the feedback that the students give
 - One way to assist students in becoming more precise is to share a sample of student responses from previous evaluations that were helpful in improving the learning experience
 - Another way is to ask for informal feedback at various times throughout the semester (every four weeks is a good timetable) to a few important questions about the learning experience
Share the responses anonymously with the class asking for classification of responses that were vague or too general and demonstrating how the more precise the students are, the more valuable the feedback becomes

- 3 Let students give feedback on a regular basis throughout the semester. Assign a few students in the class to be administrators and summarizers of this feedback process. This can improve the rapport with the students and increase the trust among the students and the instructor leading the students willingness to be more thoughtful, honest and precise with their feedback on the final evaluation.
- 4 Students need adequate time to give the feedback. Instructors need to be willing to take class time to get meaningful feedback. Ratings forms should not be given out at the end of the class period as students may tend to hurry so they can leave.

Student-Teacher Relationship as a Fundamental Base of School Culture :

Following recommendations are based on some review regarding the present school environment and making the students achievement in a better way

Students can Determine :

- 1 If the learning objectives set out in the syllabus for the class have been covered by the teacher.
- 2 If they are getting regular and timely feedback from the teacher on their learning progress
- 3 If the instructor let the class go early and how often this action occurred
- 4 If the instructor cancelled class & how often it occurred
- 5 If the instructor made it clear as to the time period in which students would receive their assignments and tests back, and kept to it
- 6 If the material that was questioned on the tests was identified by the instructor as being the responsibilities of the students to know for the test

- 7 If the professor was on time for the class each day and how often he/she was late
- 8 If the professor was available for help outside of class time
(a)(If he / she was not available the students should indicate how many times this occurred)
- 9 If the professor kept to the timeframe announced to students that would be used to return students' phone calls or emails
- 10 If the teacher provided a clear explanation for the grades that were assigned to all work and tests
- 11 If the instructor spoke clearly and could be easily understood
- 12 If the professor was willing to answer students' question during class or provided other opportunities for the questions to be answered
- 13 If the teacher offered regular encouragement to the students to do well
- 14 If the teacher sought students' input on issues that directly impacted their learning (discussion guidelines, assessment methods, paper or project topics as examples)
- 15 If the professor made it clear why (or gave the learning purpose) students were to do the assignments give both in and outside of class
- 16 If the teacher kept the classroom environment positive for learning and if did not allow sleeping, talking, doing other work, phone calls etc
- 17 If the professor knew the names of the students
- 18 If the textbook or other supplementary material was helpful in their learning of the course material
- 19 If the professor provided a clear set of learning objectives, or goals, or purpose statements etc for each class around which students could organize the information they received in the class
- 20 If the pace of the class was reasonable for them individually
- 21 If the teacher kept to the rules, policies and guidelines outlined in syllabus

Areas in which Students to give Faculty Feedback :

- 1 If the teaching methods used were appropriate for the course
2. If the content covered was appropriate for the course
- 3 If the content covered was up to date
- 4 If the motivational methods used were appropriate to the level and content of the course
- 5 If the assignments were appropriate for aiding student learning
- 6 If what they learned has real world application
- 7 If what they learned will help them in future classes
- 8 If the type of assistance, help or support given to students was appropriate to the learning goals of the class
- 9 If the difficulty level of the course material was at an appropriate level
- 10 If the course or the instructor was excellent, average or poor

Research about Student Ratings for having a Positive Classroom Culture :

- 1 Training is necessary who will use the ratings information to make decisions about a teacher's performance (Centra, 1993, March 1987 & Murray 1994)
- 2 Besides Students' ratings Peer review, self-evaluation, teaching portfolios, and student achievement should also be used as determinates of Intra-cultural activity (Seldin, 1999, Doyle 1983 & Centra, 1993)
- 3 Administration of ratings forms must be uniform and standardized to keep the playing field level (Cashin, 1999 & Franklin, 1990)
- 4 Meaningful feedback and will need opportunities to practice giving feedback for then ratings to become more effective for the faculty (Bandura, 1996)
- 5 Students must be assumed that the information they are giving is welcomed by the faculty and will be used to improve the teaching & unlikely to take the rating process seriously (Peterson, Maier & Seligman, 1993)

- 6 A minimum percentage of students depending upon the size at the class must be present to do the ratings for the information to be considered representative and reliable (Franklin & Theall, 1991)
- 7 Students need definitions of terms used in the ratings questions especially what the institution means by teaching effectiveness Research has shown wide interpretations of meanings of even common terms like timeliness, dependable, (Slagle & Icenogle, 2001)
8. Institutions must carefully define those areas in which students are capable of giving feedback to faculty and those that are beyond their expertise (Ory, 2001)
- 9 The lack of preciseness of any ratings instrument needs to be considered in the interpretation of any results Rating averages likely fall in a range two to three tenths of a point in either direction 4.2 may represent a range from 3.9 – 4.2 (Payle, 1993).
- 10 Students must not fear retribution based on their feedback, or it will significantly inhibit their willingness to be honest in their feedback (Gordon & Strucher, 1992)

Suggestions for improving the effectiveness of School Environments of using a student Ratings form (based on the research findings) the following recommendations are being made for improving the Academic Culture

- 1 Faculty need to continually assure students throughout the semester that the ratings will be used by the faculty for productive change and that there will be no chance of retribution to the students
- 2 Faculty need to help educate students in effective ways of giving precise feedback that addresses specific aspects of their learning experience
- 3 Faculty need to give students multiple informal opportunities to give feedback throughout the semester, thus practicing their feedback skills
This is also an effective way to improve teaching practice

- 4 To define key vocabulary words for students that are used in both the formal ratings questionnaires and that they may use in written comments – much words include effectiveness, dependable, organized reasonable, interesting, excellent, and caring among others
- 5 The university community needs to make certain rating questionnaires are administered in standardized ways including the time of semester and time of class (beginning of the class) – never during final exam week etc
- 6 Ratings questions need to be limited to those areas in which students have adequate expertise to give meaningful feedback
- 7 Those persons interpreting the results of student ratings should be given assistance on how to use the data, its reliability, validity and factors that many impact the results, including the number of students present the day of rating, whether its an elective or required curse, the type of course and the experience of the faculty member, among other issues
- 8 To assure faculty that ratings data will be collected over revered classes (a minimum of 5 before any conclusions about results are made)
- 9 Those persons interpreting the results need to compare the results with other measures of teaching effectiveness including peer ratings, self-ratings, teaching portfolios, student learning and alumni ratings before nay conclusions are drawn about the ratings' information
- 10 Faculty need to be assured that ratings are a formative method of evaluation & that assistance to improve their teaching will be made available to them
- 11 If a summative use of ratings is to be used it should be the result of multiple courses over several semesters and the intended use of the findings should be made clear to all faculty

2.6 CULTURE : MANAGEMENT SYSTEM

1. Organizations Culture :

It requires complex but easy to use systems that can allow for effective functioning throughout the organization. The Integrated Conflict Management System is a series of tools, methodologies and processes that an organization puts in place to address disputes and conflicts. Working in close collaboration with senior managers and the HR department these will be designed to serve the unique needs of individual companies. The compulsions of the industry, the cultural context, the history of the company and the personalities of the founders and leaders within it will affect the nature and type of system that is put in place. These systems will include mechanisms for dispute reporting, consensus building, and the design of protocols for meetings. Recommendations for desirable and appropriate conduct in working groups and cross-functioning terms will be made and communicated across the organization.

The costs of conflict are social, economic and psychological. Unmanaged conflict negatively affects production and profitability. Increasing stress and health related disorders can lead to high absenteeism and attrition. This can seriously jeopardize an organization's integrity and even survival. Conflict can also wreck havoc on individuals and their relationships while inflicting damage on organizations and the larger community.

2. Cultural Variety :

Cultural varieties are may be classified as economic, social and psychological. For organizations, unmanaged conflicts can have a negative impact on production, result in greater staff turnover, increased stress, health related disorders and high absenteeism. Unmanaged conflict can also seriously jeopardize an organizations integrity and even survival.

When possible mediation is followed through by building capacity within the organization through training and executive coaching. In the process parties

are able to de-escalate conflict and renew old relationships that may be in need of repair due to past hurts and misunderstandings and present behavior

Organizational culture interact and engage with multiple stake-holders and constituents Employees, vendors, suppliers, consultants, consumers, customers, state and central governments, regulatory bodies and citizen and activist groups The Ombudsperson in a designated neutral and impartial dispute resolution professional within an organization whose major function is to provide independent confidential and informal assistance to all stakeholders The Ombudsperson helps protect against bias or unfair treatment and is an advocate for fairness who acts as a source of information and referral assisting in the resolution of concerns and disputes The office of the Ombudsperson acts in concert with, but does not replace, the organization's existing mechanisms for conflicts resolution

3. Strategic Alliance :

Organizations are multilayer relationships at work. At any given time organizations are involved in relationships with vendors, customers, financial institutions, collaborators, lobbyists, public interest groups, government and others. These relationships are sometimes transactional and peripheral and sometimes more integral to the day to day functioning of the organization The success of the organization depends upon the effectiveness with which these are conducted We also help establish mechanism to foster effective communication and decision making processes Consultants from Meta-Culture help make transparent the goals and expectations of the organization, identify the interests of different individuals and partner organizations and help to negotiate between these differences

Training, Education and Culture :

Meta-Culture offers Educational Training and Capacity Building Services in the following dimensions

- Communication and Conflict Resolution
- Cross-Cultural Communication and Understanding
- Basic and Advanced Education
- Train the Trainer Programs for Human Development
- Executive Coaching.

2.7 COMMUNICATION AND CULTURE

- 1 Appreciating and understanding different styles of communication and behaviour Examining cultural assumptions and the role they play in communication
- 2 Basic communication skills and the importance of listening
3. The importance of non-verbal cues and creating an effective atmosphere for communication
4. The importance of collaborative decision making and how to have productive meetings.
- 5 The nature and dynamics of conflict What is conflict and how does it develop?
- 6 How to de-escalate conflict developing new skills and tools
- 7 How to have challenging conversations and deal with conflict when it arises
- 8 Useful ground rules for working together

Cross-Cultural Communication and Understanding :

Traditional and more hierarchical societies usually have well defined structures (and often, seemingly 'rigid' mechanisms) within which conflicts are dealt with and resolved In context where age, position, authority and class are

accorded respect, decision making tends to be top-down and subordinates more often than not do not have the choice of challenging orders or requests from above. However, with globalization, increasing democratization and the many opportunities and choices that employees have today, authority and power do not anymore derive from position alone. Even individuals who are 'less qualified' or those who are socially and economically 'disadvantaged' demand that they be treated with consideration, respect and understanding. Managers, if they wish to be effective, now need to communicate their goals and needs with clarity and most importantly also need to recognize that their direct reports have points of views that need to be heard and considered.

Meta-culture works with individuals and groups to create a more complex and healthy understanding of, often, competing values and assumptions. In the process we help organizations develop the necessary knowledge, skills and mechanisms to negotiate through them and create effective working relationships.

Our programs use experiential techniques such as role-plays, simulations, custom designed case studies and opportunities for one-to-one and small group discussions to engage the participants and make learning both intuitive and self-referential. We provide handouts to the participants that serve as take-home reminders of the principles and lessons they have learned through the workshop. We also provide on-going executive coaching to help managers adapt the new skills to the everyday challenges of their work environment over time.

Experiential techniques such as role-plays, simulations, custom designed case studies and opportunities for one-to-one and small group discussions to engage the participants and make learning both intuitive and self-referential have been used. We provide handouts to the participants that serve as take-home reminders of the principles and lessons they have learned through the workshop.

We also provide on-going coaching to help individuals adapt the new skills to the everyday challenges of their work environment over time

According to Michelle LeBaron Cultural Conflict is originated either from individual or from group belongingness.

Cultural influences and identities become important depending on context. When an aspect of cultural identity is threatened or misunderstood, it may become relatively more important than other cultural identities and this fixed, narrow identity may become the focus of stereotyping, negative projection, and conflict. This is a very common situation in intractable conflicts. Therefore, it is useful for people in conflict to have interactive experiences that help them see each other as broadly as possible, experiences that foster the recognition of shared identities as well as those that are different.

Since culture is so closely related to our identities and the ways we make meaning

Culture – Connections :

Cultures are embedded in every conflict because conflicts arise in human relationships. Cultures affect the ways we name, frame, blame, and attempt to tame conflicts. Whether a conflict exists at all is a cultural question. In an interview conducted in Canada, an elderly Chinese man indicated he had experienced no conflict at all for the previous 40 years. Among the possible reasons for his denial was a cultural preference to see the world through lenses of harmony rather than conflict, as encouraged by his Confucian upbringing. Labeling some of our interactions as conflicts and analyzing them into smaller component parts is a distinctly Western approach that may obscure other aspects of relationships.

Culture is always a factor in conflict, whether it plays a central role or influences it subtly and gently. For any conflict that touches us where it matters,

where we make meaning and hold our identities, there is always a cultural component. Intractable conflicts like the Israeli-Palestinian conflict or the India-Pakistan conflict over Kashmir are not just about territorial, boundary, and sovereignty issues—they are also about acknowledgement, representation, and legitimization of different identities and ways of living, being, and making meaning.

Conflicts between teenagers and parents are shaped by generational culture, and conflicts between spouses or partners are influenced by gender culture. In organizations, conflicts arising from different disciplinary cultures escalate tensions between co-workers, creating strained or inaccurate communication and stressed relationships. Culture permeates conflict no matter what – sometimes pushing forth with intensity, other times quietly snaking along, hardly announcing its presence until surprised people nearly stumble on it.

Culture is inextricable from conflict, though it does not cause it. When differences surface in families, organizations, or communities, culture is always present, shaping perceptions, attitudes, behaviors, and outcomes.

When the cultural groups we belong to are a large majority in our community or nation, we are less likely to be aware of the content of the messages they send us. Cultures shared by dominant groups often seem to be “natural,” “normal” – “the way things are done.” We only notice the effect of cultures that are different from our own, attending to behaviour that we label exotic or strange.

Though culture is intertwined with conflict, some approaches to conflict resolution minimize cultural issues and influences. Since culture is like an iceberg — largely submerged — it is important to include it in our analyses and interventions. Icebergs unacknowledged can be dangerous, and it is impossible to make choices about them if we don't know their size or place.

Acknowledging culture and bringing cultural fluency to conflicts can help all kinds of people make more intentional, adaptive choices

Given culture's important role in conflicts, what should be done to keep it in mind and include it in response plans? Cultures may act like temperamental children – complicated, elusive, and difficult to predict. Unless we develop comfort with culture as an integral part of conflict, we may find ourselves tangled in its net of complexity, limited by our own cultural lenses. Cultural fluency is a key tool for disentangling and managing multilayered, cultural conflicts.

Cultural fluency means familiarity with cultures – their natures, how they work, and ways they intertwine with our relationships in times of conflict and harmony. Cultural fluency means awareness of several dimensions of culture, including –

- Communication,
- Ways of naming, framing and taming conflict,
- Approaches to meaning making,
- Identities and roles,
- Each of these is described in more detail below

Communication refers to different starting points about how to relate to and with others. There are many variations on these starting points, and they are outlined in detail in the topic

Communication and Culture :

Some of the major variations relate to the division between high-and low-context communications, a classification devised by Edward T. Hall. In high-context communication, most of a message is conveyed by the context surrounding it, rather than being named explicitly in words. The physical setting, are said, and shared understandings are relied upon to give communication

meaning. Interactions feature formalized and stylized rituals, telegraphing ideas without spelling them out. Nonverbal cues and signals are essential to comprehension of the message. The context is trusted to communicate in the absence of verbal expressions, or sometimes in addition to them. High-context communication may help save face because it is less direct than low-context communication, but it may increase the possibilities of miscommunication because much of the intended message is unstated.

Low-context communication emphasizes directness rather than relying on the context to communicate. From this starting point, verbal communication is specific and literal, and less is conveyed in implied, indirect signals. Low-context communicators tend to “say what they mean and mean what they say.” Low-context communication may help prevent misunderstandings, but it can also escalate conflict because it is more confrontational than high-context communication. As people communicate, they move along a continuum between high- and low-context. Depending on the kind of relationship, the context, and the purpose of communication, they may be more or less explicit and direct. In close relationships, communication shorthand is often used, which makes communication opaque to outsiders but perfectly clear to the parties. With strangers, the same people may choose low-context communication.

Low- and high-context communication refers not only to individual communication strategies, but may be used to understand cultural groups. Generally, western cultures tend to gravitate toward low-context starting points, while eastern and southern cultures tend to high-context communication. Within these huge categories, there are important differences and many variations. Where high-context communication tends to be featured, it is useful to pay specific attention to nonverbal cues and the behavior of others who may know more of the unstated rules governing the communication. Where low-context communication is the norm, directness is likely to be expected in return.

There are many other ways that communication varies across cultures. High-and low-context communication and several other dimensions are explored in Communication and Culture.

Ways of naming, framing, and taming may vary across cultural boundaries. As the example of the elderly Chinese interviewee illustrates, not everyone agrees on what constitutes a conflict. For those accustomed to subdued, calm discussion, an emotional exchange among family members may seem a threatening conflict. The family members themselves may look at their exchange as a normal and desirable airing of differing views, intractable conflicts are also subject to different interpretations. Is an event a skirmish, a provocation, an escalation, or a mere trifle, hardly worth noticing? The answer depends on perspective, context, and how identity relates to the situation. Just as there is no consensus across cultures or situations on what constitutes a conflict or how events in the interaction should be framed, so there are many different ways of thinking about how to tame it. Should those involved meet face to face, sharing their perspectives and stories with or without the help of an outside mediator? Or should a trusted friend talk with each of those involved and try to help smooth the waters? Should a third party be known to the parties or a stranger to those involved?

In collectivist settings, the following values tend to be privileged

- cooperation,
- respect,
- participation in shared progress,
- reputation of the group,
- interdependence

In individualist settings, the following values tend to be privileged

- competition,
- independence,

- individual achievement,
- personal growth and fulfillment,
- self-reliance

When individualist and communitarian starting points influence those on either side of a conflict, escalation may result. Individualists may see no problem with “no holds barred” confrontation, while communitarian counterparts shrink from bringing dishonor or face-loss to their group by behaving in unseemly ways. Individualists may expect to make agreements with communitarians, and may feel betrayed when the latter indicate that they have to take their understandings back to a larger public or group before they can come to closure. In the end, one should remember that, as with other patterns described, most people are not purely individualist or communitarian. Rather, people tend to have individualist or communitarian starting points, depending on one’s upbringing, experience, and the context of the situation.

There is no one-size-fits-all approach to conflict resolution, since culture is always a factor. Cultural fluency is therefore a core competency for those who intervenes in conflicts or simply want to function more effectively in their own lives and situations. Cultural fluency involves recognizing and acting respectfully from the knowledge that communication, ways of naming, framing, and taming conflict, approaches to meaning-making, and identities and roles vary across cultures.

2.8 STRUCTURAL ADJUSTMENT AND INTERCULTURAL FORCES

Culture is serious of argument among learners in a school environment. Quite often when learners are in serious disagreement and are unable to resolve their differences they resort to violence. The differences between groups may be the result of the workings of an economic system. For example, according to

Karl Marx the capitalist system inevitably divides society into two groups with conflicting interests: the proletariat who own nothing but their labour power which they sell to the capitalists in return for wages, and the bourgeoisie who own capital and land and employ the proletariat for a subsistence wage in order to make profits. Marx posits that capitalists maximise their profits by keeping wages as low as possible, usually at the subsistence level. This impoverishes the workers. Therefore the accumulation of capital and wealth takes place at the expense of the proletariat (i.e. immiseration of the workers). As capitalist development proceeds the bourgeoisie become wealthy and the proletariat become poorer. Thus the capitalist system is said to breed internal contradictions. The proletariat come to realise that the wealth and good life of the bourgeoisie are realised at the expenses of their welfare hence they make it their prime objective to overthrow the capitalist system resulting the birth of material culture.

2.9 RELATED STUDIES IN INDIAN CONTEXT

Cultural Determinants have been discussed on the basis of caste, culture and religion mentioned below :

YADAV, S K , A Study of the Scheduled Castes' Awareness about the Schemes for Their Educational Progress, Ph D Edu , MSU, 1981. The specific objectives of the study were (i) to identify the educational schemes for facilitating education of the children belonging to the scheduled castes, (ii) to study the awareness of students and the heads of families regarding the educational schemes for facilitating education of the children belonging to the scheduled castes, (iii) to study the sources of awareness about the educational schemes for facilitating education of the children belonging to the scheduled castes, (iv) to study the antecedent variables of the awareness level of the heads of families regarding the educational schemes for facilitating education of the

children belonging to the scheduled castes, (v) to study the relationship between the awareness of the heads of families about educational schemes and their utilization by the children belonging to the scheduled castes, (vi) to study the relationship between the awareness of heads of families about the educational schemes and the drop-out rate of the children belonging to the scheduled castes, (vii) to study the relationship between the awareness of the scheduled caste heads of families about the educational schemes and the non-attendance among their children, (viii) to study the relationship between the awareness of the scheduled caste heads of families about the educational schemes and their out-of-school children, and (ix) to study the problems faced by the scheduled castes in the utilization of the educational schemes for facilitating education of their children

The major findings of the study were (i) The school was the major source of awareness for parents about the educational schemes (ii) The urban heads of the families had a higher level of awareness about the educational schemes than the heads of the families in the semi-urban and the rural areas (iii) The students in the urban areas had a higher awareness than those in the semi-urban and the rural areas. (iv) The awareness level of the male students was higher than that of the female students in the total sample (v) Association was found between the castes within the scheduled castes and the awareness level of the heads of the families irrespective of location areas to which they belonged (vi) Association was also found between the castes within the scheduled castes and the awareness level of the students irrespective of the location areas (vii) The congruence between the awareness of the heads of the families and the students was further corroborated by the significant correlations (viii) The annual income of the heads of the families as well as the per capita income differed in different location areas, namely, rural, urban and semi-urban (ix) There was a positive significant relationship between the

income of the head of a family and his awareness level. The same trend was found in the per capita income of the family and the awareness of the head of the family. (x) The educational level of the head of a family varied from area to area. The awareness of the heads of the families was associated with their educational level except in rural areas. (xi) The occupational level of the heads of the families had an association with location areas, namely rural, semi-urban and urban areas. However, there was a relationship between the awareness level of the heads of the families and their occupation irrespective of their location areas. (xii) Association was found between the awareness of heads of the families and the utilization of the educational schemes by their wards. (xiii) The awareness level of the heads of the families about the educational schemes was related to the attending behaviour of their children. The same trend was also found in the case of the non-attending, drop-out, and out-of-school children. (xiv) Most of the heads of the families felt that the educational schemes were partly sufficient and they suggested that the rate of scholarship should be increased. (xv) The heads of the families faced some difficulties like inadequate publicity, derogatory remarks, indifferent attitude of officials, irrational distribution, inefficient officials, cumbersome procedure, and delayed payment, etc., in availing themselves of the schemes. (xvi) The heads of the families suggested some solutions like automatic renewal of the educational schemes, manual training, and simplified procedure for applying as well as for the mode of payment, etc., for the improvement of the educational schemes.

***Here cast is the source that makes the difference in Culture.**

ZADOO, C K, The Effect of Socio-economic De-privation on the Structure of Personality of Youth at the 10 + 2 Stage, Ph D Edu, Jammu U, 1980. The specific aims of the study were - (i) to identify those aspects of personality on which the children from low socio-economic-cum-cultural background did relatively well, (ii) to find out whether the students from high

status scored better in the school examination than the students from low status homes, and (iii) to assess the importance of various factors as possible explanations for the differences in personalities found for the youth from different kinds of socio-economic backgrounds

The major findings were (i) When the effects of differences in native endowments of cognitive section were ruled out, the affluent class showed better scholastic attainments and greater cultural gains due to various advantages they enjoyed. (ii) The criterion variable of value related significantly to socio-economic status, and after partialing out the effect of four temperamental factors there was no remarkable change except in independence (iii) Significant differences were found in the mean scores of the two groups so far as intelligence, achievement, cultural gain, value composite and attitude composite were concerned (iv) The affluent class had strong leanings towards theoretical, social values and less so towards religious values, whereas the deprived people preferred economic and aesthetic activities (v) In spite of having a natural inclination to wards cultivating various important areas of interest, the deprived class could not engage themselves in them satisfactorily (vi) The students from high socio-economic group were found possessing those traits of personality which experts considered to be positive while the students from low socio-economic status possessed negative traits of personality

***Here class is the sources for creating cultural difference and greater cultural gains due to various advantages they enjoyed.**

VASANTHA, A , A Socio-economic Study of Work Values, JNU, 1977
The study aimed at investigating the social cultural origins of occupational value orientations The study was confined to one cultural group The sample for the study was selected from Class IX and X of four higher secondary schools run by the Tamil Education Association in Delhi The sample comprised 468 children with parents belonging to ten different occupations The

tools used for data-collection were personal data sheet, work value inventory constructed by the investigator and a socio-economic status scale constructed by the investigator. Chi-square test was used as the statistical device for the analysis of the data.

The major findings were (i) The lower socio-economic status group aspirations were strikingly similar to those of the higher SES group (ii) A large number of parents were willing to give maximum possible education to their children even though they had doubts about their financial resources (iii) The occupational plans of the students were ambitious. The concern was not whether the students would enter high-level occupations but the concern could be seen in the parental encouragement and other motivating factors operating in the family (iv) Caste was also a determining factor in the development of work attitudes. It could not, however, be said with certainty whether caste was an important influence cutting across socio-economic differences (v) Though no formal attempt was made to study the influence of the peer group, the data obtained from the personal data sheet on the influence of the peer group on occupational choice and its intensity showed this influence to be very light (vi) On analysis of school programmes, the pass percentage of the schools in the public examination, the superior performance of students in All India Competitive Examination all together, indicated a strong academic motivation in the schools influencing the work attitudes and occupational choices of students (vii) Both home and school seemed to be influencing factors in nullifying the influence of socioeconomic differences. The data, however, were not sufficient to warrant any direct conclusions.

SATYARTHI, M. K., A Study of Cultural Differences in Attitude of Students towards School Experience, M. D. D. M. College, Muzaffarpur, 1979. The investigation was undertaken to find out the difference in the attitude towards school experience among students belonging to two different cultures.

(Hindu and Muslim students) The attitudes studied were in five areas, namely, general attitude towards school, self-image attitude, attitude to class, social adjustment attitude and anxious attitude

The major findings were (i) The Hindu and the Muslim students did not differ in their general attitude towards school (ii) Significant difference was found between the general attitude towards school of the Hindu boys and the Hindu girls, the Hindu boys and the Muslim girls (iii) The Hindu and the Muslim students differed significantly in the self-image attitude (iv) The Hindu boys, and the Hindu girls differed significantly in their self-image attitude but no significant difference was noticed between the Muslim boys and the Muslim girls in the self-image attitude The Hindu males and the Muslim males, the Hindu males and the Muslim females, the Muslim males and the Hindu females and the Hindu females and the Muslim females also differed significantly in the self-image attitude (v) The Hindu males and the Muslim males, the Hindu males and the Muslim females, the Hindu females and the Muslim males, the Hindu females and the Muslim females differed significantly in their attitude toward the class (vi) No significant difference was found between the Hindu males and the Hindu females, the Muslim and the Muslim females in their attitude towards the class. (vii) No cultural or sex differences were noticed in the social adjustment attitude (viii) No significant difference was found in the anxious attitude of the Hindu and the Muslim students

***The present study reflects that attitude towards culture that makes the difference.**

The main findings of the study were (i) There was a very significant difference in the religious and secular concepts of the pupils of denominational and non-denominational schools, the former having more religious concepts and less secular concepts than the latter (ii) There was a significant difference in the religious and secular concepts of the teachers and the principals of

denominational and the non-denominational schools (iii) There was a significant difference in the secular concepts of the pupils of different groups of the denominational schools (iv) The religious concepts of the pupils of different groups of the denominational schools did not differ significantly (v) There was no difference in the religious and secular concepts of the teachers and the principals of different groups of the denominational schools (vi) There was no difference in the secular concepts of the teachers and the principals of the non-denominational schools (vii) The secular concepts of the pupils, the teachers and the principals of the denominational schools were related (viii) There was no relation in the secular concepts of the pupils, the teachers and the principals of the non-denominational schools (ix) The teachers and the principals of the denominational schools were found more religious and less secular in their concept scores than those of the non-denominational schools (x) There was a significant difference in the secular concepts of the pupils of same religions of the denominational schools and of different religions of the denominational schools (xi) In the denominational schools, the pupils belonging to the same religions were less secular than the pupils belonging to different religions. (xii) There was a difference in the secular concepts of the pupils belonging to major religious groups and of those belonging to minor religious groups of the non-denominational schools, the former being more secular (xiii) The teachers and the principals of the same religions of the denominational schools differed in their secular concepts from those of different religions, the former being more secular (xiv) There was no difference in the secular concepts of the teachers and the principals of major and minor religious groups of the non-denominational schools. (xv) As far as religious awareness was concerned, there was no difference in the pupils of both the groups of schools (xvi) The religious prejudice of the respondents showed up in their rejection of companions

RAJ, G. R , Class and Sectarian Relationship in Education. a Study of Kerala Education System, Dept. of Soc , Ker. U (ICSSR-financed) The objectives of the study were: (i) to know the attitude of students and teachers towards the institutions set up by religious societies, (ii) to know the degree of sectarian feelings of teachers as well as of students, and (iii) to know their attitude towards agitational approach in solving their problems

The study revealed · (i) The class status was not based on caste membership any more. The Nair, Ezhave and Muslim managements restricted enrolment of students and appointment of teachers to the upper and middle sections of their own communities; the students as well as the teachers were conscious of the orientation of sectarian associations (ii) Teachers, as a whole, believed that sectarian associations played a crucial role in the socio-economic and political life of Kerala; students also believed that the associations safeguarded the interests of the respective communities and a sizeable number felt that the upper classes had been deriving maximum benefits (iii) Teachers and students, by the large, were against communal reservations. (iv) Though there were a number of occupational associations among the school and college teachers only a few were members of any association, they lacked political consciousness. While the teachers favoured an agitational approach in safeguarding their occupational and economic interests, the students also were apolitical (v) Even though the teachers extended tacit support to the management's policy of status quo, they were aware of the inadequacies in teaching and research; teachers were indifferent to students but favoured the student agitations

RAJ, M , Caste and Class Conflicts in an Educational Institution a Systematic View, Ph D Soc , Pat U , 1982 The purposes of the study were (i) to examine the extent of conflict among teachers and students on caste basis,

and (ii) to study the extent of class conflict among teachers and students in Patna University.

The main findings of the study were: (i) The university had three distinct groups of forward casts, backward castes and scheduled castes which appeared to be the source of conflict within the system (ii) Caste politics appeared to percolate to the University campus through caste rivalries in State politics (iii) The students and the teachers were active participants in political organizations which accentuated group tensions and conflicts within the system In view of the political interferences, the actor(s) were prone to deviant behaviour and thus partial structure of the system appeared to be dysfunctional (iv) Frequent non-conformity of regulations and relational norms was witnessed. (v) Caste and class groupism led to various cultural, parochial, economic, educational and functional problems in the university. (vi) The socialization process within the system geared up tension and conflict The working order of the system suffered from disruption, disorder, disintegrity and deviance (vii) At the adoptive level there appeared to be direct level of cultural clash in that their group values and goals were in direct conflict with each other (viii) The placement of human and non-human resources on the basis of role differentiation was also adversely affected. Achievement and ascription were operative with utter confusion The actors were suffering from role conflict (ix) The interrelated units were disintegrated Particularistic attitude was operated at the cost of universalistic norms and values

***Significant findings to focus caste as the source of practicing culture in education.**

RAJ, N K, A Study of the Socio-economic Factors and Their Interrelationships among the Out-of-school Children, Ph D Edu, Madras U, 1979 The major objectives of the study were (i) to enumerate the out-of-school children in the age group 6-11 within a given geographical area, (ii) to

find out the distribution of the out-of-school children aged 6-11 according to age, sex, caste and parental occupation, (iii) to find out the socio-economic factors that characterized the out-of-school children, and (iv) to find out the association among a number of selected socio-economic variables in a given sample of out-of-school children

The major findings were: (i) There was a decreasing trend in percentage from lower to higher age categories for the left-outs whereas the corresponding trend for the drop-outs was an increasing one (ii) The percentage of girls was more than the percentage of boys in the enumerated out-of-school children (iii) Amongst the out-of-school children, the percentage of the scheduled caste and the scheduled tribe children was higher than that of other caste groups (iv) The percentages of the drop-outs and the left-outs differed among different categories of parental occupation. The number of the drop-outs and the left-outs was high among children whose parents were manual labourers (v) In both the groups the percentage was found to decrease when the birth order increased (vi) The incidence of drop-outs and left-outs was found to be more among children from families with four to eight members (vii) The percentage of the out-of-school children was higher in those families which were low in family literacy index. (viii) The percentage of the out-of-school children was higher in nuclear families than in joint families and was higher in families with lower per capita income (ix) There was a significant difference in the percentage of the out-of-school children according to per capita monthly expenditure in the family; more per capita expenditure per month resulted in less number of out-of-school children. (x) Available labour force in the family influenced the incidence of out-of-school children (xi) The incidence of drop-outs and left-outs was higher in families with low level of labour utilization and also in families which had no child labour. (xii) More than 50 per cent drop-outs and about 47 per cent left-outs were from families that had no woman labour

(xiii) Most of the out-of-school children had no desire for learning and had no desire for work. (xiv) A large proportion of the out-of-school children had no desire to pursue the parental occupation. (xv) For the left-outs, the family situation factor, the labour situation factor and the economic factor were assumed as the underlying dimensions of their socio-economic aspects. For the drop-outs, the underlying dimensions of their socio-economic aspects were identified as the family situation factor, the economic factor, the educational situation factor, the labour situation factor, the perception of schooling factor and the perception of work factor.

PRAJAPATI, G. K., *Impact of Education on Social, Economic and Political Changes among Sociology of Education-Abstracts Scheduled Castes : A Case Study of Danapore Subdivision*, Ph. D. Edu., Pat. U., 1982. The main findings of the study was that education had not been able to loosen the caste ties and they (scheduled castes) were in favour of continuance of the caste system. The main reason for such a feeling among the SCs was the advantage they were getting from the reservation policy. although they had been leaning towards inter-caste marriages, they were not willing to marry their girls to caste-Hindu boys. Their common drink like toddy and other intoxicants were becoming unpopular with the educated members of the scheduled castes. After Independence and with the spread of education they had grown politically. However, educated youths had started accepting dowry. They were quite favourable to the mass literacy programme. They preferred to set up cottage industries. However, they had a feeling that they were exploited by officials and politicians. The fellow illiterate villagers were ill-treated. They preferred high salary jobs irrespective of power, status and respectability. Thus, they regarded economic advantages as more important than others. The study revealed professional mobility among the educated scheduled caste youths. This was a post-Independence achievement and had become possible through education.

The pattern of expenditure showed that they were still living in financial hardship. However, despite the various measures taken by the Government they had not been able to gain in social status in the rural areas

NAIDU, N. Y. and PRADHAN, F. M., Elementary Education in a Tribal Development Block, National Institute of Rural Development, Hyderabad, 1973. The investigation aimed at studying (i) the existing educational facilities in the scheduled tribal areas, and (ii) how far the physical presence of these institutions in the tribal areas had helped in the educational advancement of the tribals. The study revealed : (i) There were ninety-three elementary schools in the block which were maintained by different agencies. The average pupil strength of the government-managed schools was 42 as against 103 of the missionary schools. (ii) The average attendance in government-managed schools was half of that in the missionary schools. (iii) The missionary schools had more teachers per school than the government-managed schools (iv) The number of single-teacher schools run by the government was greater than those run by the missionaries (v) There was more interest in education among the Christianized tribals than among the others. (vi) Female education was found to have a low priority in the rural and the tribal areas. (vii) The majority of the teachers were non-tribals in the government-managed schools There was also a significant number of Christian tribal teachers in the government schools (viii) In the case of missionary schools, most of the teachers were Christian tribals The Christian teachers employed in the government-managed schools evinced less interest in the education of the non-Christian students In contrast, the Christian teachers in the missionary schools were concerned with the devoted to the education of the Christian students only in their schools

NAIR, V S , Study Habits and Achievement of Culturally Deprived Secondary School Pupils, D Edu., Ker U , 1978 The objectives of the study were (i) to survey the study habits of secondary school pupils and compare the

study habits of groups classified on the basis of levels of culture, (ii) to measure the achievement in school of secondary school pupils and compare the achievement of groups classified on the basis of levels of culture, (iii) to relate study habits and achievement for different culture level groups, (iv) to compare study habits and achievement, (v) to relate intellectual, psychological, demographic and environmental variables to achievement, (vi) to determine the contribution of intellectual, psychological and environmental variables to the relationship between study habits and achievement, and (vii) to draw a profile of study habits of culturally deprived secondary school pupils

The major findings were. (i) The culture level was a differentiating factor in study habits and the achievement in school of secondary school pupils (ii) For culturally deprived pupils, high culture pupils and medium culture pupils the relationship of study habits to achievement in school was different from the relationship of certain demographic, intellectual, psychological and environmental variables (iii) The achievement in school of culturally deprived pupils, high culture pupils and medium culture pupils was explained by combining certain intellectual, psychological and environmental variables with study habits (iv) The culture level was a differentiating factor in the relationship between study habits and achievement in school of secondary school pupils except in the case of high culture pupils (v) Sub-groups of culturally deprived pupils classified on the basis of the area of residence differed in study habits (vi) Sub-groups of culturally deprived pupils differed in achievement in school for all groups except urban and rural pupils within coastal groups and forward and backward community pupils

MODI, B M, Influence of Education on Socio-economic Status, Ph D Edu, Guj U, 1981. The socio-economic status was determined by educational qualifications, monthly income, administrative authority, residential accommodation, house rent, possession of vehicles, cost of furniture, cost of

electrical appliances and possession of telephone and refrigerator Education was determined by twenty levels beginning with the illiterate and ending with the Ph. D About 2,100 persons supplied the data for both the characteristics. Correlations between the two sets of characteristics were computed Another sample of 1,000 persons supplied the data about the status enjoyed by two real brothers in the family, caste and locality.

The main findings of the study were (i) The status enjoyed by a person depended on his educational level. (ii) The study of education and landholding showed that the quantity of landholding had no relation with the socio-economic status of the person (iii) The influence of education in the case of farmers with education above S. S. C. did not bring about a change in the increase in the rate of their annual income (iv) Those who were illiterate in the general population thought that their status in the family was determined by the age, but their status in the caste and locality was determined by their economic condition using secondary sources the study adopted interview and observation as the main techniques of data-collection

The major conclusions of the study were: (i) The social origin of persons as teachers was heterogeneous They emerged from different classes, castes and strata of the society. (ii) Most of the teachers had emerged from the agricultural background and middle class families. (iii) When judged in terms of social participation, the social status of the teacher would vary, to some extent, depending upon a number of factors, such as his social origin, the community in which he taught, the extent and type of his social interaction and so on

MATHEW, and NAIR, P. R. G., Demand for Higher Education a Socio-economic Profile of Evening College Students in Kerala, Dept. of Eco., Ker. U., 1979 (UGC-financed) The purpose of the investigation was to understand the phenomenon of the rising demand for higher education in Kerala by studying the evening colleges which were started in Kerala in the year 1965-66

The main findings were: (i) During the student union elections financial support was provided by political parties, many of which had their youth wings which were concerned with the organization of student unions in educational institutions (ii) Students got financial assistance from businessmen also. (iii) The student union elections led to the development of groupism among students. (iv) Caste considerations also played their role in the student union elections. (v) Students with academic bent of mind were less interested in union elections. (vi) The activities of student unions led to the spread of indiscipline in college. (vii) Student leaders were more concerned with their personal matters than with the general welfare of students

LAKSHMANNA, C., The Study of Scheduled Caste and Scheduled Tribe High School Students in Andhra Pradesh, Dept of Soc., Osm U, 1975 (ICSSR-financed) The objectives of the study were: (i) to study the condition of scheduled caste and scheduled tribe students, (ii) to find out the extent to which the facilities provided for them had benefited them

The study revealed: (i) Of the 462 scheduled caste students under study, only three were engaged and two married. (ii) The number of Hindus was 236, of Christians 193 and of others 6. (iii) There were 131 high school educated parents while 65 had received college education. (iv) Two hundred and forty-two scheduled caste students were financially supported by parents, 184 depended on some sort of scholarship. Only 179 received scholarship regularly while 179 faced some problem or the other; 49 students felt the scholarship was in-adequate while 29 in private management schools admitted that they did not receive the entire scholarship. (v) As many as 382 students offered science subjects, 76 arts and only one opted for commerce. (vi) As many as 305 students opted for a particular school as it offered special facilities for scheduled castes. (vii) Only 181 students were in hostels; the majority were ignorant of the hostel facilities provided by the government. (viii) Except for 21, the students

studied for more than two hours a day while 102 students put in more than four hours a day; as many as 389 felt they needed to study more than at present (ix) Besides shortage of time due to involvement in domestic work, 64 students had no proper place to study at home, 39 went elsewhere while as many as 240 studied at home, (x) Though a non-detention system was practised, the majority of the students had to discontinue their studies for varying lengths of time but in Classes IX and X the haltings were considerably reduced (xi) There were 12 55 per cent cased wherein the number of students per classroom was 60 to 70, affecting the performance of the students, the students who did not seek any help from teachers numbered 69 and 79 felt they were not able to receive any help from the teachers Since the scheduled caste students were not able to afford private tuitions, they were neglected in school, also (xii) As many as 81 16 per cent students were encouraged by parents (xiii) Visits of 252 students to the cinema varied from once in a fortnight to once in five or six months but there were 93 who never went to see a film, the dailies were read by 181 students daily, by 194 occasionally while 25 did not read at all, the community radio-sets were not available to the scheduled castes and tribes but some students listened to them in hostels and in school (xiv) Involvement of parents in politics, their enthusiasm or payment motivated 144 students to participate in political meetings and 136 in processions (xv) Students' responses to decisions on marriage were very traditional (xvi) Caste differences did not affect 298 students while 68 they affected their classmates' behaviour; when responses were not being recorded, the students said they were very much discriminated against (xvii) One hundred and seventy-five students felt their status, though improved was still backward, 277 were not aware of jobs reserved for them, 286 felt the scholarships were useful but 82 25 per cent felt they were inadequate, 42 42 per cent felt the reservations were helpful in obtaining employment (xviii) A boosted figure of inmates was provided for purposes of accounting,

there was no link between the hostels and schools (xix) Teachers' impressions on the basis of discussions with teachers, heads and office-bearers of teachers organisations revealed that the group of teachers could be divided into three, those sympathetic towards scheduled castes, those with sympathy but no action and those with antipathy towards the scheduled castes and scheduled tribes Though 29 teachers believed the reservations were not at all helpful, 44 felt they were very helpful, only 18 opposed reservation of admission to colleges while 101 emphatically supported reservation of jobs, 65 teachers felt scholarships and freeships were essential and were being utilized properly, 93 felt though they were essential they were not utilized properly and 12 felt the provisions were too liberal

JOSHI, S D., Educational Problems of the Scheduled Castes and Scheduled Tribes of Baroda District, Ph.D Edu , MSU, 1980 The study aimed at investigating the educational problems of students belonging to scheduled castes and scheduled tribes of Baroda district in the context of sociological, psychological, economic and pedagogical factors The major objectives of the study were : (i) to study the educational problems of SC/ST students arising out of socio-economic environment, (ii) to study their emotional difficulties with respect to their studies, (iii) to study their level of aspirations and their perception of the school and school tasks, and (iv) to study the attitudes of parents and teachers towards their education

The major findings were. (i) Eighty-five per cent of the fathers were below forty-five years of age and about 82 per cent had no education or had education upto Class IV only (ii) About 95 per cent were small farmers or landless labourers (iii) About 95 per cent of the mothers had practically no education (iv) The parents had a positive attitude towards education (v) More than 65 per cent parents had a poor assessment of the capability of their children to benefit from education (vi) A majority of the parents did not show much

interest in the day-to-day school work of their children because of their educational level being very low. (vii) The children had no facilities for studying at home. (viii) The aspiration level of the students was lower than the average showing lack of clarity about their future. (ix) The students suffered from a feeling of diffidence. (x) In spite of their poor sociological background, the students did not have a high level of feeling of rejection. (xi) The students of SC/ST had a rather clear image of their strengths and weaknesses and their perception of school was positive and better (xii) The students' perception of their

JHA, T , A Study of Conservation among Tribal and Non-tribal Children, D Phil Psy , All U , 1981. The main objective was to study Piagetian concepts of conservation of mass, number and volume, cross-culturally It aimed at finding out (i) whether cognitive development in non-western countries took the same course, viz , sequential succession of stages as stated by Piaget, (ii) whether the Indian children committed the same logical errors on conservation tasks, and (iii) whether they followed the same developmental sequences and age levels on different conservation performances as the children of the West

The main findings of the study were (i) Only ten out of 240 students of age levels 4 to 10 could obtain full score on mass and number conservation and only nine could achieve full score on volume conservation, the percentage was 4.17 and 3.75, respectively which was a low performance (ii) The age factor seemed to play an important role in the attainment of different conservation tasks, older children scored significantly higher than the younger ones (iii) With respect to sequential attainment, the mass was conserved first, followed by the volume, and the number was conserved last Thus the sequence emerged as mass, volume and number. (iv) Sex was not found to be a factor for cognitive competence Male and female children did not differ significantly in

the acquisition of different conservation tasks (v) The impact of culture was not perceptible in the attainment of different conservation tasks The tribal and the non-tribal children did not differ significantly in the acquisition of different conservation tasks (vi) The explanation criterion was found to be the most difficult while that of prediction was less difficult for the children. (vii) The scalogram analysis revealed three stages of cognitive development (a) the perceptual stage, (b) the intermediate stage and (c) the conservation stage

GUPTA, B S , Educational Opportunity and Muslims, Ph D Edu , Bhopal U., 1980 The objectives of the study were to find out whether (i) the Muslim students enrolled in schools were proportionate to the strength of the Muslims in the total population of the locality which the schools served, (ii) the percentage of Hindu and Muslim girls enrolled in schools was proportionate to the strength of Hindus and Muslims, respectively, of the locality which the school served, (iii) the prescribed textbooks contained elements which alienated the Muslim students from the schools, (iv) the school culture discriminated between the students of the two communities, (v) the absence of mother tongue as the medium of instruction created any unfavourable reaction in the Muslim students and parents, (vi) the proportion of Muslim students decreased as they went up the ladder of education, and (vii) the school culture, absence of mother tongue as medium of instruction, contents of the textbooks, and absence of facilities of teaching Urdu discriminated between areas with high and low proportion of Muslims, and also affected the attitudes of the parents towards schooling, and also their relationship with the achievement of Muslim students

The study revealed (i) In the four districts under study, the distribution of Hindu and Muslim population was 79 and 21, respectively, whereas the enrolment ratio between the communities was 93 : 7 (ii) **The pass percentage of Hindus as compared to that of the Muslims in each district and in the total sample was higher and the difference was statistically significant.**

(iii) The textbooks in Hindi, compulsory Sanskrit and social studies in all the classes between VI and X contained contents which might not be liked by the minority community because of certain religious overtones. (iv) All the Muslim students and parents interviewed expressed their desire to have Urdu as the medium of instruction while all the sampled schools had Hindi as the medium of instruction (v) In all, only ten out of the sampled 111 schools had facilities for teaching Urdu. (vi) From the ten schools, 165 Muslim boys and three Muslim girls appeared for examination, the pass percentage was 100 percent for the girls and 97.5 per cent for the boys, no Hindu student offered Urdu as a subject (vii) The drama, prayers, the use of pictures and paintings, the writings on walls in Hindi, the invitees and visitors to the schools indicated a culture bias towards the majority (viii) There was a decrease in the enrolment of Muslims in Class VI to VIII whereas in Class IX and X the decrease was for both Hindus and Muslims.

***The contents of the textbooks, the school culture, the lack of facilities for learning Urdu and the absence of mother tongue as the medium created disinterest in parents to send eligible children to school reflected from the study.**

GUPTA, L. P., A Study of the Personal Characteristics and Academic Achievement of Scheduled Caste and Backward Class Students of Meerut University, Ph. D. Edu., Meerut U., 1978. The objectives of the study were (i) to study and describe the personality needs of the scheduled caste and backward class students and also those of the general group of students, (ii) to study and describe the self-concepts of the scheduled caste and backward class students along with those of the general group of students, (iii) to study the cognitive characteristics, such as intelligence, of the scheduled caste and backward class students along with the non-scheduled caste students of degree and postgraduate levels, (iv) to study the level of academic achievement of the

scheduled caste and backward class students along with that of the general group of students, and (v) to make a comparative study of the scheduled and non-scheduled caste students on all the foregoing variables.

The findings were: (i) **The scheduled caste and backward class postgraduate students were characterized as more enduring nurturant and achievement-oriented, but suffering from feelings of abasement. They were much less exhibitionistic and dominant. the graduate students of the scheduled caste and backward class also presented almost a similar picture. In comparison to the postgraduate students of the scheduled caste and backward class, the graduate students emerged as affiliative also** (ii) The non-scheduled caste postgraduate students were found to be more nurturant, dominant, achievement-oriented, autonomy-oriented and aggressive (iii) The non-scheduled caste graduate students were more achievement-oriented and aggressive with regard to the need-structure of personality. (iv) The scheduled caste postgraduate students perceived themselves as confident and good achievers They perceived themselves as less inferior, less withdrawing and less emotionally unstable. (v) The graduate students of the scheduled caste and backward class also presented exactly the same picture as that of the postgraduate students with the difference that the postgraduate students perceived themselves slightly more inferior in comparison to the graduate students of the scheduled castes. (vi) The non-scheduled caste students, the postgraduates as well as the graduates, presented almost the same order of self-concept as found in the case of the scheduled caste students. (vii) With regard to intelligence, the postgraduate students of the scheduled caste and backward class appeared to have a slightly higher mean score in comparison to the graduate students Larger difference was found between the intelligence levels of postgraduate and graduate students of the non-scheduled castes (viii) Scheduled caste graduate and postgraduate students were average on the

need for achievement, the need for autonomy and the need for affiliation. They appeared to be less intelligent as compared to the general normative sample (ix) The scheduled caste graduate students as compared to the non-scheduled caste graduate students were more affiliative, more in need of feeling inferior, more nurturant and more enduring (x) The scheduled caste students of postgraduate classes were more achievement-oriented, more enduring and more in need of feeling inferior, less aggressive, less dominating and less in need of autonomy as compared to the non-scheduled caste students of the same level

FAROOQUI, J., *Academic Elite and Social Structure*, Ph D Soc, AMU, 1975. The objectives of the investigation were to study (i) the socio-economic background and the pattern of recruitment of the academic elite, (ii) the relationship of the academic elite with the remaining social structure, (iii) the degree of teacher awareness and participation in academic, community and national life, and (iv) the perception of teaching profession by teachers, students and community members

Data were collected from a representative sample of 300 university teachers, 100 students and 100 community members with the help of separate interview schedules for teachers, students and community members. Chi-square test was used to test the statistical significance of associations. Some case histories were also prepared to supplement the findings of the statistical analyses.

The major findings of the study were (i) The academic elite consisted of highly educated persons and was highly exposed to the Western culture (ii) The average monthly income of the academic elite was lower than that of other community members (iii) Despite high education, the academic elite had to apply pressure for its recruitment (iv) There existed a wide gap between teachers, students and community members with regard to the ideal role of teachers, role constraints, role expectations and role satisfaction (v) The

teaching profession had lost its prestige in the hierarchy of professions (vi) Teachers were considered influential not because of their academic skill but because of their political affiliations

CHITNIS, S. A., Long Way to Go, Report a Survey of Scheduled Caste High School and College Students in Fifteen States of India, Allied Publishers, Bombay, 1981 The objectives of the study were to find out how the various types of facilities provided for promoting education among the scheduled caste and scheduled tribe children had been made use of and what kinds of problems were faced by these children in the process of education

The major findings were. (i) The respondent scheduled caste students were unable to escape their low caste identity and their classmates' behaviour towards them was affected by this knowledge (ii) They belonged to poor uneducated family, but at the same time were highly selected elite who had been able to overcome all the shortcomings in their backgrounds and were able to progress without failure to high school and college (iii) The respondents had a poor exposure to mass media, a low level of politicization, and an inclination to cling to protected positions and they rarely participated in extra-curricular activities (iv) They showed an ability to overcome the handicap of the home background and had encouraging parents. (v) There were inter-sex, inter-caste and inter-state disparities in terms of educational advancement among scheduled castes. (vi) The study suggested that the problems of scheduled castes were very diversified ones.

***The study concluded that the scheduled castes had advanced a great deal, but they had yet a long way to go and, secondly, the policies and programmes for their welfare had benefitted them greatly but they were nevertheless grossly inadequate.**

CHITNIS, S and NAIDU, U., Identity of Scheduled Caste Students, Tata Institute of Social Science, 1981 (NCETR-financed) The objectives of the

investigation were (i) to study the identity of the scheduled caste versus the caste Hindu school students, (ii) to study the relationship between the socio-economic status and the identity of students, (iii) to compare the identity of the scheduled caste students studying in schools managed by different organizations, (iv) to study sex differences in the identity of the scheduled caste students, and (v) to study the relationship between the level of education and the identity among the scheduled caste students

The findings of the study were: (i) The scheduled caste students from lower socio-economic status were not really concerned about their low caste status (ii) The schools run by the caste Hindu organizations and missionaries were more caste-conscious than the municipal and the central schools (iii) Boys were more sensitive to their low caste status than girls (iv) Conflict related to the identity of scheduled castes adolescents increased with the amount of education they were exposed to

***The caste factor did play a part in the interaction among students. The cosmopolitan atmosphere was not more than skin-deep.**

DAS, N , Some Behaviour Problems of the Secondary School Students of the District of Burdwan and Their Causes, Ph.D. Edu , Visva Bharati, 1982 The major objectives of the study were. (i) to identify typical behaviour problems of adolescents studying in schools located in three environmental situations, viz , urban, industrial and rural, and (ii) to identify the causes of such problems and to see whether there was any dominant cause in a typical environment, viz , urban, industrial and rural.

The population comprised secondary school students of the district of Burdwan, West Bengal The sample was selected through stratified randomization of schools, the school being a unit of sampling in the first phase of the study, and the student in the second All the students identified as having behaviour problems were included in the sample in the second phase Eighteen

schools were taken from which 130 students of the age group 13 to 15 were selected for study. The distribution was urban fifty-four, industrial forty-two and rural thirty-four. A matched group of children with the same proportion was selected from non-problem students by randomization. Twelve hypotheses regarding the causes were formulated. Data were collected through the use of self-rating inventory, Bhagia's School Adjustment Inventory, Patil's Insecurity Questionnaire, Patil's Inferiority Questionnaire and an interview schedule constructed by the researcher. Parametric and non-parametric statistical methods were used to test the hypotheses.

Some of the important findings were. (i) Dissatisfying home conditions, lack of parental understanding and inconsistent behaviour of the elders led to behaviour problems. (ii) Dissatisfying environment in school, achievement frustration, poor adjustment in schools, particularly with school programmes, social conditions, teachers and the student community contributed much towards behaviour problems. (iii) Frustration of recognition expectation and feelings of insecurity and inferiority were powerful determinants of behaviour problems. (iv) The gap between aspiration and actualization was also found to be one of the causative factors for behaviour problems.

DEB, S, Social-Psychological Problems of the Rural Students Migrating to Urban Areas for Studies: Pilot Study, University of Calcutta, 1980 (NCETR-financed). The aims of the study were: (i) to survey the social-psychological background of rural students in urban areas in Class XI and XII who could have continued in the rural areas, and (ii) to study their adjustment with their hostel mates and the problems they faced.

The sample comprised 150 rural students and an equal number of urban students. An information schedule was developed to assess the economic, social, cultural and psychological background of both the groups. The opinion in urban/rural life opportunities as well as the attitude of both the groups

regarding each other was also sought through the items. The thirty items were rated on a 5-point scale. The fifty item Self-Reporting Inventory (Rural-Urban Hostellers' Adjustment Inventory) was prepared to indicate the social climate of the hostel as well as the problems of rural students.

The findings of the study were: (i) There were significant differences in the professional, educational and income level of guardians. (ii) There were differences in attitude towards religion. (iii) There was a lack of cultural taste on the part of rural hostellers. (iv) The concept of sociability varied significantly among the urban and the rural families. (v) Though both groups of students were from middle class families, while the rural sample was from lower middle class families. (vi) While the rural sample felt most sources of pleasure were in urban areas, the urban sample felt they were in the rural areas. (vii) The urban sample felt the scope of education was almost entirely in cities while the rural sample did not hold such an extreme view. (viii) The rural sample faced difficulty in adjusting themselves to the fast life of the city, regarding the urban norms of physical appearance and dress, interest in the opposite sex, language, attitude to authority, reading interests, daily routine, socializing among friends and being a minority. (ix) The rural students resented the domination by the majority group resulting in alienation.

DEMOGRAPHIC RESEARCH UNIT, Calcutta Fertility Survey 1970, ISI Calcutta, 1970 (Ministry of Health and Family Planning-financed)

The main aim of the study was to obtain information on fertility and family building habits of population sub-

D'SOUZA, V S, Educational Inequalities among Scheduled Castes: a Case Study in the Punjab, Dept of Soc., Pan U, 1980 (ICSSR-financed). The major objective of the study was to unfold the structural differentiation of the educational inequalities among the scheduled castes in the Punjab State.

Specifically, the investigation attempted to find out the reasons for (1) the slow rate or narrowing the educational gap be-

CHANDRA, D., A Study of Perception of Work Values in Teaching and Certain Non-teaching Occupations, Ph.D.Edu., AMU, 1977

The objectives of the study were: (i) to study differences in the perception of work values of teachers and certain other white-collar workers such as doctors, engineers, lawyers and administrators, (ii) to study and compare the factor structures of the perception of work values in these five occupational groups, and (iii) to construct a Work Value Differential based on Osgood's Technique of Semantic Differential.

Twelve work values (economic return, social service, prestige, intellectual challenge, power or authority, independence of work, chances of progress, material handled, adventure, associates, surroundings and variety) were selected on the basis of judgment of experts and their relevance

The major findings were (i) Comparison of the means of work value scores within each of the five occupational groups yielded two or three clusters of work values in all the occupations except that of engineers. Engineers perceived all the work values alike except independence. (ii) Comparison of teachers' perception of work values in teaching with other groups' perception of the same values in their own jobs revealed that teachers and doctors perceived their jobs almost similarly. (iii) Teachers' values similarly, there was great incompatibility in teachers' vs lawyers' and teachers' vs engineers' perception of work values, teachers' job morale was the highest in all the occupational groups. (iv) The comparison of teachers' perception of work values in their own group and other groups did not reveal any significant difference in the perception of work values among teachers and doctors. Teachers felt that their job offered more independence and opportunities of social service than lawyers' job. Teachers felt that their job offered more opportunities of social service,

intellectual work and freedom than the engineers' job and they also found their job provided more intellectual challenge and independence than administrators' job. (v) Comparison of teachers' perception and each of the other groups' perception of work values in teaching revealed a general agreement among all the groups regarding what teaching had to offer in terms of power to its employees. Lawyers differed significantly from teachers in their judgment of teachers' job on most of the work values. (vi) Teachers with favourable attitude towards teaching perceived their job favourably on work values like social service, intellectual challenge, prestige, etc. (vii) Effective teachers differed significantly from ineffective teachers on work values like economic return, social service, etc.

***There were differences in the nature, magnitude and order of appearance of factors that emerged in the perception of work values in different occupational groups. The factor, evaluation, was most common to the factor structure of all the five groups. Work morality which was a socially evaluative mode of the general factor of evaluation, when added to it, made this factor most preponderant in the percept of all the groups.**

AHMAD, N., Educational Opportunities and Socio-economic Changes among the Muslim Backward Classes, Non-Muslim Backward Classes and Scheduled Castes of Faizabad District during the Post-Independence Period: a Comparative Study, Ph. D. Edu , AMU, 1980. The objective of the study was to find out the impact of education on attitudes towards certain social institutions, occupations, income, adoption of family planning, children's education, leisure-time activities and friendship patterns among Muslim backward classes, non-Muslim backward classes and scheduled castes.

The major findings of the study were: (i) Education exerted a favourable influence in changing the attitudes of both the rural and the urban respondents of the three communities towards social institutions like family, religion,

marriage, caste, education, status of women and family planning (ii) Muslim backward classes were more conservative than non-Muslim backward classes and scheduled castes (iii) Rural Muslim backward classes were more conservative than urban Muslim backward classes but there was no significant difference between the attitude of rural and urban non-Muslim backward classes and scheduled castes. (iv) There was a positive correlation between educational status and education and income of the three communities, and was highest for scheduled castes (v) The average of scheduled castes was significantly higher than that of non-Muslim backward classes and Muslim backward classes of similar educational status (vi) Urban Muslim backward classes spent more on the education of children than rural non-Muslim backward classes and scheduled castes.

***Educational status helped in the development of the bonds of friendship transcending the barriers of caste and colour**

AGARWAL, M, A Study of the Impact of Education on Social and Cultural Modernization of Hindu and Muslim Women, Ph D Edu, Kur U., 1980. The major objective of the study was to analyse the extent to which education had been successful in inducing a change in the attitudes of Hindu and Muslim women towards social institutions, practices and traditions like marriage, family, women's status, education, religion and caste

The sample consisted of 300 Hindu and Muslim women belonging to middle income group, from the urban areas of Delhi. There were two age groups, 17 to 25 years and 40 to 60 years. The women belonging to the first age group were all educated while the women belonging to the older age group were both educated and uneducated. In this way there were six groups of women, in each of which there were fifty individuals to measure the attitude of women regarding the various aspects of social and cultural modernization. An attitude scale was developed on the basis of Thurstone's equal appearing interval

technique. The attitude scores were analysed through 2*2 analysis of variance technique which was separately computed for each section of the attitude scale. Besides, chi-square analysis was used for each statement of the scale for further probing

The findings of the study were. (i) Education played a very important role in changing the attitudes of women to various social practices and traditions (ii) Religion influenced the attitude to a great extent Muslim women emerged as being more conservative than Hindu women (iii) Age gap did not make any significant influence on the thinking of the women. (iv) The chi-square analysis indicated that in certain areas the educated women exhibited modern views whereas in others they were as traditional as their uneducated counterparts (v) Women belonging to nuclear families were more modern than those belonging to joint families in the case of Hindus, whereas no difference was indicated between the two groups in the case of Muslim women

Educational status of father/husbands did not influence the modernity level of Indian women. However, it was concluded that traditions had a very strong pull among both Hindu and Muslim women.

The findings were: (i) In the case of age, significant patterns of correlation were observed with reference to caste differences in self-disclosure. (ii) to study caste differences in self-concept, (iii) to study caste differences in academic achievement, (iv) to study caste differences in parental acceptance, (v) to study caste differences in parental rejection, (vi) to study the relationship between self-disclosure and self-concept, (vii) to study the relationship between self-disclosure and parental rejection, (viii) to study the relationship between self-disclosure and parental acceptance, (ix) to study self-disclosure and academic achievement, (x) to study the relationship between self-concept and parental acceptance, (xi) to study the relationship between self-concept and parental rejection, (xii) to study the relationship between self-concept and

academic achievement, and (xiii) to study the relationship between parental acceptance and academic achievement.

The study was conducted on a sample of 600 girl students (18 to 24 years) from different castes, namely Brahmins, Kshatriyas, Vaishas and scheduled castes. From each caste 150 girl students were selected. The investigator used the following tools: Sinha's Eighty Item Self-disclosure Inventory, Swatva-Bodh-Parikshan (A test of self-concept, in Hindi version) by Sherry and Verma, marks for high school examination as an index of academic achievement.

The findings of the study were: (i) There were statistically significant caste differences in self-disclosure. Kshatriya, Brahmin and Vaish girls were higher in self-disclosure than the girls belonging to scheduled castes. Kshatriya girls revealed themselves in a very different manner. Brahmin girls were lower in self-disclosure than Vaish girls. (ii) There were statistically significant caste differences in self-concept. It was interesting to note that the girls belonging to scheduled castes had lower self-concept than Kshatriya, Brahmin and Vaish girls. The self-concept of Kshatriya girls was found on the top of the hierarchy. Vaish girls had higher self-concept than Brahmin girls. (iii) There were no significant caste differences with regard to academic achievement. The girls belonging to scheduled castes were low achievers than Kshatriya, Brahmin and Vaish girls. Kshatriya girls obtained highest marks in this respect and Vaish girls were higher achievers than Brahmin girls. (iv) There were no significant caste differences with regard to both dimensions of parent-child relationship, viz., parental acceptance and parental rejection. (v) There was a positive relationship between self-disclosure and self-concept. The higher the self-disclosure, the higher the self-concept and vice versa. (vi) There was a positive relationship between self-disclosure and parental acceptance. Accepted children disclosed themselves more freely than rejected children. (vii) There was a

negative relationship between self-disclosure and parental rejection. Parental rejection inhibited children to communicate with each other.

***There was a positive relationship between self-disclosure and academic achievement. There was a positive relationship between self-concept and parental acceptance. There was a negative relationship between self-concept and parental rejection. There was a positive relationship between self-concept and academic achievement. There was a positive relationship between academic achievement and parental acceptance and a negative relationship between academic achievement and parental rejection.**

Therefore it has been revealed that cultural determinants play a very important role for cultural growth and development leading to academic achievement

CHAPTER – III

CULTURAL DETERMINANTS AND ITS INFLUENCE ON EDUCATION

- 3 1 Introduction
- 3 2 Classroom Environment and Cultural Determinants
- 3 3 National Curriculum Framework and Cultural Determinants
- 3 4 The Social Context of Curriculum
- 3 5 National Curriculum Framework–2005 . Looking Through
Cultural Lense
- 3 6 School and Classroom Environment
- 3 7 Multicultural Education A Solution for Better Achievement
- 3 8 Analysis of Factors within the Education Production Process and
Different Models of Institution

3.1 INTRODUCTION

Culture is a guiding force for school environment and society too. In a knowledge based society cultural context is a root for productive education. In our paper it has been exposed that how intra and inter cultural determinants can be able to develop academic output encouraging both physical and non physical world. Intra culture especially significant to the qualitative improvement of the internal system and Inter Cultural system can communicate with the Institution in social context. Different social and cultural determinants are extracted from global and social contexts exposing outcome based education system leading to social progress. The key roots of the multicultural education system support the collaborative practices and constant evaluative process in the educational system. The paper is intended to explain the components of the cultural determinants and its impact on present education system for its highest achievement and consequently the effectiveness of teaching learning system in present perspectives.

Educational potentiality is the basic criteria for upholding the development of society and nature too. Cultural Environment is independent of human being whether existence of life or not. What is most important in today's perspective that nature can not be created but that can be protected as before human being nature has the existence with its essence for the creation of the life and helping the evolution of nature resulting the present form of human being. So both the physical and non physical worlds have had its limit and that cannot be cross the limit of the nature encircled by the universe where human culture may be referred as a tool for protecting the universe by illuminating the inner senses for quality of life.

According to Sir Edward Taylor culture is that complex whole which combines universe with knowledge, belief, morals, laws, customs and any other capabilities acquired by human being with the natural phenomenon. According

to Kingsley Davies-Culture refers to cultivation of immaterial thoughts, art, music, beliefs, and traditions as well as the material means and methods. Man alone is in the possession of culture that differentiates man from other species enabled human being for acquiring potentiality.

Therefore the Cultural Determinants influence the ways of people to contemplate, feel and act rightly. Being able to understand and shape the culture is the key root for enabling success in promoting academic culture. Societies with a negative culture that does not have values for professional learning, resists change or devalues student development hinder success. Education should be rooted for the sake of the society and improving the unrest condition of the students' culture for the betterment of the welfare. Education and culture. So in academic atmosphere cultural determinants are very important factors to influence the education as a function of the overall system. The present paper is interested to find out different determinants of culture, which can effect our school environment in a societal context. It is observed that two types of determinants have been expressed in academic atmosphere. They are . **A) Intra-cultural determinants, B) Inter-Cultural determinants.**

Each of these determinants may present a bridge to change long lasting implementation of school environment as well as the societal development. It bears repeating, however, that the interrelatedness of these facts of the school most strongly affects those seeking to improve schools and obstacle of educational success.

So it is mentioned that cultural determinants are directly related to the academic atmosphere leading to academic achievement.

Julia Kaufman (New York University, 2001) shows the interplay between social and cultural determinants of school effort and success reveals that the difference in student's perceptions of their own effort and success in school may depend greatly on the social environment in which students find themselves as

well as the culturally driven actions available within those environments

3.2 CLASSROOM ENVIRONMENT AND CULTURAL DETERMINANTS

- The Physical Environment
- Nurturing and Enabling Environment
- Participation of All Children
- Children's Rights
- Policy of Inclusion
- Discipline and Participatory Management
- Space for Parents and Community
- Curriculum Sites and Learning Resource.
- Text and Books
- Libraries
- Educational Technology.
- Tools and Laboratories.
- Other Sites and Spaces.
- Need for Plurality and Alternative Materials
- Organizing and Pooling Resources
- Timer
- Teacher Autonomy and Independence
- Time for Reflection and Planning

Systemic Reforms :

- Concern for Quality
- Academic Planning and Monitoring for Quality
- Teacher Education for Curriculum Renewal
- Present Concerns in Teacher Education

- Vision for Teacher Education.
- Major Shifts in Teacher Education Programme.
- In-Service Education and Training of Teachers
- Initiatives and Strategies for In-Service Education
- Examination Reforms
- Paper Setting, Examining and Reporting.
- Board of Examination at Other Levels
- Entrance Examinations.
- Work-centered Education
- Vocational Education and Training
- Innovations in Ideas and Practices.
- Plurality of Textbooks Encouraging Innovations.
- The Use of Technology
- New Partnerships
- Role of NGOs, Civil Society Groups and Teacher Organizations.

Cultural Determinants and Societal Disposition :

- Inflexible, resistant to change.
- Learning is isolated activity, not link of life and organic growth.
- Encourages regime of thought, discourages creative thinking and insights
- So-called learning presented and transmitted bypasses human capacity to create knowledge
- Future of the child has taken central stage, excluding the present

The basic concerns of education-to enable children to make sense of life and develop their potential to define and pursue a purpose and recognise the right of others to do the same-stand uncontested and valid even today we need to reaffirm our commitment to the concept of equality, within the landscape of cultural and socioeconomic diversity from which children enter

into the portals of the school. Individual aspirations in a competitive economy tend to reduce education to becoming an instrument of material success. The perception, which places the individual in exclusively competitive relationships, puts unreasonable stress on children, and thus distorts values. It also makes learning from each other a matter of little consequence. Education must be able to promote values which foster peace, humaneness and tolerance in a multi-cultural society.

The planners have critically observed the ground reality of school education and envisage reforming the system as per contemporary calls for qualitative improvement with a balanced distribution of equity, equality, and opportunity for access, retention and success. They clearly state: “Today, our country engages nearly 55 lakh teachers spread over around 10 lakh schools to educate about 2025 lakh children. While 82 per cent of habitations have a primary school within a radius of one kilometre, there is an upper primary school within 3 kilometers for 75 per cent of habitations. At least 50 per cent of our children who appear at the school leaving examinations pass out of the secondary school system. Despite these trends, 37 per cent people of India lack literacy skills, about 53 per cent children drop out at elementary stage and over 75 per cent of our rural schools are multigrade” [p. 2]

Very meticulously “this document seeks to enable teachers and administrators and other agencies involved in the design of syllabi and textbooks and examination reform make rational choices and decisions”. By contextualising the challenges involved in curriculum renewal in contemporary social reality, this document draws attention to certain specific problems which demand an imaginative response” in the manners such as devolution of decision-making to teachers and elected local level bodies, while it also identifies new areas for attention such as the need for plurality of textbooks and urgent improvement in the examination system.

Context / Retrospect :

The planners of this document have made an intellectual journey in several sources of knowledge that might contribute to framing this national curriculum. these are Mahatma Gandhi's call for awakening the nation's conscience to injustice, violence and inequality entrenched in the social order explicitly spelled out in his Nai Talim for complete social transformation through nations' education system before independence

The National Commissions – the Secondary Education Commission (1952–53) and Education Commission (1964–66), both the Commissions elaborated on the themes emerging out of Mahatma Gandhi's educational philosophy in the changed socio-political context with a focus on national development.

The Indian Commission and its amendment in 1976 (to include education in the Concurrent List), National Education Policy of 1968 and the Curriculum Framework designed by NCERT in 1975 and also later on 1988, the 1986 National Policy on Education for building a national system of education as the socio-politico-cultural forces and factors have been taken care of by the planners.

The 1988's exercise of NCERT "aimed at making school education comparable across the country in qualitative terms and also makes it a means to ensure national integration without compromising on the country's pluralistic character However, the articulation of this framework through courses of studies and textbooks in a rapidly-changing developmental context resulted in an increase in 'curricular load' and made learning at school a source of stress for young minds and bodies during their formative years of childhood and adolescence"

3.3 NATIONAL CURRICULUM FRAMEWORK AND CULTURAL DETERMINANTS

Despite the review of the Curriculum Framework in 2000, the vexed issues of curriculum load and the tyranny of examinations remained unresolved. The current review exercise takes into cognizance both positive and negative developments in the field and attempts to address the future requirements of school education at the turn of the century. In this endeavor several inter-related dimensions are kept in mind, namely, the aims of education, the social milieu of children, the nature of knowledge in its broader sense, the nature of human development and the process of human learning.

The planners have weighed some conflict of emphasizes given by two earlier national documents, namely NPE 1986 and POA (Programme of Action) 1992. The intention articulated in the NPE, 1986 was to evolve a national system of education capable of responding to India's diversity of geographical and cultural milieus while ensuring a common core of values along with academic components. "The POA envisaged a child-centered approach to promote universal enrolment improvement in the quality of education in the school" (POA page 77). Further, the POA elaborated on this vision of NPE by emphasizing relevance, flexibility and quality as characteristics of the National Curriculum Framework.

The National System of Education, then reasonably will be based on a national curricular framework with a common core along with other components that are flexible. Necessarily, the common core will include the history of India's cultural heritage, the constitutional obligations and other content essential to nurture national identity. Moreover all these elements must cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of environment, removal of social barriers, observance of

small family norm and inculcation of scientific temper All educational programmes will be carried on in strict conformity with secular values and for inculcation in children the spirit of peace and understanding between nations, treating the whole world as one family The curriculum will be able to distribution of equitable opportunities, personal dignity, drawing fully out one's potential, especially through the implementation of the core curriculum

Guiding Principles – Stated Earlier :

For this purpose, the concept of critical pedagogy has to be practiced in all dimensions of school education, including teacher education It is here that, for instance, productive work can become an effective pedagogic medium for (a) connecting classroom knowledge to the life experiences of the children, (b) allowing the children from marginalized sections, having knowledge and skills related to work, to gain a definite edge and respect among their peers from the privileged sections and (c) facilitating a growing appreciation of the cumulative human experience, knowledge and theories by building rationality upon the context experiences”.

Living in harmony within oneself and with one's natural and social environment is a basic human need Building a culture of peace is an incontestable goal of education Education to be meaningful should empower individuals to choose peace as a way of life and enable them to become managers rather than passive spectators of conflict

Quality Dimension – Centrality of Renewal :

Quality is the first and the last mantra of the national curriculum framework. The late J P. Naik had described equality, quality and quantity as the 'elusive triangle' of Indian education Moreover, UNESCO's recently published global monitoring report discusses systematic standards as the

appropriate context of the quality debate. Physical resources by themselves cannot be regarded as an indicator of quality; yet, the extreme and chronic shortage of physical resources, including basic infrastructural amenities, in school run by the state or local bodies does present a serious quality constraint. The availability of qualified and motivated teachers who perceive teaching as a career option applies to all sectors of schools as a necessary precondition for quality. Suggestions for the dilutions of standards in teacher recruitment, training and service conditions articulated in the NPE and, before it, by the Chattopadhyaya Commission (1984) arouse anxiety and commented that no system of education can rise above the quality of its teachers, and the quality of teachers greatly depends on the means deployed for selection, procedures used for training, and the strategies adopted for ensuring accountability.

The quality dimension also needs to be examined from the point of view of the experiences designed for the child in terms of knowledge and skills. Assumptions about the nature of knowledge and the child's own nature shape the school ethos and the approaches used by those who prepare the syllabi and textbooks, and by teachers.

No subject in the school curriculum can stay aloof from these larger concern, and therefore, the selection of knowledge proposed to be included in each subject area requires careful examination in terms of socio-economic and cultural conditions and goals. The greatest national challenge for education is to strengthen our participatory democracy and the values enshrined in the Constitution. Meeting this challenge implies that we make quality and social justice the central theme of curricular reform. Citizenship training has been an important aspect of formal education. A clear orientation towards values associated with peace and harmonious co-existence is called for. Quality in education a concern for quality of life in all its dimensions.

3.4 THE SOCIAL CONTEXT OF CURRICULUM

The education system does not function in isolation from the society. Hierarchies of caste, economic status and gender relations, cultural diversity as well as uneven development that characterize Indian society, also deeply influence access to education and participation of children in schools. In urban locations and many villages, the school system itself is stratified and provides children with strikingly different educational experiences. Schools range from the high cost 'public' (private) schools, to which the urban elite send their children, to the ostensibly 'free' poorly functioning local body run primary schools where children from hitherto educationally deprived communities predominate.

A striking recent feature is the growth of multigrade schools in rural areas, based on exclusion in education and undermine the constitutional value of equality of opportunity and social justice. If 'free' education is understood as 'removal of constraints' to education, then we must realise the importance of other sectors of the state's social policy for supporting and facilitating the achievement of UEE.

Globalization and the spread of market relations in every sphere of society have important implications for education. On the one hand, we are witnessing the increasing commercialisation of education, and on the other, inadequate public funding for education and the official thrust towards 'alternative' schools indicate a shifting of responsibility for education from the state to families and communities. We need to be vigilant about the pressure to commoditifying schools and the application of market related concepts to schools and school quality. The 73rd and 84th constitutional amendments and the institutionalised statutory space they provide for local communities to participate in decision-making in education for their children are important developments. However, parental aspirations for education are belied by

endemic poverty and unequal social relations, and by lack of adequate provision of schooling of equitable quality. The expectations and aspirations of the poor for education cannot be set aside as being outside the frame of curricular concerns.

The social context of education in India thus presents a number of challenges which must be addressed by the curriculum framework, both in its design as well as its implementation

Envisioned Aims of Education in a Curriculum :

The aims of education serve as broad guidelines to align educational processes to chosen ideals and accepted principles. Aims of education simultaneously reflect the current needs and aspirations of a society as well as lasting values, immediate concerns of a community as well as broad human ideals. An aim must provide foresight. The school, classroom, and related learning sites are spaces where the core of educational activity takes place. These must become spaces where learners have experiences that help them achieve the desired curricular objectives. An understanding of learners, educational aims, the nature of knowledge, and the nature of the school as a social space, can help us arrive at principles to guide classroom practices.

The guiding principles discussed earlier, provide the landscape of social values within which we locate our educational aims, values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights. Education should aim to build a commitment to these values which are based on reason and understanding. The curriculum, therefore, should provide adequate experience and space for dialogue and discourse in the school to build such a commitment in children.

Sensitivity to other's well-being and feelings, together with knowledge and understanding of the world, should form the basis of a rational commitment to values. Learning to learn and the willingness to unlearn and relearn are

important as means of responding to new situations in a flexible and creative manner. The curriculum needs to emphasise the processes of constructing knowledge.

Choice in life and ability to participate in democratic processes depend on the ability to contribute to society in various ways. This is why education must develop the ability to work, participate in economic processes and social change. This necessitates the integration of work with education. We must ensure that work-related experiences are sufficient and broad-based in terms of skills and attitudes, an understanding of socio-economic processes, and help inculcate a mental frame to work with others in a spirit of cooperation. Work alone can create a social temper. Appreciation of beauty and art forms is an integral part of human life. Education must provide the means and opportunities to enhance the child's creative expression and the capacity of aesthetic appreciation. Education for aesthetic appreciation and creativity is more important today when aesthetic gullibility allows for opinion and taste to be manufactured and manipulated by market forces. The effort should be to enable the learner to appreciate beauty in its several forms.

The stated aims are mission statements in generalized format. These have not been translated into objectives to be achieved in most explicit manner. Thus the curriculum framework although declared that it is following Tyler's rationale model but it has been lacking technicality.

The basic capabilities, the knowledge of practice and the forms of understanding are the core ways in which human experience has been elaborated in the course of history. Imagination and critical thinking are linked in obvious ways with the development of understanding and reason, and so are the emotions.

Thus, the curriculum planners have reflected on cognitive constructivism, social constructivism, learning in situ, moral reasoning, metacognitive

elaboration of one's thought processes, problem-posing learning, collaborative learning, etc. and imagined to bring the appropriate exercise by the teachers in classroom learning

3.5 NATIONAL CURRICULUM FRAMEWORK–2005 : LOOKING THROUGH CULTURAL LENSE

Next the NCF–2005 goes on to a vital issue in modern curriculum development practice which stands for connection between everyday experience with text-based knowledge. It puts this issue as

“The child's community and local environment form the primary context in which learning takes place, and in which knowledge acquires its significance. It is in interaction with the environment that the child constructs knowledge—derives meaning. Although this area has generally been neglected both in conceptualisation of textbooks, and in pedagogic practices. Hence in this document, we emphasize the significance of contextualising education—of situating learning in child's context, and of making a porous boundary between the school and its natural and social environment. This is not only because the local environment and the child's own experiences is the best ‘entry point’ into the study of disciplines of knowledge, but more so because knowledge is to connect with the world. It is not a means to an end, but both means and end. This does not require us to reduce knowledge to the functional and immediately relevant but to realise its dynamism by connecting with the world through it.

Unless learners can locate their individual standpoints in relation to the contexts represented in textbooks and relate this knowledge to their experiences of society, knowledge is reduced to the level of mere information. If we want to examine how learning relates to future visions of community life, it is crucial to encourage reflection on what it means to know something and how to use what we have learnt. The learner must be recognised as a proactive participant in his or her own learning.

Day after day children bring to school their experiences of the world around – the trees that they have climbed, the fruits they have eaten, the birds they have admired”

School Knowledge and the Community :

Children need to find expression and representation of the plurality of people and community is oversimplified, labeled, or judged. Stud and generate portrayals of the local social groups as a part of their social science studies. Local oral history could also be connected with regional history and national history But the social context also calls for a much greater critical awareness and critical engagement on the part of curriculum developers and teachers Community-based identities of gender, caste, class and religion are primary identities but they can also be oppressive and reaffirm social inequalities and hierarchies.

School knowledge can also provide a lens through which children can develop a critical understanding of their social reality Knowledge and experiences in the school curriculum. The school must then be prepared to engage with communities to listen to their concerns, and to persuade them to see the educational value of such decisions If we are to ensure participation of children of all groups, in our secular education, we will have to discuss our curricular choices with others who are legitimate stakeholders in education

The area-wise renewal directions may be presented in the following order

➤ Language :

- Language skills – speech and listening, reading and writing – cut across school subjects and disciplines
- A renewed effort for implementation three – language formula, emphasizing the recognition of children’s home language or mother

language (including tribal language if needed) as the best method of instruction.

- English needs to find its place along with other Indian languages
- The multilingual character of Indian society should be seen as a resource for the enrichment of school life.

➤ **Mathematics :**

- Mathematization (ability to think logically, formulate and handle abstraction) rather than ‘knowledge’ of mathematics (formal and mechanical procedures) is the main goal of teaching mathematics

➤ **Science :**

- Content, process, and language of science teaching must be commensurate with the learner’s age – range and cognitive reach
- Science teaching should engage the learners in acquiring methods and processes that will nurture their curiosity and creativity, particularly in relation to the environment
- Science teaching should be placed in the wider context of children’s environment to equip them with the requisite knowledge and skills to enter the world of work
- Awareness of environment concern must permeate the entire school curriculum

➤ **Social Studies :**

- Social science content need to focus on conceptual understanding rather than lining up facts to be memorized for examination, and should equip children with the ability to think independently and reflect critically on social issues
- Interdisciplinary approaches promoting key national concerns such as

gender, justice, human rights, and sensitivity to marginalized groups and minorities

- Civics should be recast as a political science, and the significance of history as a shaping influence on the children's conception of the past and civic identity should be recognized

➤ **Work :**

- School curricula from the pre-primary stage to the senior secondary stage need to be reconstructed to realise the pedagogic potential of work as a pedagogic medium in knowledge acquisition, developing values and multiple skill formation
- The art should compromise a subject at every stage of school curriculum

➤ **Peace :**

- Peace-oriented values should be promoted in all subjects throughout the school years with the help of relevant activities
- Peace education should form a component of teacher education
- Peace education should form a component of teacher education

➤ **Health and Physical Education :**

- Health and physical education are necessary for the overall development of learners

➤ **Habitat and Learning :**

- Environmental education may be best pursued by infusing the issues and concerns of the environment into the teaching of different disciplines at all levels

The Proposed Epistemological Frame :

Based on the above considerations of popular perceptions, and the issues to be addressed in the study of the social sciences the national focus group on teaching of social sciences proposes that the following points be treated as basic for the revised syllabi. As pointed out by the Kothari Commission, the social science curriculum hitherto emphasized developmental issues. An epistemological shift suggested, so as accommodating the multiple ways of imagining the Indian nation. At the same time, Indian history should not be taught in isolation, and there should be reference to developments in other parts of the world. Political Science treats civil society as the sphere that produces sensitive, interrogative, deliberative, and transformative citizens. Gender concerns need to be addressed in terms of making the perspectives of women integral to the discussion of any historical event and contemporary concerns. This requires an epistemic shift from the patriarchal preconceptions which inform much of the social studies at present.

The concerns related to health of children and also those related to social aspects of changes and developments occurring in them during adolescence like changing children are introduced to universal values, in a manner appropriate for their age. Reference to day-day issues e.g. the problem of getting water, can be discussed so that young students become aware of issues related to human dignity and rights.

Planning the Curriculum :

For the primary grades, the natural and the social environment will be explained as integral parts of languages and mathematics. The languages used should be gender-sensitive. Teaching methods should be in a participative and discussion-oriented mode.

For Classes III to V, the subject Environment Studies (EVS) will be introduced. Children will also begin to be sensitized to social issues like poverty,

child labour, illiteracy, caste and class inequalities in rural and urban areas. The content should reflect day-to-day experiences of children and their life-words.

At the upper primary stage, Social Studies will be added—drawing its content from history, geography, political science. History will take into account developments in other parts of the world. Geography can help develop a balanced perspective related to issues concerning environment, resources and development at different levels, from local to global. In Political Science, the student will be introduced to formation and functioning of governments at local, state and central levels and the democratic processes of participation. At the secondary stage, Social Sciences comprise history, geography, sociology, political science, and economics. The focus will be on Contemporary India and the learner will be initiated into a deeper understanding of the social and economic challenges facing the nation. In keeping with the epistemic shift proposed, these will be discussed from multiple perspectives, including those of the adivasi, dalit and disenfranchised populations. Possible to the children's everyday lives. In History, India's freedom movement, and other aspects of its modern history can be studied, as well as significant developments in other parts of the world. History should help them discover processes of change and continuity in their world and to compare ways in which power and control were, and are exercised. Geography should be taught keeping in mind the need to inculcate in the child's critical appreciation for conservation and environmental concerns along with developmental issues. In Political Science, the focus should be on discussing the philosophical foundations that underlie the value-framework of the Indian Constitution, i.e. in-depth discussion of equality, liberty, justice, fraternity, dignity, plurality, and freedom from exploitation. The higher secondary stage is important as it offers a choice of subjects to the students. For some students, this stage may be the end of their formal education, leading to the world of work and employment, for others, the foundation for

higher education

They may choose either specialised academic courses or job-oriented vocational courses. A range of courses from social sciences and commerce may be offered and students may exercise their choice. Subjects need not be grouped into separate ‘streams’, and students should have the freedom to opt for subjects or courses according to their need, interest, and aptitude. The social sciences will include disciplines like political science, geography, history, economics, sociology and psychology. Commerce may include business studies and accountancy.

3.6 SCHOOL AND CLASSROOM ENVIRONMENT

- 1 Availability of minimum infrastructure and material facilities, and support for planning a flexible daily routine, are critical for improved teacher performance
- 2 A school culture that nurtures children’s identities as ‘learners’ enhances the potential and interests of each child
3. Specific activities ensuring participation of all children.
4. The value of self-disciplining among learners through democratic functioning is as relevant as ever
- 5 Participation of community members in sharing knowledge & experience in a subject area helps in forging a partnership between school and community.
6. Reconceptualization of learning process in terms of (a) textbooks focused on elaboration of concepts, activities, problems and exercises encouraging reflective thinking and group work, (b) supplementary books, workbooks, etc based on fresh thinking and new perspectives, (c) multimedia and ICT as sources for two-way interaction rather than one-way reception, and (d) school library as an intellectual space for teachers, learners and members of the community to deepen their knowledge and connect with the wider world

- 7 Decentralized planning of school calendar, daily schedule and autonomy for teacher professionalism practice are basics creating a learning environment

Presents Systematic Reforms of the Existing Curriculum :

Main Areas of Reform :

1. Quality concern, a key feature of systematic reform, implies the system's capacity to reform itself by enhancing its ability to remedy its own weakness and to develop new capabilities
- 2 It is desirable to evolve a common school system for schooling of all sections and types of learners in the spirit of inclusion
- 3 A broad framework for planning upwards, beginning with schools for identifying focus areas and subsequent consolidation at the cluster and block levels, could form a decentralized planning strategy at the district level
4. Meaningful academic planning has to be done in a participatory manner by headmasters and teachers
- 5 Monitoring quality must be seen as a process of sustaining interaction with individual schools in terms of teaching-learning process
- 6 Teacher education programme need to be reformed and strengthened so that the teachers can be an (a) encouraging, supportive and humane facilitator in teaching-learning situations to enable learners to discover their talents, to realise their physical and intellectual potentialities to the fullest, to develop character and desirable social and human-values to function as responsible citizens; and (b) active members of a group of persons who make conscious efforts for curricular renewal so that it is relevant to changing social needs and the personal needs of learners
- 7 The NCF 2005 states "Reformulated teacher education programmes that place thrust on the active involvement of learners in the process of knowledge construction, shared context of learning, teacher as a facilitator of knowledge construction, multidisciplinary nature of knowledge of teacher

education, integration theory and practice dimensions, and management with issues and concerns of contemporary Indian society from a critical perspective”.

8. Centrality of language proficiency in teacher education and an integrated model of teacher education for strengthening professionalization of teachers assume significance
9. In-service teacher education needs to become a catalyst for change in school practice
10. The Panchayati Raj system should be strengthened by evolving a mechanism to regulate the functioning of parallel bodies at the village level so that democratic participation in development can be realised
11. Reducing stress and enhancing success in examinations necessity (a) a shift away from content-based testing to problem solving skills and understanding, (b) a shift towards shorter examinations, (c) an examination with flexible time limit, and (d) setting up a single nodal agency for coordinating the design and conduct of entire examinations.
12. Institutionalization of work centered education as an integrated part of the curriculum from the preprimary to the +2 stage is expected.
13. Vocational Education and Training (VET) needs to be conceived and implemented in a mission mode, involving the establishment of separate VET centres.
- 14 Availability of multiple textbooks to widen teacher's choice and provide for diversity in children's needs and interests.
15. Sharing of teaching experiences and diverse classroom practices to generate a new idea that facilitates innovation and experimentation
- 16 Development of syllabi, textbooks and teaching-learning could be carried out in a decentralized and participatory manner involving teachers, experts from universities, NGOs and teachers' organization

3.7 MULTICULTURAL EDUCATION : A SOLUTION FOR BETTER ACHIEVEMENT

A culturally responsive classroom specially acknowledges the presence of cultural **determinants revealed from review of related studies mentioned some significant aspects :**

Essential to culturally responsive classroom environment ·

- a) Recognition of one's own biases
- b) Knowledge of student's cultural backgrounds.
- c) Understanding of the broader social economic and political context of our educational system.
- d) Ability and willingness to use culturally appropriate classroom environment.
- e) Commitment to building caring classroom communities.

According to Banks, Wool folk, 1995, The Dimension of Multicultural Education Application in Classrooms and Similar Settings are –

Content Integration :

To provide example and apply content from a variety of culture and groups

Equity Pedagogy :

For implementing equal opportunity of education equity pedagogy will become helpful for acquiring knowledge and skill for better learning society.

Prejudice Reduction :

The attitude of students' towards the physical world to be modified

The Knowledge Construction Process :

Cultural Determinants within a productive framework where knowledge is

constructed within the system are described by the following points a) Family background and structure, b) Education, c) Interpersonal relationship styles, d) Discipline, e) Time and space, f) Religion, g) Food, h) Health and hygiene, i) History, traditions and holidays.

BOICE (1992) identified several characteristics of effectiveness of school environment furnished below for improving institutional culture:

- a) Concerned about students active involvement in the learning process
- b) Avoid feelings of isolation by developing social and professional networking with colleague and others
- c) Seek advice on teaching from colleague and consultants. Avoid being critical and negative about students.

SAMMONS, HILLMAN AND MORTIMOR (1995) suggests the following component for effective schools environment ·

- a) Professional leadership.
- b) Focus on teaching and learning.
- c) Purposeful teaching.
- d) Shared vision and goals.
- e) High expectations of all learners
- f) Accountability.
- g) Learning communities.
- h) Stimulating and secure learning environment.

GOODLAD'S study (1984) 'An examination of school culture' is important because, as points out, "alike as schools may be in many ways, each school has culture of its own and, further its culture may suggest to the careful observer useful approaches to making it a better school

PATTERSON, PURKEY AND PARKER (1986) summarize the general knowledge base regarding school culture

- School culture does affect the behavior and achievement of elementary and secondary school students
- School culture does not fall from the sky, it is created and thus can be manipulated by people within the school
- To the extent that it provides a focus and clear purpose for the school, culture become the cohesion that bonds the school together as it goes about its mission
- Though we concentrate on its beneficial nature, culture can be counterproductive and an obstacle to educational success, culture can also be oppressive and discriminatory for various subgroups within the school
- Lasting fundamental change requires understanding and, often, altering the schools, culture change is a slow process.

SCHEIN (1985) on his paper – *‘Internationalization of the Culture’* explain that every organization is concerned about the degree to which people at all levels fit into fit Those new to the organization must learn the culture or suffer consequences, such as the feeling of alienation. If on the other hand, the employee is ‘over socialized; the result is total conformity, leading to the inability on the part of the organization to be innovative

He delineates the elements that affect the degree to which culture is internalized

- Common language and conceptual categories – If members cannot communicate with and understand each other, a group is impossible by definition
- Group boundaries and criteria for inclusion and exclusion – One of the most important areas of culture is the shared consensus on who is in and who is out and by what criteria one determines membership
- Power and Status – Every organization must workout its packing order, its

criteria and rules for how one gets, maintains and loses power, consensus in this area is crucial to help members manage feelings of aggression.

- Intimacy, Friendship and Love – Every organization must work out its rules of the game for peer relationships between the sexes and for the manner in which openness and intimacy are to be handled in the context of managing the organization's tasks
- Rewards and Punishments – Every group must know what its heroic and sinful behaviors are; what gets rewarded with property, status and power and what gets punished in the form of withdrawal of rewards and ultimately ex-communication.

Conceptualization – Perspectives on School Effectiveness Schooling on Pupils' Achievement :

When that achievement can be uniquely attributed to having attended school A rather than school B Different strands of educational-effectiveness research have concentrated on different types of variables to answer this question Economists have concentrated on resource inputs, such as per-pupil expenditure Instructional psychologists have investigated classroom management, such as time on task and variables associated with instructional strategies. General education experts and educational sociologists have looked at aspects of school organization, such as leadership style.

Economic Status and School Environment :

In economics, concepts such as effectiveness and efficiency are related to the production process of an organization Put in a rather stylized form, a production process can be summed up as a 'turnover', or transformation of 'inputs' into 'outputs' Inputs into a school or school system include pupils with certain given characteristics and financial and material aids Outputs include pupil attainment at the end of schooling The transformation process or

throughput within a school can be understood as all the instruction methods, curriculum choices and organizational preconditions that make it possible for pupils to acquire knowledge. Longer-term outputs are denoted by the term ‘outcomes’

3.8 ANALYSIS OF FACTORS WITHIN THE EDUCATION PRODUCTION PROCESS AND DIFFERENT MODELS OF INSTITUTION

Funding Instruction methods Final primary school Dispersal on the test scores labour market Effectiveness can now be described as the extent to which the desired level of output is achieved. Efficiency may then be defined as the desired level of output against the lowest possible cost. In other words, efficiency is effectiveness with the additional requirement that this is achieved in the cheapest possible manner. Cheng (1993) has offered a further elaboration of the definitions of effectiveness and efficiency, incorporating the dimension of short-term output versus long-term outcomes. In his terms technical effectiveness and efficiency refer to “school outputs limited to those in school or just after schooling (e.g. learning behaviour, skills obtained, attitude change, etc.)”, whereas social effectiveness and efficiency are associated with “effects on the society level or the life-long effects on individuals

Improving School Effectiveness :

According to the organic system model, organizations can be compared to biological systems which adapt to their environment. The main characteristic of this approach is that organizations are considered to interact openly with their surroundings. Thus, they need not be passive objects of environmental manipulation but can themselves actively exert influence on the environment. It is worth mentioning that this viewpoint is mainly concerned with the organization’s ‘survival’ in what is a sometimes hostile environment. It implies

that organizations must be flexible, namely to secure essential resources and other inputs. Thus, according to this model, flexibility and adaptability are the most important conditions for effectiveness, i.e. for survival. School effectiveness may then be measured in terms of yearly intake, which could, in part, be attributed to intensive canvassing or school-marketing. No matter how strange this view on effectiveness may seem at first glance, it is nevertheless supported by an entirely different scientific sphere: microeconomics of the public sector. Niskanen (1971) demonstrated that public-sector organizations are primarily targeted at maximizing budgets and that there are insufficient external incentives for these organizations – schools included – to encourage effectiveness and efficiency. In this context it is interesting to examine whether canvassing activities of schools mainly consist of the displaying of acquired facilities (inputs) or of the presentation of output data such as the previous years' examination results. Finally, it should also be mentioned that although the organic system model is inclined towards inputs, this does not necessarily exclude a concern for satisfying outputs. This may be the case in situations where the environment makes the availability of inputs dependent on the quantity and/or quality of previous achievements (output).

The Human Relations Approach of Organizations :

If in the open-system perception of organizations there is an inclination towards the environment, in the so-called human relations approach the eye of the organization analyst is focused inward. This fairly classical school of organizational thought has to a certain extent remained intact, even in more recent organizational characterizations. In Mintzberg's concept of the professional bureaucracy, some aspects of the human relations approach are present, namely the emphasis on the well-being of the individuals within an organization, and the importance of consensus and collegial relationships as

well as motivation and human resource development (Mintzberg, 1979) From this perspective, job satisfaction of workers and their involvement within the organization are appropriate criteria for measuring the most desired characteristics of the organization The organizational theorists who share this view regard these criteria as effectiveness criteria

The Administration :

The essential problem with regard to the administration and structure of organizations, in particular organizations such as schools which have many relatively autonomous sub-units, is how to create a harmonious whole A means for this can be provided through appropriate social interaction and opportunities for personal and professional development (see the human relations approach). A second means is provided by organizing, clearly defining and formalizing these social relations. The prototype of an organization in which positions and duties are formally organized is the 'bureaucracy' From this perspective, certainty and continuity of the existing organizational structure is the effectiveness criterion It is well-known that bureaucratic organizations tend to produce more bureaucracy The underlying motive behind this is to ensure the continuation for

The Political Model of Organizations :

Certain organizational theorists have seen organizations as political battlefields (Pfeffer and Salancik, 1978) According to this view, departments, individual workers and management staff use official duties and goals in order to achieve their own hidden- or less hidden- agendas Good contacts with powerful outside bodies are regarded as very important for the standing of their department or of themselves

From a political perspective the question of the effectiveness of the organization as a whole is difficult to answer A more relevant question is the

extent to which internal groups comply with the demands of certain external interested parties. In the case of schools, these bodies could be school governing bodies, parents, and/or the local business community.

It has already been mentioned that organizational concepts of effectiveness not only depend on theoretical answers to the question of how organizations are 'pieced together' but also on the position of the factions posing the effectiveness question. On this point there are differences between these five views on organizational effectiveness. With regard to the economic rationality and the organic system models, the management of the organization is the main 'actor' posing the effectiveness question. As far as the other models are concerned, department heads and individual workers are the actors that seek to achieve certain effects.

The chief characteristics of the different theoretical models of organizational effectiveness are summarized. Based on well-known distinctions in organizational science (e.g. Mintzberg, 1979, De Leeuw, 1982), the following categories can be used as a framework to further distinguish elements and aspects of school functioning:

- Goals,
- The structure of positions or sub-units ('Aufbau');
- The structure of procedures ('Ablauf');
- Culture,
- The organization's environment,
- The organization's primary process.

These antecedent conditions will be referred to as modes of schooling. Modes are considered as conditions that, in principle, may be manipulated by the school itself or by outside agencies that have control over the school. The overall effectiveness equation, consisting of antecedent conditions on the one hand and effects on the other, can be depicted. In the case of schools, for

instance, these may be demands from the local community or from parents' associations. Further options with respect to goals are :

- prioritization when further specifying the overall goals (in the case of schools, for instance, the relative priority of cognitive versus non-cognitive objectives and the relative emphasis on basics versus 'other' subjects);
- the levels or standards of goal attainment that are striven for if schools are relatively autonomous they may set absolute standards, to be met by every pupil, or they may adapt achievement standards to the initial level of pupils;
- whether or not attainment levels are adapted to accommodate different ability levels among pupils. Finally, one of the tasks of the organization may be considered to be ensuring that goals or attainment targets are shared among the members of the organization. This is particularly relevant for organizations such as schools, in which teachers traditionally have a lot of autonomy. In control theory the phenomenon of unifying the goals of organizational sub-units (i.e. departments and individual teachers, in the case of schools) is known as 'goal co-ordination'

Models of Schooling :

Goals :

- Goals in terms of various effectiveness criteria.
- Priorities in goal specifications (cognitive – non-cognitive)
- Aspirations in terms of attainment level and distribution of attainment
- Goal co-ordination

Aufbau (Position Structure) :

- Management structure.
- Support structure.
- Division of tasks and positions
- grouping of teachers and students.

Ablauf (Structure of Procedures) :

- General management.
- Production management.
- Marketing management.
- Personnel management (among which hrm, hrd)
- Financial and administrative management
- Co-operation

Culture :

- Indirect measures.
- Direct measures

Environment :

- Routine exchange (influx of resources, delivery of products)
- Buffering
- Active manipulation.

Primary Process :

- Curricular choices
- Curriculum alignment
- Curriculum in terms of restructuring instructional process.
- Pupil selection
- Levels of individualization and differentiation
- Instructional arrangements in terms of teaching strategies and classroom organization planning, co-coordinating, controlling, assessing the sub-set of modes of schooling that have been the focus of empirical school-effectiveness research will be treated more fully in the next chapter, in which the results of various strands of educational effectiveness research are summarized In the

meantime, it can be said that empirical school-effectiveness research has concentrated on production management, co-operation, aspects of culture and all subcategories of the primary process. A more complete set of modes, derived from organization theory, is considered useful to give as full a picture as possible of conditions that may be used as avenues for school improvement. The conceptual map of school effectiveness, started out discussing economic definitions of effectiveness. The bulk of current empirical school-effectiveness research, however, has been concentrated on studying the relationship between non-monetary inputs and short-term outputs, i.e., in Cheng's (1993) terminology, technical effectiveness.

Theoretical approaches to organizational effectiveness have revealed a range of models, each emphasizing a different type of criteria for judging effectiveness, with the major categories being productivity, adaptability, involvement, continuity, and responsiveness to external stakeholders. Comparison of this range of effectiveness criteria with the implicit model used in most empirical school effectiveness studies, shows that the productivity criterion is the predominant criterion in actual research practice. This position can be legitimized from the point of view of a means-to-end ordering of the criteria, with productivity taken as the ultimate criterion (Scheerens, 1992). Such a position has been contested, however, by other authors who see the criteria as 'competing values' (Faerman and Quinn, 1985), or who opt for a more dynamic interpretation in which the predominance of any single criterion would depend on the organization's stage of development (Cheng, 1993). If effectiveness is recognized as being essentially a causal concept, in which means-to-end relationships are similar to cause-effect relationships, then one may consider that there are three major components in the study of organizational effectiveness:

- the range of effects,

- the avenues of action used to attain particular effects (indicated as modes of schooling);
- functions and underlying mechanisms that explain why certain actions lead to effect-attainment

Modes of schooling were described using the following main categories of organizational anatomy as a basic framework .

- goals;
- organizational structure, both with respect to the structure of positions, and the structure of procedures (including management functions),
- culture,
- environment;
- primary process / technology.

Each of these main categories was treated as an area that, in principle, could be manipulated or influenced by the school or an external change agent. Upon comparison of the list of modes with the current practice of empirical school-effectiveness research, it appeared that it was procedural structure (in particular school management), as well as culture and instructional conditions, that had received most attention. Van Kesteren (1996, p. 94) included most of the perspectives that have been discussed in this chapter in his definition of organizational effectiveness · “Organizational effectiveness is the degree to which an organization, on the basis of competent management, while avoiding unnecessary exertion, in the more or less complex environment in which it operates, manages to control internal organizational and environmental conditions, in order to provide, by means of its own characteristic transformation process, the outputs expected by International Institute for Educational Planning external constituencies” (translated from Van Kesteren, 1996, p. 94) It is clear from this definition, as from the overall discussion in this chapter, that school effectiveness is primarily seen as an issue for individual

schools (the school management perspective) At the same time, research does take into consideration schooling and other factors that are, when generalized over individual schools, associated with relatively high 'value-added' performance Depending on the patterns of centralization and decentralization in a country (which may be different for different domains of educational functioning, such as curriculum or financing), above-school administrative levels or other constituencies have power of decision over some of the effectiveness enhancing conditions From the perspective of educational planning at the national level, it is important to take this issue of functional (de)centralization into consideration. For example, it should be decided, depending on overall policy and structural and cultural conditions, whether or not key effectiveness-enhancing modes of schooling should be left completely 'free' to the individual schools, or whether central stimulation measures are preferable The fundamental design of school-effectiveness research is the association of hypothetical effectiveness-enhancing conditions and measures of output, usually calculated in terms of student achievement A basic model can be taken from systems theory, where the school is seen as a black box, within which processes or 'throughput' take place to transform this basic design. The inclusion of an environmental or contextual dimension completes this model The major task of school-effectiveness research is to reveal the impact of relevant input characteristics on output and to 'break open' the black box in order to show which process or throughput factors 'work', as well as the impact of contextual conditions. Within the school it is helpful to distinguish between school and classroom levels, and the corresponding school organizational and instructional processes

Reference : UNESCO Educational Research

A Basic Systems Model of School Functioning :

Research tradition in educational effectiveness varies according to the emphasis placed on the various antecedent conditions of educational outputs. The different traditions also have a disciplinary basis. The common denominator of the five areas of effectiveness research is the fundamental design, which associates outputs or outcomes of schooling with antecedent conditions (inputs, processes or contextual). The following research areas or research traditions will be looked at in summarizing the research results obtained in developed countries

- research on equality of opportunities in education and the significance of the school in this context,
- economic studies on education production functions;
- evaluation of compensatory programmes;
- studies of unusually effective schools;
- studies on the effectiveness of teachers, classes and instructional procedures

In developing countries there is a strong predominance of studies of the education production function type. Relatively few of these have been expanded to include school organizational and instructional variables

Real Classroom Resources :

- Teacher / pupil ratio.
- Teacher education
- Teacher experience.

Financial Aggregates :

- Teacher salary
- Expenditure per pupil

The results of the early effective-schools research converged more or less

around five factors :

- Strong educational leadership;
- Emphasis on the acquiring of basic skills;
- An orderly and secure environment,
- High expectations of pupil attainment,
- Frequent assessment of pupil progress.

In the literature this is sometimes identified as the ‘five-factor model of school effectiveness’ It should be mentioned that effective schools research has been largely carried out for primary schools, while at the same time studies have been conducted mostly in inner cities and in predominantly working-class neighborhoods In more recent contributions, effective-schools research has been integrated with education production function and instructional effectiveness research, this meaning that a mixture of antecedent conditions has been included Studies have evolved from comparative case studies to surveys, and conceptual and analytical multi-level modelling has been used to analyze and interpret the results Numerous reviews on school effectiveness have been published since the late seventies Examples are Purkey and Smith (1983) and Ralph and Fennessey (1983). More recent reviews are those by Levine and Lezotte (1990), Scheerens (1992), Creemers (1994), Reynolds et al (1993), Sammons et al (1995), and Cotton (1995) The focal point of the reviews is the question of ‘what works’; typically the reviews give lists of effectiveness-enhancing conditions There is fairly wide consensus in the reviews on the main categories of variables to be distinguished as effectiveness-enhancing conditions, even when one compares earlier with more recent reviews which summarizes the characteristics listed in the reviews by Purkey and Smith (1983), Scheerens (1992), Levine and Lezotte (1990), Sammons et al (1995), and Cotton (1995)

Components of 14 Effectiveness-enhancing Factors :

Reference : Scheerens (UNESCO)

Factors Components Achievement :

- clear focus on the mastering of basic subjects orientation,
- high expectations (school level) high expectations,
- high expectations (teacher level),
- records on pupils' achievement,

Educational Leadership :

- general leadership skills,
- school leader as information provider,
- orchestrator or participative decision-making,
- school leader as coordinator,
- meta-controller of classroom processes,
- time spent on educational and administrative leadership,
- counsellor and quality controller of classroom teachers,
- initiator and facilitator of staff professionalization consensus and
- types and frequency of meetings and consultations cohesion among staff,
- contents of cooperation,
- satisfaction about co-operation,
- importance attributed to co-operation,
- indicators of successful co-operation

Curriculum Quality :

- setting curricular priorities opportunity to learn,
- choice of methods and textbooks,
- application of methods and textbooks,
- opportunity to learn,
- satisfaction with the curriculum

School Climate :

(a) Orderly Atmosphere :

- the importance given to an orderly climate,
- rules and regulations,
- punishment and reward,
- absenteeism and drop-out,
- good conduct and behaviour of pupils,
- satisfaction with orderly school climate.

(b) Climate in terms of Effectiveness Orientation and Good Internal Relationships :

- priorities in an effectiveness-enhancing school climate,
- perceptions on effectiveness-enhancing conditions,
- relationships between pupils,
- relationships between teacher and pupils,
- relationships between staff,
- relationships: the role of the head teacher,
- pupils' engagement,
- appraisal of roles and tasks,
- job appraisal in terms of facilities, conditions of labour, task load and general satisfaction,
- facilities and building.

Evaluative Potential :

- evaluation emphasis,
- monitoring pupils' progress,
- use of pupil monitoring systems,
- school process evaluation,
- use of evaluation results,

- keeping records on pupils' performance,
- satisfaction with evaluation activities

Parental Involvement :

- emphasis on parental involvement in school policy,
- contact with parents,
- satisfaction with parental involvement

Classroom Climate :

- relationships within the classroom,
- order,
- work attitude,
- satisfaction

Effective Learning Time :

- importance of effective learning,
- time,
- monitoring of absenteeism,
- time at school,
- time at classroom level,
- classroom management,
- homework

Studies on Instructional Effectiveness :

The most relevant strands of research concerning teaching and classroom processes for the topic at hand are studies on characteristics of effective teachers, and studies that go under the label of 'process product studies' This latter category of studies was also inspired by Carroll's (1963) model of teaching and learning and off-shoots of this model, such as the models of 'mastery learning' (Bloom, 1976) and 'direct teaching' (e g Doyle, 1985) The

research results have been reviewed by, amongst others, Stallings (1985), Brophy and Good (1986), and Creemers (1994), and quantitatively synthesized in meta-analyses by Walberg (1984), Fraser et al. (1987) and Wang, Haertel and Walberg (1993). These latter authors have also included in their analyses variables from outside the classroom situation, such as the student's relationships with peers, and the home environment (e.g. television viewing), which they put under the heading of 'educational productivity'

Research – A Review of the Evidence from Developed and Developing Countries :

In the sixties and seventies the effectiveness of certain personal characteristics of teachers was given particular attention. Medley and Mitzel, 1963; Rosenshine and Furst, 1973 and Gage, 1965 are among those who reviewed the research findings. From these it emerged that there was hardly any consistency found between personal characteristics of the teacher such as warm-heartedness or inflexibility on the one hand, and pupil achievement on the other. When studying teaching styles (Davies, 1972), the behavioural repertoire of teachers was generally looked at more than the deeply-rooted aspects of their personality. Within the framework of 'research on teaching', there followed a period during which much attention was paid to observing teacher behaviour during lessons. The results of these observations, however, seldom revealed a link with pupil performance (see, for example, Lortie, 1973). In a subsequent phase, more explicit attention was given to the relationship between observed teacher behaviour and pupil achievement. This research has been identified in the literature as 'process-product studies'. Variables which emerged 'strongly' in the various studies were the following (Weeda, 1986, p. 68) .

- clarity: clear presentation adapted to suit the cognitive level of pupils,
- flexibility: varying teaching behaviour and teaching aids, organizing different activities etc.,

- enthusiasm. expressed in verbal and non-verbal behaviour of the teacher;
- task related and / or businesslike behaviour : directing the pupils to complete tasks, duties, exercises etc. in a businesslike manner;
- criticism : much negative criticism has a negative effect on pupil achievement,
- indirect activity. taking up ideas, accepting pupils' feelings and stimulating individual activity;
- providing the pupils with an opportunity to learn criterion material – that is to say, a clear correspondence between what is taught in class and what is tested in examinations and assessments,
- making use of stimulating comments: directing the thinking of pupils to the question, summarizing a discussion, indicating the beginning or end of a lesson, emphasizing certain features of the course material,
- varying the level of both cognitive questions and cognitive interaction

In later studies effective teaching time became a central factor. The theoretical starting points of this can be traced back to Carroll's teaching learning model (Carroll, 1963) Chief aspects of this model are :

- actual net learning time which is seen as a result of perseverance and opportunity to learn ;
- necessary net learning time as a result of pupil aptitude, quality of education and pupil ability to understand instruction

The mastery learning model formulated by Bloom in 1976 was largely inspired by Carroll's model, and the same goes for the concept of 'direct teaching' Doyle (1985) looked at the effectiveness of direct teaching, which he defined as follows for **Intra-cultural determinants** :

- teaching goals are clearly formulated,
- the course material to be followed is carefully split into learning tasks and placed in sequence,

- the teacher explains clearly what the pupils must learn;
- the teacher regularly asks questions to gauge what progress pupils are making and whether they have understood,
- pupils have ample time to practise what has been taught, with much use being made of 'prompts' and feedback;
- skills are taught until mastery of them is automatic,
- the teacher regularly tests the pupils and calls on them to be accountable for their work.

The question of whether this type of highly structured teaching works equally well for acquiring complicated cognitive processes in secondary education as for mastering basic skills at the primary-school level has been answered in the affirmative (according to Brophy and Good, 1986). Yet, in such settings, progress through the subject matter can be taken with larger steps, testing need not be so frequent and there should be space left for applying problem-solving strategies flexibly. Doyle (*ibid.*) emphasized the importance of varying the learning tasks and of creating intellectually challenging learning situations. These can be produced through an evaluative climate in the classroom, where risk-taking is encouraged, even with complicated tasks. In the domain of classroom organization, Bangert, Kulik and Kulik's meta-analysis (1983) revealed that individualized teaching in secondary education hardly led to higher achievement and had no influence whatsoever on factors such as self-esteem and attitudes of pupils. 'Best-evidence-syntheses' by Slavin (1996) indicated a significantly positive effect of co-operative learning at the primary school level. Meta-analyses by Walberg (1984) and Fraser et al. (1987) found the most significant effects for the following teaching conditions

- reinforcement,
- special programmes for gifted children,
- structured learning of reading;

- cues and feedback,
- mastery learning of physics;
- working together in small groups

It should be noted that recently developed cognitive and, in particular, constructivist perspectives on learning and instruction, challenge the behaviouristically-oriented approach and results of the process-product research tradition (Duffy and Jonassen, 1992; Brophy, 1996). According to the constructivist approach, independent learning, meta-cognition (e.g. learning to learn), 'active learning', learning to model the behaviour of experts ('cognitive apprenticeship') and learning from real-life situations ('situated cognition') should be emphasized, although the effectiveness of teaching and learning according to these principles has not yet been firmly established. Authors who have addressed this issue (Scheerens, 1994; De Jong and Van Joolingen, 1998), however, point out that a straightforward comparison with more structured teaching approaches may be complicated, since constructivist teaching emphasizes different, higher order, cognitive objectives. Moreover, structured versus 'active' and 'open' teaching is probably better conceived as a continuum of different mixes of structured and 'open' aspects, rather than as a dichotomy.

Integration :

Of the five effectiveness-oriented educational research types that were reviewed, two focused on 'material' school characteristics (such as teacher salaries, building facilities and teacher / pupil ratio). The results were rather disappointing in that no substantial positive correlations of these material investments and educational achievement could be established in a consistent way across individual studies. On the basis of more recent studies these rather pessimistic conclusions have been challenged, although methodological criticism indicates that the earlier pessimistic conclusions are more realistic. In-depth process studies connected with large-scale evaluations of compensatory

programmes have pointed out that programmes using direct, i.e. structured, teaching approaches were superior to more 'open' approaches. The research movement known as research on exemplary effective schools (or effective-schools research) focused more on the internal functioning of schools than the earlier tradition of input-output studies. These studies produced evidence that factors such as strong educational leadership, emphasis on basic skills, an orderly and secure climate, high expectations of pupil achievement and frequent assessment of pupil progress were indicative of unusually effective schools. Research results in the field of instructional effectiveness are centred around three major factors: effective learning time, structured teaching and opportunity to learn in the sense of a close alignment between items taught and items tested. Although all kinds of nuances and specificities should be taken into account when interpreting these general results, they appear to be fairly robust – as far as educational setting and type of students are concerned. The overall message is that an emphasis on basic subjects, an achievement-oriented orientation, an orderly school environment and structured teaching, which includes frequent assessment of progress, is effective in the attainment of learning results in the basic school subjects.

General Characteristics of Five Types of School-effectiveness Research

Independent Dependent Discipline :

- a) (Un)equal Socio-economic Attainment Sociology Survey opportunities
status and IQ of pupil, material school characteristics
- b) Production Material school Achievement Economics Survey functions
characteristics level
- c) Evaluation of Specific Achievement Interdisciplinary Quasi-experiment
compensatory curricula level pedagogy programmes
- d) Effective 'Process' Achievement Interdisciplinary Case study schools
characteristics level pedagogy of schools

e) Effective Characteristics Achievement Educational Experiment instruction of teachers, level psychology observation instruction, class organization.

In recent school-effectiveness studies these various approaches to educational effectiveness have been integrated, namely in their conceptual modelling and choice of variables. At the technical level, multi-level analysis has contributed significantly to this development. In contributions to the conceptual modelling of school effectiveness, schools have been depicted as a set of 'nested layers' (Purkey and Smith, 1983), where the central assumption is that higher organizational levels facilitate effectiveness-enhancing conditions at lower levels (Scheerens and Creemers, 1989). In this way, a synthesis between production functions, instructional effectiveness and school effectiveness has become possible. This is accomplished by including the key variables from each tradition, each at the appropriate 'layer' or level of school functioning [the school environment, the level of school organization and management, the classroom level and the level of the individual student]. Conceptual models developed according to this integrative perspective include those by Scheerens (1990), Creemers (1994), and Stringfield and Slavin (1992). The Scheerens model is used as the basis for the meta-analyses.

An Integrated Model of School Effectiveness on the Basis of Cultural Determinants (from Scheerens, 1990) :

Context :

- achievement stimulants from higher administrative levels,
- development of educational consumerism,
- 'covariables', such as school size, student-body composition, school category, urban / rural.

Inputs :

- teacher experience,
- per-pupil expenditure,
- parent support.

Outputs :

Student achievement, adjusted for .

- previous achievement,
- intelligence,
- SES.

School Level :

- degree of a achievement-oriented policy,
- educational leadership,
- consensus, co-operative planning of teachers,
- quality of school curricula in terms of content covered, and formal structure,
- orderly atmosphere,
- evaluative potential.

Classroom Level :

- time on task (including homework),
- structured teaching,
- opportunity to learn,
- high expectations of pupils' progress,
- degree of evaluation and monitoring of pupils' progress,
- reinforcement

Process :

The choice of variables in this model is supported by the 'review of reviews' on school-effectiveness research that will be presented in the next

section Exemplary cases of integrative, multi-level school-effectiveness studies are those by Mortimore et al (1988), Brandsma (1993), Hill et al (1995), Sammons et al. (1995) and Grisay (1996)

An interesting set of suggestions, developed by Fuller and Clarke in their interpretation of the research evidence, involves paying more attention to cultural contingencies when studying school effectiveness in developing countries. Such contingencies might help to explain why certain school and classroom-level variables 'work' in one country but not in the next. They have distinguished four broad categories of cultural conditions .

- a) the local level of family demand for schooling,
- b) the school organization's capacity to respond to family demand "while offering forms of knowledge that are foreign to the community's indigenous knowledge" (Fuller and Clarke, 1994),
- c) the teacher's capacity and preferences in his or her use of instructional tools,
- d) the degree of concurrence between the teacher's pedagogical behavior and local norms regarding adult authority, didactic instruction and social participation within the school (ibid , p 136)

These ideas, as well as the necessity of overcoming other weaknesses of school-effectiveness studies (lack of cost benefit analyses, shortage of longitudinally designed studies), have demanding implications for the design of studies. According to Riddell (1997), Fuller and Clarke fail to present clear research alternatives. With a review of 12 more recent effectiveness studies carried out in developing countries, Scheerens (1999) has reconfirmed the predominance of the production function approach with a restatement of the importance of equipment, particularly textbooks, and the human resource factor (teacher training). According to the author, instructional and pedagogical theory appear to be practically missing as a source of inspiration for educational effectiveness studies in developing countries. In the four studies that did look

into some school organizational and instructional variables, the impact of these variables was relatively low. This (limited) review of 12 studies confirms the results of an earlier review by Anderson, Ryan and Shapiro (1989), who stated that “variations in teaching practice in developing countries are only rarely found to be associated with variations in students’ learning” Cultural contingencies, as referred to by Fuller and Clarke, or lack of variation in teaching practices in some developing countries, could be offered as hypothetical explanations for these outcomes Scope and limitations of the school-effectiveness model for educational planners Although the integrated model of school effectiveness is comprehensive in that it encompasses input, process, output and context conditions and recognizes the multi-level structure of education systems, it has a number of limitations

1. The model focuses on the level of the individual school, and does not address important issues concerning the proper functioning of national education systems; I shall refer to this as the aggregation limitation. When subsidiarity 2 is applied and schools are autonomous, this limitation is counterbalanced to a degree, since, by definition, the school has more formal responsibilities
- 2 The model has a strongly instrumental focus, treating educational goals and objectives as largely ‘given’ Extending the model according to the larger perspective of organizational effectiveness, as briefly referred to in Part I, can partly compensate for this limitation by taking into account the responsiveness of the school when faced with changing environmental constraints Again, it depends on the pattern of functional decentralization in an education system to what extent adaptation mechanisms at school level are important in comparison with provision at the macro level We shall refer to this limitation as the instrumentality limitation.

3 Although the model allows for the inclusion of questions of equity and efficiency, actual research practice has not lived up to expectations in this area. Moreover, the way school-effectiveness research deals with these issues is also determined by two other limitations level of aggregation and instrumentality. The argument is that, particularly in developing countries, these issues deserve to be dealt with from a broader perspective than that of the school effectiveness model. This limitation will be referred to as the relatively narrow quality orientation. Aggregation limitations which shows an 'integrated' model, school effectiveness is seen as including malleable conditions at various levels of education systems, although the bulk of these malleable conditions are situated at the school level. This focus may perhaps also be seen as a limitation of empirical school-effectiveness research. The component that includes contextual conditions is less well developed. This component concentrates on contextual conditions that can be linked to stimulation of achievement orientation at school level. Examples are the setting of achievement standards and the stimulation of educational consumerism. The practice of reporting school performance through public media, links both. So 'standard setting' and stimulating accountability, by introducing evaluation and feedback mechanisms, are measures that should be included in the 'integrated' school-effectiveness model. Clearly this is not all that national educational planners can do to stimulate the overall quality of schooling. Other major issues include .

- privatization and decentralization,
- creating vertical coordination between levels of schooling (e.g. in the sense of ISCED levels)

School Effectiveness and Perspective on Planning for Better School Environment :

It is clear that malleable conditions of schooling can be distinguished at

various aggregation levels. Popularly stated, these lists of malleable conditions refer to ‘what works’ in education. In the current chapter, the question is expanded to explore the principles behind ‘why’ the identified factors appear to work. This brings us to the realm of theories on planning, management and organizational functioning, and basic principles that could explain effective, task oriented behaviour in social systems. Here, the rationality paradigm has been chosen as the framework for the discussion of planning models and the ways in which these can be related to the findings of empirical school-effectiveness research. The rationality paradigm lies at the heart of theories on planning and public policy-making. The basic principles of the rationality paradigm are:

- goal-oriented behaviour,
- optimal choice between alternative means to reach given goals;
- recognizing that the alignment of individual preferences and organizational goals is a major issue in organizational settings. An important distinction has to do with the question of whether goals are considered as ‘given’ to the social planner or designer, or whether the process of choosing particular goals is seen as part of the planning process. In the first case the approach is ‘instrumental’, whereas the term ‘substantial rationality’ (Morgan, 1986, p. 37) is sometimes used for the latter. Stated more popularly, the instrumental approach is inherent in the phrase ‘doing things right’ whereas the substantial perspective asks the additional question of doing the right things.

For confirming academic achievement Cultural Determinants will be ensured in a school environment. The following cultural determinants are given below, extracted from the different research studies:

Cultural Determinates :

- Collaboration
- Collegiality
- Efficacy
- Values
- Common Language
- Power and Status.
- Equity Pedagogy
- Contractual Agreement
- Policy Framework
- Teachers Association
- Family Background
- Socio-Economic Status of the Society
- Local Needs
- Education
- Accountability
- Professional Leadership
- Schools Time Table
- Relationship (Student Teacher)
- Health and Hygiene
- Discipline
- Shared Vision
- Learning Communities
- Local Politics
- Parent Teacher Association
- Institutional Management
- Social Values

Extracted factors are very much relevant for seeking quality in one hand and making education sustainable for the betterment both the physical and non physical world in another hand for its own existence and betterment too.

CHAPTER - IV

METHODOLOGICAL PRACTICES : FACTORIAL COMPONENT ANALYSIS

- 4 1 Introduction
- 4 2 Methodology
- 4 3 Factor Analysis

4.1 INTRODUCTION

Culture is an integral part of life and education. Cultures are giving us information that shape our perceptions, attributions, judgments, and ideas of self and other. Though cultures are powerful, they are often unconscious, influencing conflict and attempts to resolve conflict in imperceptible ways

Cultures are more than language, dress and food customs. Cultural groups make race, ethnicity, or nationality, but they also form cleavages of generation, socio-economic class, sexual orientation, ability and disability, political and religious affiliation, language, and gender.

Two things are essential to remember about cultures. they are always changing, and they relate to the symbolic dimension of life.

Cultural components shape our understandings of relationships, and of how to deal with the conflict and harmony that are always present whenever two or more people come together. Writing about or working across cultures is complicated, but not impossible.

Some Essential Features :

- Culture is multifaceted which guides our unity in diversity.
- Culture is constantly as conditions of change, cultural groups adapt in dynamic and sometimes unpredictable ways.

Therefore, no comprehensive description can ever be formulated about a particular group. Any attempt to understand a group must take the dimensions of time, context, and individual differences into account

Culture is knowing the cultural norms of a given group does not predict the flexible behavior of a member of that group, who may not conform to norms for individual or contextual reasons

Cultures are embedded in every conflict because conflicts arise in human relationships. Cultures affect the ways we name, frame, blame, and attempt to tame conflicts Whether a conflict exists at all is a cultural question In an

interview a man indicated he had experienced no conflict at all for the previous 40 years. Among the possible reasons for his denial was a cultural preference to see the world through lenses of harmony rather than conflict, as encouraged by his philosophical upbringing.

Culture is always a factor in conflict, whether it plays a central role or influences it subtly. For any conflict that touches us where it matters, where we make meaning and hold our identities, there is always a cultural component.

Conflicts between teenagers and parents are shaped by generational culture, and conflicts between spouses or partners are influenced by gender culture. In organizations, conflicts arising from different disciplinary cultures escalate tensions between co-workers, creating strained or inaccurate communication and stressed relationship. Culture permeates conflict no matter what sometimes pushing forth with intensity, other times quietly snaking along, hardly announcing its presence until surprised people nearly stumble on it.

Culture is inextricable from conflict, though it does not cause it. When differences surface in families, organizations, or communities, culture is always present, shaping perceptions, attitudes, behaviours and outcomes.

When the cultural groups we belong to are a large majority in our community or nation, we are less likely to be aware of the content of the messages they send us. Cultures shared by dominant groups often seem to be “natural,” “normal” – the way things are done. We only notice the effect of cultures that are different from our own, attending to behaviors that we label exotic or strange.

Cultures may act like temperamental children : complicated, elusive, and difficult to predict. Unless we develop comfort with culture as an integral part of conflict, we may find ourselves tangled in its net of complexity, limited by our own cultural lenses. Cultural fluency is a key tool for managing multilayered, cultural conflicts

Cultural fluency means familiarity with cultures their natures, how they work, and ways they intervene with our relationships in times of conflict and harmony. Cultural fluency means awareness of several dimensions of culture, including

- Communication,
- Ways,
- Approaches,
- Identities and roles.

These are just some of the ways that taming conflict varies across cultures. Third parties may use different strategies with quite different goals, depending on their cultural sense of what is needed. In multicultural contexts, parties' expectations of how conflict should be addressed may vary, further escalating an existing conflict.

Approaches to meaning-making also vary across cultures. Hampden-Turner and Trompenaars suggest that people have a range of starting points for making sense of their lives, including :

- universalist (favoring rules, laws, and generalizations) and particularist (favoring exceptions, relations, and contextual evaluation),
- specificity (preferring explicit definitions, breaking down wholes into component parts, and measurable results) and diffuseness (focusing on patterns, the big picture, and process over outcome),
- inner direction (sees virtue in individuals who strive to realize their conscious purpose) and outer direction (where virtue is outside each of us in natural rhythms, nature, beauty, and relationships),
- synchronous time (cyclical and spiraling) and sequential time (linear and unidirectional)

In Collectivist Settings, the Following Values Tend to be Privileged :

- Cooperation.
- Respect.
- Participation in shared progress
- Reputation of the group.
- Interdependence.

In Individualist Settings, the Following Values Tend to be Privileged :

- Competition.
- Independence
- Individual achievement.
- Personal growth and fulfillment.
- Self-reliance.

When individualist and communitarian starting points influence those on either side of a conflict, escalation may result. Individualists may see no problem with “no holds barred” confrontation, while communitarian counterparts shrink from bringing dishonor or face-loss to their group by behaving in unseemly ways. Individualists may expect to make agreements with communitarians, and may feel betrayed when the latter indicate that they have to take their understandings back to a larger public or group before they can come to closure. In the end, one should remember that, as with other patterns described, most people are not purely individualist or communitarian. Rather, people tend to have individualist or communitarian starting points, depending on one’s upbringing, experience, and the context of the situation.

Cultural and Education :

- 1 Complex organizations require complex but easy to use systems that can allow for effective functioning through out the organization in education

The integrated conflict management system is a series of tools, methodologies and processes that an organization puts in place to address disputes and conflicts. Working in close collaboration with senior managers and the management these will be designed to serve the unique needs of individual.

2. Systems will include mechanisms for dispute reporting, consensus building, and the design of systems in education. Recommendations for desirable and appropriate conduct in working groups and cross-functioning teams will be made and communicated across the organization. This in turn helps to keep the costs of conflict low, challenges the organization to use conflicts as learning opportunities to engender creativity and innovation and encourages openness and honesty in addressing difficult issues
3. The costs of conflict are economic, social and psychological. For education, unmanaged conflicts can have a negative impact on output, result in greater achievement, increased stress, health related disorders and high absenteeism Unmanaged conflict can also seriously jeopardize an organizations integrity and even survival.
4. By enjoying a broad repertoire of models or precedents of desirable behavior in conflicted circumstances while specifically admonishing others, social implicitly influences the desirability and likelihood of certain courses of action over others. When utilized constructively, education can affect individual and social responses to triggering events through.
- 5 It is essential to recognize that the experience of conflict evokes a deep seated need for affirmation of identity and restoration of meaning Conflict resolution does more than address material clashes of interest; it speaks to

social reintegration, restoration and redemption, existential security, personal transcendence and transformation. These concepts are drawn from the societal confusion, which may be defined as any process that explicitly connects us to the largest possible context to which we belongs The affirmation of individual and group identity achieved through redemptive transformation is essential in giving meaning to a conflict and its resolution in education. Attempts to conflict resolution practices deny an essential component of healing and social restoration that permits conflicts to be experienced as resolved for educational improvement and social progress.

6. A code of conduct should be implemented.
7. Appropriate measures should be taken to improve the living standard of the poverty stricken population. More job opportunities should be created and technical training should be provided to the workers so that they may also qualify for higher paid jobs.
8. Regular meetings should be convened between the cultural societies can play a very important role. NGOs may be encouraged to work in this direction.
9. School curriculum should be revised. This will help the younger generation to know and understand better its neighbors. Revision of the school curriculum and that the recommendations are necessarily incorporated.

4.2 METHODOLOGY

Nature of the Study :

The study is basically survey type of Research. Different variables are used for collection of data regarding cultural Determinants for interpreting the nature of different variables and its relation with education.

Sampling for the Study :

Various techniques have been devised for obtaining a sampling which will be representative of its population. The adequacy of a sample. (i.e its lack of bias) will depend upon our knowledge of the population or supply as well as upon the method used in drawing the sample (Chatterjee, 1976). Here the nature of sampling is purposive type and the number of sample is 200 taken randomly from 500 sample

Population :

The population of this study is on the students of class XI of North 24 Parganas , Hooghly and Kolkata district in West Bengal

Tools of the Study :

A standardized Questionnaire has been used for collecting the data Questionnaire has been standardized either by experts view during pilot study and then through item analysis finally items are selected through SPSS Package.

Selection of the Items :

Out of 68 items 11 items are not statistically significant and rest other 57 items are significant but all the items have been used for Factor Analysis by some modification of non significant items on the basis of experts view.

Reliability :

Test-Retest method have been applied and the coefficient of correlation has been found to be 0.89 is highly significant.

Validity :

Content Validity is all along maintained as well as construct validity has been followed during conducting of research

‘t’ Test for Item Analysis

Item	High		Low		MD	V1	V2	n	t	Sig. level
	M1	SD1	M2	SD2						
1	4.76	0.44	3.65	1.22	1.12	0.19	1.49	17	3.55	**
2	4.18	0.81	4.47	0.51	-0.29	0.65	0.26	17	1.26	NS
3	4.65	0.61	4.41	0.80	0.24	0.37	0.63	17	0.97	NS
4	4.65	0.49	3.71	1.57	0.94	0.24	2.47	17	2.36	*
5	4.71	0.59	4.12	0.86	0.59	0.35	0.74	17	2.33	*
6	4.59	0.80	3.88	1.17	0.71	0.63	1.36	17	2.06	*
7	4.71	0.47	3.59	1.23	1.12	0.22	1.51	17	3.51	**
8	4.47	0.62	4.06	1.14	0.41	0.39	1.31	17	1.30	NS
9	4.35	0.61	3.29	1.49	1.06	0.37	2.22	17	2.71	*
10	4.12	0.93	3.47	1.01	0.65	0.86	1.01	17	1.95	NS
11	4.18	1.19	3.53	1.55	0.65	1.40	2.39	17	1.37	NS
12	4.71	0.77	4.12	1.05	0.59	0.60	1.11	17	1.86	NS
13	4.59	0.71	3.35	1.50	1.24	0.51	2.24	17	3.07	**
14	4.53	0.51	3.82	1.29	0.71	0.26	1.65	17	2.10	*
15	4.65	0.49	3.18	1.42	1.47	0.24	2.03	17	4.02	**
16	4.59	0.71	3.35	1.17	1.24	0.51	1.37	17	3.72	**
17	4.59	0.62	2.76	1.35	1.82	0.38	1.82	17	5.07	**
18	4.65	0.49	3.94	1.09	0.71	0.24	1.18	17	2.44	*
19	4.00	1.27	3.12	1.17	0.88	1.63	1.36	17	2.11	*
20	4.41	0.87	3.12	1.41	1.29	0.76	1.99	17	3.22	**
21	3.88	1.11	3.00	1.12	0.88	1.24	1.25	17	2.31	*
22	4.53	0.80	3.35	1.27	1.18	0.64	1.62	17	3.23	**
23	3.53	1.33	2.71	1.31	0.82	1.76	1.72	17	1.82	NS
24	4.35	1.11	3.29	1.31	1.06	1.24	1.72	17	2.54	*
25	4.47	0.80	3.59	1.06	0.88	0.64	1.13	17	2.73	**

Item	High		Low		MD	V1	V2	n	t	Sig. level
	M1	SD1	M2	SD2						
26	4.41	0.71	3.24	1.20	1.18	0.51	1.44	17	3.47	**
27	3.88	0.93	2.29	1.16	1.59	0.86	1.35	17	4.41	**
28	4.29	0.69	3.29	1.53	1.00	0.47	2.35	17	2.46	*
29	4.41	0.80	3.24	1.44	1.18	0.63	2.07	17	2.95	**
30	3.94	1.43	3.12	1.50	0.82	2.06	2.24	17	1.64	NS
31	4.06	0.90	2.59	1.33	1.47	0.81	1.76	17	3.79	**
32	4.18	0.73	2.71	1.21	1.47	0.53	1.47	17	4.29	**
33	4.47	0.72	3.12	1.32	1.35	0.51	1.74	17	3.72	**
34	4.00	0.79	2.71	1.36	1.29	0.63	1.85	17	3.39	**
35	4.24	0.75	2.76	1.44	1.47	0.57	2.07	17	3.74	**
36	3.59	1.12	2.18	1.29	1.41	1.26	1.65	17	3.41	**
37	4.29	0.69	3.29	1.21	1.00	0.47	1.47	17	2.96	**
38	4.59	0.62	3.29	1.53	1.29	0.38	2.35	17	3.23	**
39	4.41	0.87	3.47	1.07	0.94	0.76	1.14	17	2.82	**
40	4.47	0.80	2.59	1.54	1.88	0.64	2.38	17	4.46	**
41	4.35	0.86	3.12	0.99	1.24	0.74	0.99	17	3.87	**
42	4.41	1.00	3.00	1.46	1.41	1.01	2.13	17	3.29	**
43	4.00	1.54	2.71	1.16	1.29	2.38	1.35	17	2.77	**
44	2.76	1.44	3.35	1.41	-0.59	2.07	1.99	17	1.20	NS
45	4.59	0.51	2.65	1.32	1.94	0.26	1.74	17	5.66	**
46	4.71	0.77	3.24	1.44	1.47	0.60	2.07	17	3.72	**
47	4.71	0.47	3.35	1.66	1.35	0.22	2.74	17	3.24	**
48	4.76	0.44	2.35	1.22	2.41	0.19	1.49	17	7.66	**
49	4.41	0.62	2.88	1.50	1.53	0.38	2.24	17	3.90	**
50	2.71	1.45	3.47	1.33	-0.76	2.10	1.76	17	1.60	NS
51	4.12	0.93	3.06	1.25	1.06	0.86	1.56	17	2.81	**

Item	High		Low		MD	V1	V2	n	t	Sig. level
	M1	SD1	M2	SD2						
52	4.65	0.61	2.41	1.37	2.24	0.37	1.88	17	6.14	**
53	4.41	0.62	3.18	1.07	1.24	0.38	1.15	17	4.11	**
54	4.24	1.03	3.53	1.59	0.71	1.07	2.51	17	1.54	NS
55	4.53	1.01	3.18	1.24	1.35	1.01	1.53	17	3.50	**
56	4.59	0.71	3.24	1.48	1.35	0.51	2.19	17	3.40	**
57	4.53	0.72	3.12	1.17	1.41	0.51	1.36	17	4.25	**
58	4.94	0.24	2.76	1.30	2.18	0.06	1.69	17	6.78	**
59	4.12	0.78	3.00	1.27	1.12	0.61	1.63	17	3.08	**
60	4.29	0.59	2.65	1.22	1.65	0.35	1.49	17	5.01	**
61	4.35	0.86	2.71	1.16	1.65	0.74	1.35	18	4.84	**
62	4.18	0.88	2.94	1.25	1.24	0.78	1.56	19	3.52	**
63	4.29	0.85	2.24	0.97	2.06	0.72	0.94	20	7.14	**
64	4.53	0.51	2.76	1.44	1.76	0.26	2.07	21	5.30	**
65	4.47	0.51	3.53	1.23	0.94	0.26	1.51	22	3.31	**
66	4.82	0.39	2.76	1.56	2.06	0.15	2.44	23	6.13	**
67	4.24	0.83	2.35	1.37	1.88	0.69	1.87	24	5.76	**
68	4.35	0.86	3.41	1.28	0.94	0.74	1.63	25	3.05	**

From the item analysis and experts view sixty eight items have been accepted and for identification of components regarding Intra & Inter Cultural Determinants and Academic Achievement Factor Analysis has been conducted.

4.3 Factor Analysis :

- 1) Intra Cultural Determinants.
- 2) Inter Cultural Determinants.
- 3) School Environment.

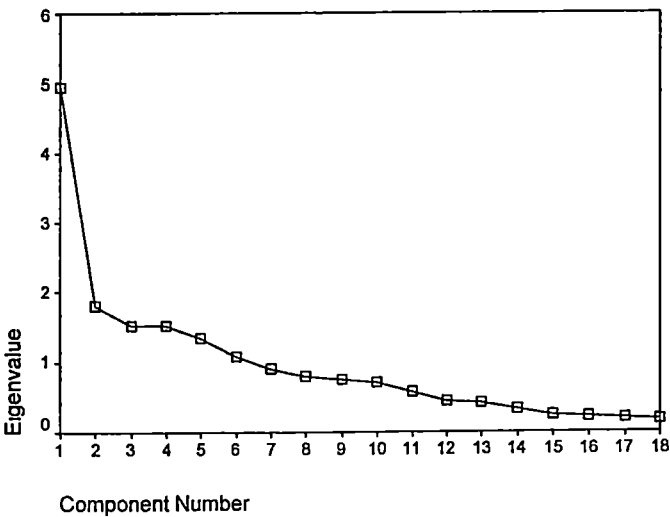
Factor Analysis for Intra Cultural Determinants (1)

Communalities

	Initial	Extraction
Item 1	1 000	708
Item 2	1 000	663
Item 3	1 000	805
Item 4	1 000	577
Item 5	1 000	737
Item 6	1 000	558
Item 7	1 000	682
Item 8	1 000	802
Item 9	1 000	722
Item 10	1 000	630
Item 11	1 000	574
Item 12	1 000	778
Item 13	1 000	706
Item 14	1 000	718
Item 15	1 000	592
Item 16	1 000	589
Item 17	1 000	716
Item 18	1 000	685

Extraction Method Principal Component Analysis

Scree Plot



Total Variance Explained

Component	Initial Eigenvalues		Extraction Sums of Squared Loadings		Rotation Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4 948	27 490	27 490	4 948	27 490	27 490
2	1 813	10 072	37 562	1 813	10 072	37 562
3	1 531	8 507	46 069	1 531	8 507	46 069
4	1 516	8 420	54 489	1 516	8 420	54 489
5	1 347	7 481	61 970	1 347	7 481	61 970
6	1 088	6 043	68 014	1 088	6 043	68 014
7	895	4 970	72 984			
8	795	4 419	77 403			
9	755	4 192	81 595			
10	697	3 873	85 468			
11	566	3 147	88 615			
12	447	2 486	91 101			
13	420	2 333	93 434			
14	327	1 819	95 253			
15	248	1 380	96 633			
16	230	1 276	97 909			
17	209	1 161	99 070			
18	167	930	100 000			

Extraction Method: Principal Component Analysis

Component Matrix^a

	Component					
	1	2	3	4	5	6
Item 1	825	138	2 804E-02	4 021E-02	-7 57E-02	2 051E-02
Item 2	-9 22E-02	370	656	3 049E-02	-8 94E-02	279
Item 3	291	558	- 482	353	3 411E-02	225
Item 4	462	-9 33E-02	573	6 890E-02	-2 79E-02	- 144
Item 5	383	194	- 314	362	-4 29E-02	- 566
Item 6	581	103	125	- 160	-1 80E-02	- 411
Item 7	464	322	425	300	- 298	-6 08E-02
Item 8	2 866E-02	- 412	7 405E-02	469	619	- 147
Item 9	742	194	9 062E-02	308	105	137
Item 10	420	-3 89E-02	219	-9 83E-02	629	2 066E-03
Item 11	352	472	- 303	-9 59E-02	139	326
Item 12	392	- 392	1 984E-02	523	106	431
Item 13	680	216	9 895E-02	- 424	7 672E-02	3 932E-02
Item 14	538	129	- 125	- 435	448	-7 89E-02
Item 15	658	- 289	- 188	1 222E-02	- 190	6 571E-02
Item 16	612	- 197	- 121	147	- 321	- 192
Item 17	646	- 372	-9 16E-02	- 347	- 104	143
Item 18	526	- 525	-8 04E-02	- 140	- 252	208

Extraction Method Principal Component Analysis

a 6 components extracted

Rotated Component Matrix^a

	Component					
	1	2	3	4	5	6
Item 1	476	364	418	322	266	1 312E-02
Item 2	- 292	-2 81E-02	629	1 300E-02	- 410	- 114
Item 3	-3 43E-02	-3 62E-02	1 772E-02	863	238	1 651E-02
Item 4	209	241	615	- 256	8 476E-02	154
Item 5	2 877E-02	3 720E-02	6 658E-02	200	827	7 634E-02
Item 6	210	463	300	-7 79E-02	435	- 118
Item 7	102	-1 34E-02	773	149	221	-5 31E-02
Item 8	-8 64E-02	7 249E-02	-9 19E-02	- 172	132	856
Item 9	311	273	486	445	195	280
Item 10	1 882E-02	657	128	1 259E-02	-5 71E-02	423
Item 11	5 347E-02	308	-1 40E-03	676	-5 06E-02	- 127
Item 12	486	- 173	180	229	- 128	641
Item 13	320	670	268	186	2 432E-02	- 218
Item 14	148	806	-9 15E-02	170	9 239E-02	1 073E-03
Item 15	712	130	7 387E-02	129	205	6 575E-02
Item 16	588	1 179E-02	202	3 985E-02	449	5 319E-03
Item 17	758	370	-6.90E-03	-2 56E-02	-2 85E-02	-5 28E-02
Item 18	818	6 834E-02	7 151E-03	-8 05E-02	-5 50E-02	3 834E-02

Extraction Method Principal Component Analysis

Rotation Method Varimax with Kaiser Normalization

a Rotation converged in 8 iterations

Component Transformation Matrix

Component	1	2	3	4	5	6
1	642	497	388	288	308	108
2	- 571	162	317	601	114	- 416
3	- 189	108	772	- 488	- 331	094
4	- 106	- 582	290	274	320	623
5	- 386	594	- 260	076	- 122	640
6	255	- 151	030	487	- 816	093

Extraction Method Principal Component Analysis
Rotation Method Varimax with Kaiser Normalization

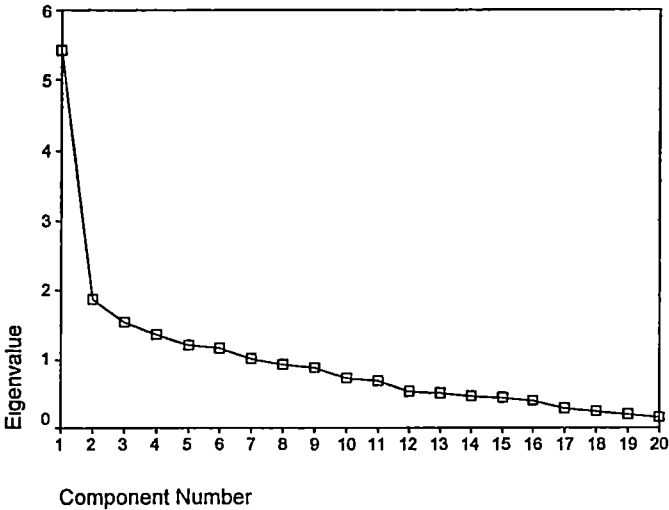
Factor Analysis for Inter Ccultural Determinants (2)

Communalities

	Initial	Extraction
Item 19	1 000	755
Item 20	1 000	648
Item 21	1 000	437
Item 22	1 000	756
Item 23	1 000	622
Item 24	1 000	679
Item 25	1 000	639
Item 26	1 000	771
Item 27	1 000	716
Item 28	1 000	613
Item 29	1 000	784
Item 30	1 000	751
Item 31	1 000	635
Item 32	1 000	666
Item 33	1 000	785
Item 34	1 000	697
Item 35	1 000	739
Item 36	1 000	592
Item 37	1 000	641
Item 38	1 000	666

Extraction Method Principal Component Analysis

Scree Plot



Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5 417	27 084	27 084	5 417	27 084	27 084	2 513	12 565	12 565
2	1 876	9 380	36 464	1 876	9 380	36 464	2 340	11 702	24 268
3	1 541	7 705	44 169	1 541	7 705	44 169	2 025	10 127	34 395
4	1 375	6 876	51 045	1 375	6 876	51 045	1 773	8 866	43 261
5	1 206	6 032	57 076	1 206	6 032	57 076	1 765	8 827	52 088
6	1 159	5 795	62 872	1 159	5 795	62 872	1 686	8 432	60 520
7	1 017	5 087	67 959	1 017	5 087	67 959	1 488	7 439	67 959
8	919	4 597	72 556						
9	875	4 373	76 929						
10	723	3 615	80 544						
11	688	3 441	83 985						
12	534	2 669	86 654						
13	510	2 551	89 205						
14	458	2 288	91 493						
15	437	2 186	93 679						
16	390	1 949	95 629						
17	280	1 398	97 027						
18	253	1 263	98 290						
19	194	971	99 260						
20	148	740	100 000						

Extraction Method Principal Component Analysis

Component Matrix^a

	Component						
	1	2	3	4	5	6	7
Item 19	343	8 768E-02	644	153	263	-260	234
Item 20	453	328	9 662E-02	412	-250	189	242
Item 21	481	3 123E-02	-6 73E-02	392	6 321E-02	-165	125
Item 22	420	116	463	-4 31E-02	-533	222	129
Item 23	407	259	515	-170	210	-7 23E-02	-215
Item 24	487	-579	-2 96E-02	114	-134	205	183
Item 25	444	194	-545	272	-2 60E-02	3 012E-02	-179
Item 26	632	401	-131	-428	-2 90E-02	-6 97E-02	-7 11E-02
Item 27	502	-415	334	8 326E-02	-265	2 071E-02	-321
Item 28	512	428	-160	-8 81E-02	166	320	5 994E-02
Item 29	590	5 860E-02	-142	7 271E-03	5 997E-02	9 870E-02	631
Item 30	469	-592	-194	-198	214	-9 78E-02	220
Item 31	637	-2 42E-02	-110	-3 75E-02	328	293	-149
Item 32	583	6 458E-02	-221	101	-422	9 565E-02	-274
Item 33	605	-354	-9 02E-02	-126	-299	-424	-2 06E-02
Item 34	529	301	-115	171	7 006E-02	-528	-2 22E-02
Item 35	583	-280	8 517E-02	-397	213	326	-6 12E-02
Item 36	619	-220	-3 51E-02	170	210	-252	-148
Item 37	437	-1 02E-02	179	438	302	239	-278
Item 38	548	298	2 266E-04	-488	-124	-151	2 162E-03

Extraction Method Principal Component Analysis

a 7 components extracted

Rotated Component Matrix^a

	Component						
	1	2	3	4	5	6	7
Item 19	2 295E-02	7 025E-02	233	4 604E-02	9 639E-02	208	800
Item 20	7 524E-02	-9 63E-02	224	153	172	727	3 610E-02
Item 21	-1 87E-02	164	523	5 181E-02	185	308	6 988E-02
Item 22	261	-1 61E-02	- 173	554	-5 87E-02	544	226
Item 23	411	- 112	6 485E-02	190	300	-3 64E-02	555
Item 24	- 130	665	3 008E-02	361	142	249	-8 02E-02
Item 25	194	1 080E-02	485	7 224E-03	321	180	- 480
Item 26	835	6 981E-02	208	5 867E-02	108	104	-1 37E-02
Item 27	-1 39E-03	259	9 331E-02	757	209	-5 17E-03	149
Item 28	519	3 038E-02	6 190E-02	- 165	420	358	-8 03E-02
Item 29	275	508	192	- 202	3 150E-02	606	6 058E-02
Item 30	7 890E-02	839	163	3 463E-02	4 655E-02	- 106	5 229E-03
Item 31	332	338	119	4 326E-02	623	8 214E-02	-2 90E-02
Item 32	315	3 427E-02	283	505	190	249	- 363
Item 33	259	481	454	484	- 212	-3 60E-02	-1 74E-02
Item 34	320	-2 40E-02	753	7 718E-03	2 451E-02	9 530E-02	134
Item 35	410	563	- 198	193	407	-3 48E-02	104
Item 36	9 889E-02	366	534	214	312	-6 12E-02	129
Item 37	- 108	1 998E-02	220	180	710	137	160
Item 38	773	106	137	135	-7 00E-02	7 863E-02	9 217E-02

Extraction Method Principal Component Analysis
Rotation Method Varimax with Kaiser Normalization
a Rotation converged in 26 iterations

Component Transformation Matrix

Component	1	2	3	4	5	6	7
1	502	434	428	341	375	330	101
2	487	- 724	121	- 337	054	324	053
3	- 096	- 178	- 285	360	030	081	861
4	- 700	- 231	466	061	292	385	- 043
5	- 048	193	091	- 647	538	- 349	350
6	- 033	041	- 700	010	538	370	- 285
7	- 084	404	- 075	- 468	- 438	611	202

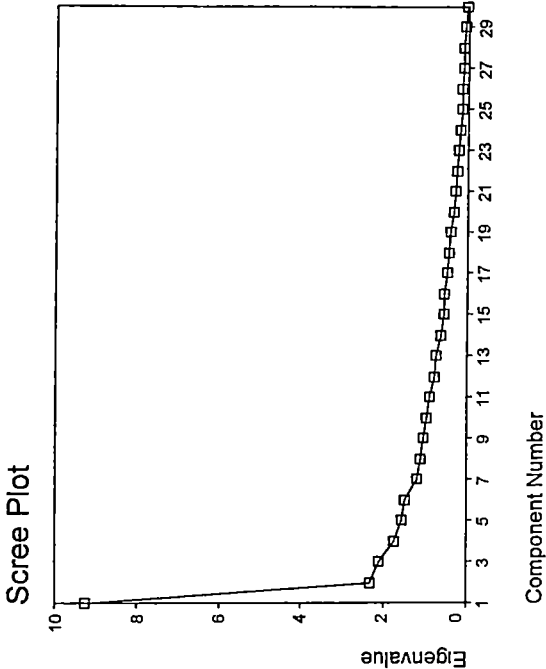
Extraction Method Principal Component Analysis
Rotation Method Varimax with Kaiser Normalization

Factor Analysis for School Environment (3)

Communalities

	Initial	Extraction
Item 39	1 000	723
Item 40	1 000	764
Item 41	1 000	659
Item 42	1 000	646
Item 43	1 000	615
Item 44	1 000	704
Item 45	1 000	730
Item 46	1 000	775
Item 47	1 000	824
Item 48	1 000	793
Item 49	1 000	721
Item 50	1 000	804
Item 51	1 000	847
Item 52	1 000	727
Item 53	1 000	757
Item 54	1 000	488
Item 55	1 000	706
Item 56	1 000	730
Item 57	1 000	772
Item 58	1 000	777
Item 59	1 000	735
Item 60	1 000	650
Item 61	1 000	732
Item 62	1 000	773
Item 63	1 000	610
Item 64	1 000	818
Item 65	1 000	765
Item 66	1 000	785
Item 67	1 000	690
Item 68	1 000	617

Extraction Method: Principal Component Analysis



Total Variance Explained

Component	Initial Eigenvalues		Extraction Sums of Squared Loadings		Rotation Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9 273	30 911	30 911	9 273	30 911	30 911
2	2 309	7 695	38 607	2 309	7 695	38 607
3	2 106	7 019	45 626	2 106	7 019	45 626
4	1 731	5 769	51 395	1 731	5 769	51 395
5	1 528	5 092	56 487	1 528	5 092	56 487
6	1 457	4 857	61 345	1 457	4 857	61 345
7	1 192	3 972	65 317	1 192	3 972	65 317
8	1 118	3 728	69 044	1 118	3 728	69 044
9	1 025	3 417	72 462	1 025	3 417	72 462
10	961	3 203	75 665			
11	877	2 924	78 589			
12	755	2 515	81 104			
13	725	2 418	83 522			
14	642	2 138	85 661			
15	569	1 896	87 556			
16	544	1 815	89 371			
17	464	1 548	90 920			
18	428	1 427	92 347			
19	388	1 294	93 641			
20	322	1 072	94 713			
21	293	976	95 689			
22	252	840	96 529			
23	210	701	97 231			
24	185	616	97 847			
25	164	547	98 393			
26	154	512	98 905			
27	118	393	99 298			
28	106	355	99 653			
29	5 519E-02	184	99 837			
30	4 894E-02	163	100 000			

Extraction Method: Principal Component Analysis

Component Matrix ^a

	Component								
	1	2	3	4	5	6	7	8	9
Item 39	530	-2 74E-02	-7 22E-02	616	-5 82E-02	-224	1 655E-02	-2 83E-02	4 183E-02
Item 40	604	-176	-5 98E-02	-2 57E-02	6 804E-02	-319	-129	188	453
Item 41	362	275	-629	-2 47E-02	-1 77E-02	-104	3 408E-02	2 948E-02	207
Item 42	503	5 220E-02	276	7 929E-02	182	-301	-384	189	-2 89E-02
Item 43	414	-4 35E-03	486	-149	-127	-132	357	125	-8 83E-02
Item 44	-287	646	-8 89E-02	-9 30E-02	1 191E-02	374	-126	134	115
Item 45	655	360	198	-104	111	-6 00E-02	-161	-249	-133
Item 46	516	382	-177	349	2 758E-02	-440	-122	9 468E-03	5 151E-03
Item 47	401	6 853E-02	-431	-6 68E-02	-430	151	-9 83E-02	404	-296
Item 48	787	-7 73E-02	282	135	4 474E-04	9 958E-02	-7 54E-02	149	176
Item 49	537	2 516E-02	-220	-254	247	3 269E-02	482	-5 16E-02	-148
Item 50	-283	155	458	329	419	277	181	306	5 400E-02
Item 51	449	-9 60E-02	169	136	-623	251	308	-111	177
Item 52	727	243	115	-8 75E-02	5 089E-02	-4 70E-03	238	180	-167
Item 53	670	241	-112	357	4 609E-02	233	108	3 306E-02	-204
Item 54	372	-243	163	-327	-2 98E-02	-291	259	6 787E-02	1 392E-03
Item 55	625	-4 85E-02	-282	354	-114	-104	220	-143	126
Item 56	638	384	257	6 101E-02	182	5 319E-02	-5 15E-02	-228	-122
Item 57	548	322	3 582E-02	-277	316	159	5 560E-03	264	307
Item 58	797	206	-149	157	4 223E-02	188	117	-3 94E-02	2 979E-02
Item 59	495	3 368E-02	-3 82E-02	-117	206	101	-8 24E-02	-644	-5 19E-03
Item 60	649	131	-2 39E-02	-290	-5 90E-02	5 465E-02	-120	1 782E-02	-326
Item 61	558	217	-109	-502	-234	-119	-181	6 616E-02	5 654E-02
Item 62	541	-3 95E-02	207	5 984E-02	-396	397	-260	-9 69E-02	203
Item 63	622	-1 18E-02	336	-140	-159	-149	134	-8 14E-03	158
Item 64	552	-481	-2 52E-02	285	125	207	-159	190	-285
Item 65	506	-444	-205	-111	371	253	8 332E-02	-3 59E-02	218
Item 66	611	-444	123	-136	3 134E-02	314	-278	-3 96E-02	4 856E-02
Item 67	621	-419	110	-3 67E-02	4 342E-02	-199	-126	1 141E-02	-242
Item 68	345	-345	-545	-9 17E-02	233	105	4 585E-02	7 632E-02	-3 64E-03

Extraction Method: Principal Component Analysis

^a 9 components extracted

Rotated Component Matrix ^a

	Component								
	1	2	3	4	5	6	7	8	9
Item 39	106	770	2 332E-03	2 923E-02	279	155	117	1 094E-03	-4 73E-02
Item 40	-8 00E-03	332	290	245	145	146	652	-5 51E-02	197
Item 41	9 248E-02	438	359	-7 94E-02	-325	-6 95E-02	166	252	348
Item 42	336	179	-133	112	347	-3 95E-02	584	6 368E-02	-5 66E-02
Item 43	185	2 513E-02	-109	711	109	165	5 646E-02	4 822E-02	-135
Item 44	147	-190	-128	-349	-646	8 330E-03	3 982E-02	226	-196
Item 45	774	165	-3 10E-02	177	5 570E-02	9 421E-02	214	4 455E-02	108
Item 46	326	706	-118	1 977E-02	-2 04E-03	-148	318	122	137
Item 47	-7 07E-03	172	105	9 583E-03	5 764E-02	167	1 868E-02	836	232
Item 48	320	280	175	286	267	463	422	9 609E-02	-162
Item 49	344	161	553	453	-4 27E-02	-125	-142	154	5 566E-02
Item 50	-4 14E-02	-9 00E-02	-9 58E-02	-3 04E-02	-115	-7 46E-02	2 817E-02	-153	-861
Item 51	-6 29E-03	271	-1 52E-02	365	-1 29E-02	766	-191	9 416E-02	8 219E-02
Item 52	478	259	164	496	1 921E-02	7 995E-02	152	342	-110
Item 53	472	523	206	4 102E-02	8 282E-02	204	-4 87E-02	348	-212
Item 54	2 641E-02	-2 64E-02	147	614	189	-9 40E-03	138	-1 91E-02	180
Item 55	129	701	290	152	100	232	-1 47E-02	3 473E-02	158
Item 56	772	243	-5 63E-03	161	3 172E-02	135	137	7 477E-03	-106
Item 57	395	1 019E-02	385	220	-290	9 504E-02	524	162	-162
Item 58	491	483	358	147	-1 18E-02	292	101	240	-3 07E-02
Item 59	657	-9 281E-02	301	-2 77E-02	110	160	-7 58E-02	-285	281
Item 60	544	6 390E-03	129	234	177	9 675E-02	118	428	210
Item 61	343	-4 01E-02	8 377E-02	276	-117	153	376	348	480
Item 62	265	6 463E-02	7 651E-03	-1 34E-02	120	794	177	130	7 204E-02
Item 63	268	156	1 300E-02	557	9 811E-02	332	274	-2 81E-02	9 387E-02
Item 64	113	198	334	-2 51E-02	701	204	7 464E-02	281	-191
Item 65	104	3 589E-02	787	7 941E-02	254	178	155	-8 86E-02	-1 03E-02
Item 66	257	-128	389	5 243E-02	492	485	251	6 554E-02	6 521E-02
Item 67	225	126	170	299	655	7 288E-02	191	101	157
Item 68	-4 11E-02	131	691	-5 83E-02	201	-7 64E-02	3 273E-02	196	177

Extraction Method Principal Component Analysis

Rotation Method Varimax with Kaiser Normalization

^a Rotation converged in 41 iterations

Component Transformation Matrix

Component	1	2	3	4	5	6	7	8	9
1	522	406	333	352	256	323	301	233	119
2	484	176	- 354	- 086	- 721	- 156	078	203	- 103
3	204	- 309	- 509	398	194	262	151	- 335	- 452
4	- 142	726	- 208	- 355	218	115	- 136	- 114	- 439
5	297	- 086	468	- 140	080	- 563	209	- 328	- 436
6	153	- 339	351	- 334	- 143	553	- 297	229	- 400
7	- 179	212	260	651	- 306	- 078	- 521	- 091	- 229
8	- 436	- 046	008	169	- 016	- 131	451	619	- 418
9	- 313	114	226	- 029	- 457	378	506	- 477	045

Extraction Method Principal Component Analysis
Rotation Method Varimax with Kaiser Normalization

Significant Components Extracted from Factor Analysis :

Intra Cultural Determinants :

- Collaboration.
- Equity Pedagogy.
- Effective Teaching and Learning.
- Professional Leadership.
- Schools Time Table
- Relationship.

Inter Cultural Determinants :

- Policy Framework.
- Family Background.
- Social Status.
- Local Needs.
- Learning Communities
- Institutional Management
- Belongingness.
(Caste, Class and Religion)

School Environment :

- Social Values.
- Shared Vision.
- Power and Status
- Accountability.
- Health and Hygiene.
- Discipline
- Common Language.
- Local Politics.
- Safe and Secure Environment.

CHAPTER - V

SUMMARY AND CONCLUSION

- 5.1 Introduction
- 5.2 Nature of the Study
- 5.3 Objectives of the Study
- 5.4 Sampling for the Study
- 5.5 Conclusion and Findings

5.1 INTRODUCTION

According to Sir Edward Tylor, culture is that complex whole which combines universe with knowledge, belief, morals, laws, customs and any other capabilities acquired by human being with the natural phenomenon. According to Kingsley Davies, Culture refers to cultivation of immaterial thoughts, art, music, beliefs, and traditions as well as the material means and methods. Man alone is in the possession of culture that differentiates man from other species enabled human being for acquiring potentiality.

Therefore, the Cultural Determinants influence the ways of people to contemplate, feel and act rightly. Being able to understand and shape the culture is the key root for enabling success in promoting academic culture. Societies with a negative culture that does not have values for professional learning, resists change or devalues student development hinder success. Education should be rooted for the sake of the society and improving the unrest condition of the students' culture for the betterment of the welfare Education and culture.

Background Study :

So in academic atmosphere cultural determinants are very important factors to influence the education as a function of the overall system. The present paper is interested to find out different determinants of culture, which can affect our school environment in a societal context. It is observed that two types of determinants have been expressed in academic atmosphere. They are :

(A) Intra-cultural determinants.

(B) Inter-cultural determinants.

Each of these determinants may present a bridge to change long lasting implementation of school environment as well as the societal development. It bears repeating, however, that the interrelatedness of these facts of the school most strongly affects those seeking to improve schools and obstacle of

educational success. So it is mentioned that cultural deterrents are directly related the academic atmosphere ending to academic achievement.

A culturally responsive classroom specially acknowledges the presence of culturally motivated students and the need for the students to find relevant connections among themselves and with the subject matter and the task teachers ask them to perform. In such programmes teachers recognize the different styles of their students and develop instructional approaches that will accommodate their demands. He suggests five components which essential to culturally responsive classroom environment :

- a) Recognition of one's own biases.
- b) Knowledge of student's cultural backgrounds
- c) Understanding of the broader social economic and political context of our educational system.
- d) Ability and willingness to use culturally appropriate classroom environment.
- e) Commitment to building caring classroom communities

According to **Banks, Woolfolk, 1995**, The Dimension of Multicultural Education Application in Classrooms and Similar Settings are –

Content Integration :

To provide example and apply content from a variety of culture and groups.

Equity Pedagogy :

For implementing equal opportunity of education equity pedagogy will become helpful for acquiring knowledge and skill for better learning society

Prejudice Reduction :

The attitude of students' towards the physical world to be modified

The Knowledge Construction Process :

Cultural Determinants within a productive framework where knowledge is constructed within the system are described by the following points

a) Family background and structure, b) Education, c) Interpersonal relationship styles, d) Discipline, e) Time and space, f) Religion, g) Food, h) Health and hygiene, i) History, traditions and holidays.

Boice (1992) identified several characteristics of effectiveness of school environment furnished below for improving institutional culture

- a) Concerned about students active involvement in the learning process
- b) Avoid feelings of isolation by developing social and professional networking with colleague and others
- c) Seek advice on teaching from colleague and consultants Avoid being critical and negative about students

Sammons, Hillman & Mortimor (1995) suggests the following component for effective schools environment :

- i) Professional leadership.
- j) Focus on teaching and learning.
- k) Purposeful teaching
- l) Shared vision and goals
- m) High expectations of all learners
- n) Accountability
- o) Learning communities
- p) Stimulating and secure learning environment

Goodlad's study (1984). An examination of school culture is important because, as points out, "alike as schools may be in many ways, each school has culture of its own and, further its culture may suggest to the careful observer useful approaches to making it a better school".

Patterson, Purkey and Parker (1986) summarize the general knowledge base regarding school culture :

- School culture does affect the behavior and achievement of elementary and secondary school students.
- School culture does not fall from the sky; it is created and thus can be manipulated by people within the school.
- To the extent that it provides a focus and clear purpose for the school, culture become the cohesion that bonds the school together as it goes about its mission
- Though we concentrate on its beneficial nature, culture can be counterproductive and an obstacle to educational success; culture can also be oppressive and discriminatory for various subgroups within the school.
- Lasting fundamental change requires understanding and, often, altering the schools, culture change is a slow process.

Schein (1985) on his paper, “Internationalization of the Culture” explain that every organization is concerned about the degree to which people at all levels fit into fit. Those new to the organization must learn the culture or suffer consequences, such as the feeling of alienation. If on the other hand, the employee is ‘over socialized; the result is total conformity, leading to the inability on the part of the organization to be innovative. He delineates the elements that affect the degree to which culture is internalized.

- Common language and conceptual categories : If members cannot communicate with and understand each other, a group is impossible by definition
- Group boundaries and criteria for inclusion and exclusion : One of the most important areas of culture is the shared consensus on who is in and who is out and by what criteria one determines membership

- Power and status Every organization must workout its packing order, its criteria and rules for how one gets, maintains and loses power, consensus in this area is crucial to help members manage feelings of aggression.
- Intimacy, Friendship and Love : Every organization must work out its rules of the game for peer relationships between the sexes and for the manner in which openness and intimacy are to be handled in the context of managing the organization's tasks
- Rewards and Punishments . Every group must know what its heroic and sinful behaviors are; what gets rewarded with property, status and power and what gets punished in the form of withdrawal of rewards and ultimately ex-communication.

5.2 NATURE OF THE STUDY

The study is basically survey type of research. Different variables are used for collection of data regarding cultural determinants for interpreting the nature of different variables and its relation with education

5.3 OBJECTIVES OF THE STUDY

- 1 To study the cultural determinants in a school environment
- 2 To develop a standardized questionnaire regarding school environment
3. To study the intra and inter cultural determinants in a school environments at higher secondary level.
4. To find out the relationship between cultural determinants and academic achievement in a qualitative way.
- 5 To extract factors regarding intra and inter cultural determinants

5.4 SAMPLING FOR THE STUDY

Various techniques have been devised for obtaining a sampling which will be representative of its population The adequacy of a sample (i.e its lack of

bias) will depend upon our knowledge of the population or supply as well as upon the method used in drawing the sample (Chatterjee, 1976). Here the nature of sampling is purposive type and the number of sample is 200 taken randomly from 500 sample.

Population :

The population of this study is on the students of class XI of North 24 Parganas, Hooghly and Kolkata districts in West Bengal.

Tools of the Study :

A standardized Questionnaire has been used for collecting the data. Questionnaire has been standardized either by experts view during pilot study and then through item analysis final items are selected through SPSS Package.

Selection of the Items :

Out of 68 items 11 items are not statistically significant and rest other 57 items are significant but all the items have been used for Factor Analysis by some modifications of non significant items on the basis of experts view.

Reliability :

Test-Retest method have been applied and the coefficient of correlation has been found to be 0.89 which is highly significant.

Validity :

Content Validity is all along maintained as well as construct validity has been followed during conducting the research.

5.5 CONCLUSION AND FINDINGS

From the survey study conducted by the researchers followed by the Factor analysis, following factors are found significant through factor loading

and Eigen Value for inculcating intra and inter cultural determinants for qualitative and qualitative improvement of education and society too.

Findings 1 :

Intra Cultural Determinants :

- Collaboration.
- Equity Pedagogy.
- Effective Teaching and Learning.
- Professional Leadership.
- Schools Time Table.
- Relationship.

Inter Cultural Determinants :

- Policy Framework.
- Family Background.
- Social Status.
- Local Needs
- Learning Communities.
- Institutional Management .
- Belongingness
- (Caste, Class and Religion)

Extracted factors are very much relevant for seeking quality in one hand and making education sustainable for the betterment both the physical and non physical world in another hand for its own existence and betterment too.

Findings 2 :

Accepted Significant Components on School Environment :

- Social Values
- Shared Vision
- Power and Status
- Accountability.
- Health and Hygiene
- Discipline.
- Common Language
- Local Politics.

Findings 3 :**Cultural Inputs of a School Environment and Academic Achievement****Positive Orientation towards Institution :****Background Culture :**

- Collaborative Practices.
- Academic and Non Academic Activities to be encouraged.
- Aspirations Level
- Goal Co-ordination.

Supportive Mechanism :

- Student Support Services.
- Support Structure.
- Teachers Accountability.
- Group Activity.

Structure of Procedures :

- Academic Management.
- Classroom Climate.
- Teaching–Learning Process.
- Administrative Management.
- Co-operation

Culture :

- Intra Culture.
- Inter Culture.

Environment :

- Collaborative Practices.
- Group Value
- Active Involvement

Primary Process :

- Curricular Choices.
- Curriculum Application
- Teacher-Student Relationship.
- Instructional Organization

Findings 4 :

An Integrated Model of Output Based School Environment on the Basis of Cultural Determinants :

Context : Inter Cultural Determinants

- Education policy.
- Achievement stimulants from higher administrative levels.
- Global educational consumerism.
- Cultural context of school environment.

Practicing Cultural Determinants in a School Environment – Intra Cultural Determinants :

- Achievement-oriented policy.
- Educational leadership.
- Co-operative planning.
- Quality of school curricula.
- Orderly atmosphere.
- Evaluative potential
- Time-Management.
- Structured teaching
- Opportunity to learn
- High expectations of pupils' progress.
- Reinforcement

Cultural Set-Up :

- Teachers Attitude
- Socio Economic Status
- Family Support.

Output – Academic Achievement :

- Student achievement.
- Adjusted for previous achievement.

Globally culture is a guiding force for school environment and society too. In a knowledge based society cultural context is a root for productive education. It has been exposed in this research that how intra and inter cultural determinants can be able to develop academic output . Intra culture especially significant to the qualitative improvement of the internal system and Inter Cultural system can communicate with the Institution in social context Different social and cultural determinants are extracted from global and social contexts exposing outcome based education system leading to social progress. The key roots of the multicultural education system support the collaborative practices and constant evaluative process in the educational system. The present research is intended to elaborate the components of the cultural determinants and its impact on present education system for its highest achievement and consequently the effectiveness of teaching learning system in present perspectives

CHAPTER - VI

BIBLIOGRAPHY AND REFERENCES

APPENDICES

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APPENDIX – A

QUESTIONNAIRE

A STUDY ON INTRA AND INTER-CULTURAL DETERMINANTS IN A SCHOOL ENVIRONMENT AND ITS IMPACT ON ACADEMIC ACHIEVEMENT (English Version)

(The tool has been prepared for collecting data from
different schools in West Bengal for Ph. D. Degree)

Researcher

Amal Kumar Sarkar

Supervisor

Dr. Dibyendu Bhattacharyya

Instruction

Students are requested to give ‘✓’ mark for their correct choice and their opinion will be kept confidential.

Name. Roll No

Name of the School

Class District

- 1 Teaching aids are used in the teaching for making it effective
Yes ☐ No ☐
- 2 Seminar is usually conducted in every year for collaborative practices.
Yes ☐ No ☐
3. Activity based education can enhance academic culture.
Yes ☐ No ☐
4. Learners are not getting interest from classes
Yes ☐ No ☐
- 5 Remedial teaching is given for backward students
Yes ☐ No ☐
- 6 The school has no well equipped library
Yes ☐ No ☐
- 7 Curriculum is transacted on the basis of participatory approach
Yes ☐ No ☐
8. Reference books are issued from library
Yes ☐ No ☐
9. Intra cultural determinants encourage academic achievement
Yes ☐ No ☐
- 10 Teachers involvement can improve the academic achievement of learners
Yes ☐ No ☐
- 11 Infrastructure does matter for academic achievement
Yes ☐ No ☐
- 12 Most of the curricula are not logically cited
Yes ☐ No ☐

- 13 Curricula should be practical based.
Yes ☐ No ☐
- 14 Teachers are used to give remedial teaching for the betterment of students
Yes ☐ No ☐
15. There is a little scope in practical oriented science curriculum
Yes ☐ No ☐
- 16 There is no scope for in-depth study
Yes ☐ No ☐
17. Understanding and relationship are the guiding force in a school environment
Yes ☐ No ☐
- 18 The 11th grade curriculum differs from other boards
Yes ☐ No ☐
- 19 The policy framework is mostly unrealistic
Yes ☐ No ☐
- 20 The lecture of teachers is appreciable and it is associated with local needs
Yes ☐ No ☐
- 21 Splitting of structure of 12th grade into 11th and 12th is not logical
Yes ☐ No ☐
- 22 Learners participate different educational programme as co-curricular activities
Yes ☐ No ☐
- 23 School Environment for construction of knowledge is not possible within the present frame work of school
Yes ☐ No ☐

- 24 Family culture is a deciding factor for academic achievement of learners
Yes ☐ No ☐
- 25 Most of the school has no laboratory
Yes ☐ No ☐
- 26 Monthly and weekly tests have been conducted in evaluation
Yes ☐ No ☐
- 27 Socio- Economic status is a determining factor for academic achievement
Yes ☐ No ☐
- 28 Communication between school and society is a significant aspect
Yes ☐ No ☐
- 29 Higher caste having favorable environment doing better in academic life
Yes ☐ No ☐
- 30 External examination is not discriminate properly about the skill and capacity of learners
Yes ☐ No ☐
- 31 Semester process can replace the present method
Yes ☐ No ☐
32. Religious minority have had no relation with their religion and academic achievement
Yes ☐ No ☐
- 33 Academic Self Concept is lowered among backward caste learners
Yes ☐ No ☐
- 34 Curriculum framing has been initiated by the management
Yes ☐ No ☐

35. Different kinds of academic activity have been supervised by the authority.

Yes ☐

No ☐

36. For better academic environment knowledge society is very much impotent.

Yes ☐

No ☐

37. There is a big cultural difference between urban and rural school environment.

Yes ☐

No ☐

38. Parental Education is an essential factor for academic achievement.

Yes ☐

No ☐

39. Teacher interacts with the students during demonstration

Yes ☐

No ☐

40. Students have the freedom to interact with the teachers freely.

Yes ☐

No ☐

41. Classes are held regularly.

Yes ☐

No ☐

42. I participate in science exhibition in my school.

Yes ☐

No ☐

43. Our school have computer.

Yes ☐

No ☐

44. ICT has been used during teaching science

Yes ☐

No ☐

45. Health education is to be imparted in school education.

Yes ☐

No ☐

- 46 Laboratory equipments are shown in classroom teaching
Yes ☐ No ☐
- 47 Sometimes science classes are conducted in the laboratory
Yes ☐ No ☐
- 48 I favour science and shall choice science as my future career
Yes ☐ No ☐
49. Accountability of teachers can lead the institution success
Yes ☐ No ☐
50. We celebrate different cultural programmes in every year
Yes ☐ No ☐
- 51 School has very much conscious about the discipline of its own
Yes ☐ No ☐
- 52 Common language system is not followed in West Bengal
Yes ☐ No ☐
53. Safe and secure environment is emergent for academic success
Yes ☐ No ☐
- 54 We are trying to do better due to our prestigious institution
Yes ☐ No ☐
- 55 Local students are being admitted through Sarba Siksha Mission.
Yes ☐ No ☐
- 56 Private tutor is better than school teacher
Yes ☐ No ☐
- 57 I have no private tutor
Yes ☐ No ☐

58 Family Cooperation is very important for learning better.

Yes ☐ No ☐

59. We have a good relation with the other teacher.

Yes ☐ No ☐

60. In future I want to study with science due to greater vocational opportunity.

Yes ☐ No ☐

61 Social values are kept in our school environment

Yes ☐ No ☐

62 A clear vision of the school lead it to academic progress

Yes ☐ No ☐

63. Power and Status must be well balanced in a school environment

Yes ☐ No ☐

64 Accountability enhances the academic output

Yes ☐ No ☐

65. In a school environment we are very much indifferent about health and hygiene.

Yes ☐ No ☐

66 In my school discipline is strictly maintained

Yes ☐ No ☐

67 Common language does matter in a globalized education system

Yes ☐ No ☐

68 Political interference can retard the usual progress of a school environment.

Yes ☐ No ☐

প্রশ্নপত্র

A Study on Intra and Inter-Cultural Determinants in a School
Environment and its Impact on Academic Achievement

এই প্রশ্নপত্রটি তথ্য সংগ্রহের জন্য তৈরী হয়েছে যা গবেষণার কাজে সাহায্য করবে।

গবেষক

অমল কুমার সরকার

গবেষণা নির্দেশক

ডঃ দিব্যানু ভট্টাচার্য

কল্যাণী বিশ্ববিদ্যালয়

শিক্ষা বিভাগ

কল্যাণী, নদীয়া

নির্দেশনা

শিক্ষার্থীদের নিজেদের পছন্দমত যে কোন একটি ক্ষেত্রে ‘✓’ চিহ্ন দিতে অনুবোধ করা হচ্ছে,
তাদের এই মতামত গোপন রাখা হবে এবং গবেষণা কাজেই ব্যবহৃত হবে।

নাম ক্রমিক সংখ্যা :
বিদ্যালয়ের নাম :
শ্রেণী : জেলা

প্রশ্নপত্র

১ শিক্ষন প্রদীপণ ব্যবহার করা হয় ফলপ্রসূ শিক্ষনের জন্য।

হ্যাঁ ☐ না ☐

২ পাবস্পরিক জ্ঞানের আদান প্রদানের জন্য প্রত্যেক বছর বিদ্যালয়ে সেমিনার করা হয়।

হ্যাঁ ☐ না ☐

৩ কর্মমুখী শিক্ষা শিক্ষাগত সংস্কৃতিকে বৃদ্ধি করে।

হ্যাঁ ☐ না ☐

৪. শ্রেণীকক্ষে শিক্ষার্থীরা আগ্রহ পায় না।

হ্যাঁ ☐ না ☐

৫. পিছিয়ে পড়া শিক্ষার্থীদের সহযোগী শিক্ষা দেওয়া হয়।

হ্যাঁ ☐ না ☐

৬ বিদ্যালয়ে কোন ভাল গ্রন্থাগার নেই।

হ্যাঁ ☐ না ☐

৭. পাঠক্রম পরিবেশিত হয় অংশগ্রহণকারী দৃষ্টিভঙ্গির মাধ্যমে।

হ্যাঁ ☐ না ☐

৮. বিদ্যালয় গ্রন্থাগার থেকে সহযোগী (Reference) বই সমূহ দেওয়া হয়।

হ্যাঁ ☐ না ☐

৯ আন্ত-সাংস্কৃতিক উপাদান শিক্ষাগত পাবদর্শিতা বৃদ্ধিতে উৎসাহ যোগায়।

হ্যাঁ ☐ না ☐

১০. শিক্ষণে শিক্ষকের অন্তর্ভুক্তি শিক্ষার্থীর শিক্ষাগত পাবদর্শিতাকে বাড়িয়ে দেয়।

হ্যাঁ ☐ না ☐

১১ বিদ্যালয় পরিকাঠামো শিক্ষাগত পাবদর্শিতার একটি ঘটনা।

হ্যাঁ ☐ না ☐

১২ বেশীভাগ পাঠক্রম যুক্তিযুক্তভাবে সাজানো নেই।

হ্যাঁ ☐ না ☐

১৩ পাঠক্রমের ব্যবহারিক ভিত্তি থাকা উচিত।

হ্যাঁ ☐ না ☐

১৪ বিদ্যালয়ে ছাত্রছাত্রীদের সুবিধার জন্য শিক্ষকগণ রেমিডিয়াল ক্লাস নেন।

হ্যাঁ ☐ না ☐

১৫ বিজ্ঞান বিষয়ক পাঠক্রমে ব্যবহারিক ভিত্তি সামান্য পৰিমাণে আছে।

হ্যাঁ ☐ না ☐

১৬ গভীর জ্ঞানের জন্য শিক্ষন পরিমন্ডলে কোন ক্ষেত্র নেই।

হ্যাঁ ☐ না ☐

১৭ বোধগম্যতা এবং সম্পর্ক হল বিদ্যালয় পরিবেশের চালিকা শক্তি।

হ্যাঁ ☐ না ☐

১৮ উচ্চমাধ্যমিক পাঠক্রমের ক্ষেত্রে বিভিন্ন বোর্ডে পাঠক্রম আলাদা।

হ্যাঁ ☐ না ☐

১৯ পাঠক্রমের কাঠামো সংক্রান্ত নীতি বেশীর ভাগ অবাস্তব।

হ্যাঁ ☐ না ☐

২০ শিক্ষক / শিক্ষিকাগণের পড়ানো প্রশংসনীয় এবং এই কাজ স্থানীয় চাহিদা অনুযায়ী করা হয়।

হ্যাঁ ☐ না ☐

২১ উচ্চমাধ্যমিক স্তরের পাঠক্রমকে একাদশ ও দ্বাদশ শ্রেণীতে আলাদা করা যুক্তিসঙ্গত নয়।

হ্যাঁ ☐ না ☐

২২ বিদ্যালয়ে শিক্ষার্থীরা যে সব অনুষ্ঠানে যোগদান করে সেগুলি সহ-পাঠক্রমিক কার্যাবলি নামে পরিচিত।

হ্যাঁ ☐ না ☐

২৩ বর্তমান বিদ্যালয় কাঠামোয় জ্ঞান অর্জনের বিদ্যালয় পরিবেশ গঠন করা সম্ভব নয়।

হ্যাঁ ☐ না ☐

২৪ শিক্ষার্থীর শিক্ষায় পাবদর্শীতা অর্জনে পরিবাব সংস্কৃতি হল একটি স্থায়ী উপাদান।

হ্যাঁ ☐ না ☐

২৫ বেশীর ভাগ বিদ্যালয়ে কোন গ্রন্থাগার নেই।

হ্যাঁ ☐ না ☐

২৬ বিদ্যালয়ে মূল্যায়নের জন্য সাপ্তাহিক এবং মাসিক টেস্ট হয়।

হ্যাঁ ☐ না ☐

২৭ একটি বিদ্যালয়ের আর্থসামাজিক অবস্থা হল শিক্ষামূলক পাবদর্শিতাব নির্ধারিত উপাদান।

হ্যাঁ ☐ না ☐

২৮. বিদ্যালয় এবং সমাজের যোগাযোগ হল শিক্ষাব একটি তাৎপর্যপূর্ণ দিক।

হ্যাঁ ☐ না ☐

২৯ উচ্চ সম্প্রদায়েব শিক্ষামূলক পরিবেশগত পরিস্থিতি অনুকূল থাকে।

হ্যাঁ ☐ না ☐

৩০. ব্যবহারিক পরীক্ষা শিক্ষার্থীদের পড়াশুনোর মানকে সঠিকভাবে প্রতিফলিত করে না।

হ্যাঁ ☐ না ☐

৩১ সেমিস্টার পদ্ধতি বর্তমান পদ্ধতির থেকে অনেক ভাল।

হ্যাঁ ☐ না ☐

৩২ ধর্মীয় সম্প্রদায়গত অবস্থান ও শিক্ষামূলক পারদর্শিতার মধ্যে কোন সম্পর্ক নেই।

হ্যাঁ ☐ না ☐

৩৩. পিছিয়ে পড়া সম্প্রদায় ছাত্রছাত্রীদের বিষয়গত আত্মধাবনা কম।

হ্যাঁ ☐ না ☐

৩৪. পাঠ্যক্রম বিন্যাসে প্রশাসনের গুরুত্বই সর্বাধিক।

হ্যাঁ ☐ না ☐

৩৫. বিদ্যালয়ে বিভিন্ন ধবনের শিক্ষাগত কার্যাবলিকে প্রশাসনিকভাবে পর্যবেক্ষণ করা হয়।

হ্যাঁ ☐ না ☐

৩৬. ভাল শিক্ষা পরিবেশের জন্য জ্ঞানীসমাজ বিশেষ গুরুত্বপূর্ণ।

হ্যাঁ ☐ না ☐

৩৭ গ্রাম ও শহরেব বিদ্যালয় পরিবেশের মধ্যে সংস্কৃতিগত পার্থক্য দেখা যায়।

হ্যাঁ ☐ না ☐

৩৮ শিক্ষাগত পাবদর্শিতার অন্যতম শর্ত হল পিতামাতার শিক্ষা।

হ্যাঁ ☐ না ☐

৩৯ শ্রেণীকক্ষে শিক্ষক ও শিক্ষার্থীরা পাবস্পরিক ক্রিয়া প্রতিক্রিয়া করে।

হ্যাঁ ☐ না ☐

৪০ বিদ্যালয়ে শিক্ষক শিক্ষিকার সঙ্গে কথোপকথনের স্বাধীনতা শিক্ষার্থীদের আছে।

হ্যাঁ ☐ না ☐

৪১ ক্লাস নিয়মিত হয়।

হ্যাঁ ☐ না ☐

৪২ আমি আমার বিদ্যালয়ে বিজ্ঞান প্রদর্শনীতে অংশগ্রহণ করি।

হ্যাঁ ☐ না ☐

৪৩. আমাদের বিদ্যালয়ে কম্পিউটার আছে।

হ্যাঁ ☐ না ☐

৪৪ বিজ্ঞান পড়ানোর সময় তথ্য প্রযুক্তির সংযোগ ব্যবহৃত হয়।

হ্যাঁ ☐ না ☐

৪৫. বিদ্যালয় শিক্ষায় স্বাস্থ্য শিক্ষার অন্তর্ভুক্তি হয়েছে।

হ্যাঁ ☐ না ☐

৪৬ শ্রেণীকক্ষে শিক্ষাদান কালে ল্যাবরেটরীবি বিভিন্ন বিষয় দেখানো হয়।

হ্যাঁ ☐ না ☐

৪৭. বিজ্ঞান বিষয়ক ক্লাস মাঝে মধ্যে ল্যাবরেটরীতে হয়।

হ্যাঁ ☐ না ☐

৪৮. আমি বিজ্ঞান পছন্দ করি এবং ভবিষ্যৎ জীবনের অগ্রগতির জন্য বিজ্ঞানকেই বেছে নেব।

হ্যাঁ ☐ না ☐

৪৯. শিক্ষক শিক্ষিকাদের শিক্ষার সামগ্রিক দায়বদ্ধতা বিদ্যালয়ের উন্নতি পরিচালনা করে।

হ্যাঁ ☐ না ☐

৫০ আমবা প্রতি বছর বিদ্যালয়ে বিভিন্ন ধরনের সাংস্কৃতিক অনুষ্ঠান করে থাকি।

হ্যাঁ ☐ না ☐

৫১ বিদ্যালয় তাব নিজস্ব শৃঙ্খলা রক্ষায় খুবই সচেতন।

হ্যাঁ ☐ না ☐

৫২ পশ্চিমবঙ্গে সর্বভাষাভাষী ভাষা পদ্ধতি অনুসরণ করা হয়।

হ্যাঁ ☐ না ☐

৫৩ সুবক্ষিত বিদ্যালয় পরিবেশ শিক্ষামূলক সাফল্যকে সুনিশ্চিত কবে।

হ্যাঁ ☐ না ☐

৫৪ আমাদের সম্মানজনক প্রতিষ্ঠানের জন্য আমবা কাজ কবার চেষ্টা করি।

হ্যাঁ ☐ না ☐

৫৫ স্থানীয় ছাত্রছাত্রীবা সর্বশিক্ষা মিশন দ্বাৰা ভর্তি হয়ে থাকে।

হ্যাঁ ☐ না ☐

৫৬ গৃহশিক্ষক বিদ্যালয় শিক্ষকেব থেকে ভাল।

হ্যাঁ ☐ না ☐

৫৭ আমার কোন গৃহশিক্ষক নেই।

হ্যাঁ ☐ না ☐

৫৮ ভাল শিখনেব জন্য পাবিবাবিক সহযোগীতা বিশেষ গুরুত্বপূর্ণ।

হ্যাঁ ☐ না ☐

৫৯ বিভিন্ন শিক্ষক শিক্ষিকাব সঙ্গে আমাদের ভাল সম্পর্ক আছে।

হ্যাঁ ☐ না ☐

৬০ ভবিষ্যতে আমি বিজ্ঞান নিয়ে পড়ব কাবণ এখানে বৃত্তিমূলক সুবিধা আছে।

হ্যাঁ ☐ না ☐

৬১ সামাজিক মূল্যবোধ আমাদের সামাজিক পরিবেশকে ধবে বেখেছে।

হ্যাঁ ☐ না ☐

৬২ বিদ্যালয়ের স্বচ্ছ উদ্দেশ্য শিক্ষাব উন্নতি কবে।

হ্যাঁ ☐ না ☐

৬৩ শিক্ষামূলক পবিচালনা ও বিদ্যালয়গত সামাজিক অবস্থানেব মধ্যে ভাবসাম্য বজায় বাখা উচিৎ।

হ্যাঁ ☐ না ☐

৬৪ শিক্ষামূলক পবিবেশে সামগ্রিক দায়বদ্ধতা শিক্ষাব পাবদর্শিতা বৃদ্ধি কবে।

হ্যাঁ ☐ না ☐

৬৫ বিদ্যালয় পবিবেশে আমবা দৈহিক স্বাস্থ্য সম্পর্কে যথেষ্ট উদাসীন।

হ্যাঁ ☐ না ☐

৬৬. আমার বিদ্যালয়ে শৃঙ্খলা কঠোর ভাবে পালন করা হয়।

হ্যাঁ ☐

না ☐

৬৭. বিশ্বায়নের শিক্ষা পদ্ধতিতে সাধারণ ভাষা প্রভাব ফেলে।

হ্যাঁ ☐

না ☐

৬৮. রাজনৈতিক ভূমিকা বিদ্যালয় পরিবেশের সাধারণ উন্নতির ক্ষতি করে।

হ্যাঁ ☐

না ☐