



JOURNAL

OF

**SOCIAL EXTENSION AND
REHABILITATION SERVICES**

VOLUME - 1
ISSUE - 1
MAY - AUGUST

20
24

ISSN: XXXX-XXXX

JOURNAL OF SOCIAL EXTENSION AND REHABILITATION SERVICES



Volume – 1

Issue – 1

May to August

2024

Publisher

SAPDF, Kolkata

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Editor's Note

It is with great enthusiasm and a sense of purpose that we present the inaugural volume of the Journal of Social Extension and Rehabilitation Services. As an online journal published triannual in India, our mission is to provide a scholarly platform dedicated to the rigorous exploration and discussion of topics within the realm of social sciences subjects, with a particular focus on Special Education, Fine and Visual Art Education and Languages Studies.

In this first volume, we aim to set a high standard for academic excellence and intellectual discourse. Our journal will feature a diverse array of contributions, including serious academic articles, insightful commentaries, critical analyses, and comprehensive book reviews. We also encourage our readers to engage with the content and express their views on various social, economic, and political issues through our comments section. It is important to note that all comments will be subject to editorial approval to maintain the integrity and quality of discourse.

One of our primary goals is to foster a supportive and inclusive environment for young scholars and students of educational science. Through a dedicated section, we provide an exclusive gateway for emerging voices to publish their original research and studies on various themes of scholarly interest. We are committed to nurturing the next generation of thought leaders in the field of Rehabilitation.

To ensure the highest standards of publication, all submitted articles undergo a rigorous blind peer review process. This evaluation by esteemed referees, in accordance with internationally accepted guidelines, ensures that only articles of superior merit are selected for publication. We uphold a strict policy against the submission of articles that have been published elsewhere or are under consideration by other journals. Authors bear the responsibility of ensuring the originality of their work.

As we embark on this journey, we are grateful for the support and contributions of our authors, reviewers, and readers. Your engagement and collaboration are vital to the success and growth of the Journal of Social Extension and Rehabilitation Services. Together, we will advance knowledge, inspire meaningful dialogue, and contribute to the betterment of rehabilitation and the broader educational landscape.

We hope you find the articles in this volume thought-provoking and enriching. We look forward to your active participation and valuable feedback.

Chief Editor

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**UNLOCKING WALLS OF MATHS CLASSROOM: EXPLORING THE
REVOLUTIONIZING TEACHING AND ASSESSMENT PRACTICES FOR
INCLUSIVITY**

Bhaskar Gurramkonda

Dr. Vanitha C

Abstract

In today's rapidly evolving educational landscape, the traditional walls of the mathematics classroom are being dismantled to pave the way for inclusive and transformative learning experiences. This paper delves into the exploration of innovative pedagogical and assessment approaches practiced by different school teachers that break down barriers to learning, ensuring that all students, regardless of their backgrounds or abilities, are engaged, empowered, and equipped with essential mathematical skills. The urgent need for inclusivity in mathematics education is illuminated, shedding light on the limitations of conventional methods that often fail to cater to the diverse learning styles and needs of students. This paper presents a compelling case for a paradigm shift – a transformation from passive learning to active engagement and from monotonous assessments to holistic & innovative evaluations with the help of previously dealt data, and through exploratory research methods. Revolutionary teaching methods are at the heart of this exploration. From project-based learning that encourages practical application of mathematical concepts to gamification strategies that turn learning into an immersive experience, cases of teachers breaking away from the confines of tradition, Collaborative learning environments, facilitated by technology, enable peer-to-peer teaching, fostering a sense of community and shared knowledge acquisition are presented. Assessment practices, too, are undergoing a radical transformation. Inclusive evaluation strategies are highlighted, such as project presentations that showcase comprehension beyond rote memorization, and self-assessment tools that empower students to take charge of their own learning journey. By employing formative assessments, teachers gain insights into individual progress and can tailor instruction to suit each student's unique learning trajectory are presented in this paper. The paper also emphasizes the vital role of assessment and innovative ways and tools that teachers can use to ease the assessment process by citing ample of suitable examples. A focus group discussion and interview, including both private and public-school teachers was conducted to collect the related data. A view of the teachers on adopting innovative approaches is also presented in this. The needs of teachers to attain this goal of quality education are also comprehensively mentioned. Moreover, the paper underscores the significance of fostering a strong partnership between schools, parents, and the community, acknowledging the collaborative effort required to provide a holistic and enriching education for all. Few success stories and case studies from different schools showcase the transformative impact of these approaches. These anecdotes underscore the tangible benefits of inclusive mathematics education, including improved student engagement, enhanced comprehension, and the cultivation of critical thinking skills that extend beyond the classroom. This Paper envisions a

future where the walls of the mathematics classroom have been shattered, giving way to a dynamic, inclusive, and empowering educational environment. By exploring innovative teaching and assessment practices, educators can bridge the gap between diverse learners, ensuring that every student has the opportunity to thrive mathematically and contribute meaningfully to an ever-changing world.

Keywords: *Innovative ways of Mathematics Teaching, Macro Teaching & Assessment, Innovative Assessment Approaches, Digital tools for Assessment, Immersive Tools*

Introduction

In the dynamic landscape of education, the traditional boundaries confining mathematics education are undergoing a profound transformation. This paradigm shift is propelled by an earnest recognition of the urgent need for innovative pedagogical practices and inclusive approaches (Peterson et al., 2018). Mathematics, once viewed through a monolithic lens of memorization and formulaic rigidity, is now being explored in an expansive light, embracing diverse learning styles and individualized needs. (Süer & Oral, 2021)

The walls of the mathematics classroom, which historically encapsulated students within a regimented syllabus, are crumbling to make way for open, inclusive spaces where learning knows no bounds (Peterson et al., 2018). This educational evolution, driven by a chorus of educators, researchers, and visionaries, beckons forth a renaissance in the teaching and assessment of mathematics.

Traditional teaching methods have been found wanting, unable to accommodate the myriad ways in which students engage with the subject (Zacharis, 2010). The one-size-fits-all approach is being replaced with a tapestry of innovative pedagogies rooted in creativity, collaboration, and exploration (Farangiz, 2023). With the advent of technology and a deeper understanding of cognitive diversity, the imperative to break free from the confines of conventional teaching has never been clearer.

This transformation should not be limited to teaching methods alone; it has to extend to the realm of assessment. The traditional grading system is giving way to assessments that are holistic, authentic, and inclusive. The objective is no longer mere rote memorization but understanding, participation, and the nurturing of innate abilities (NEP, 2020).

Need for the Study

In the contemporary educational landscape, the traditional boundaries of mathematics classrooms are proving to be restrictive, hindering effective and inclusive learning. There is an urgent need to break down these walls and usher in innovative teaching and assessment practices that cater to diverse learners. Traditional methods often fall short in accommodating varying learning styles and needs (Peterson et al., 2018).

Inclusivity in mathematics education is paramount. The demand for a shift from passive learning to active engagement is evident. New pedagogical methods rooted in exploratory research are

required. This transformation includes project-based learning, gamification, and collaborative environments facilitated by technology.

Assessment practices are also ripe for a revolution. They should no longer rely solely on monotonous memorization. Instead, holistic and innovative evaluations, including self-assessment tools and formative assessments, are essential.

In summary, it's imperative to unlock the walls of mathematics classrooms to embrace inclusive, engaging, and enriching educational environments that cater to all learners effectively.

Research Questions

1. What are the different innovative pedagogical and assessment approaches practiced for inclusive mathematics education?
2. What are the revolutionary assessment approaches for inclusive mathematics education?
3. What are the different needs and problems in the mathematics teaching and learning?

Research Method

The researcher employed a robust mixed-methods approach, specifically a concurrent triangulation method, to comprehensively investigate problems and pedagogical practices in diverse schools. Within this approach, methodological triangulation was skillfully applied, utilizing multiple data collection methods for rigorous validation. Data were gathered through personal observations, interviews, and a literature review, ensuring a holistic understanding of the research subject. A survey, targeting both private and government teachers, provided valuable quantitative insights. The study sample for interview primarily on Andhra Pradesh's Jawahar Navodaya Vidyalaya (JNV) Schools. This mixed-methods design enables a nuanced exploration of localized educational challenges and innovative practices, offering a well-rounded view of the research topic.

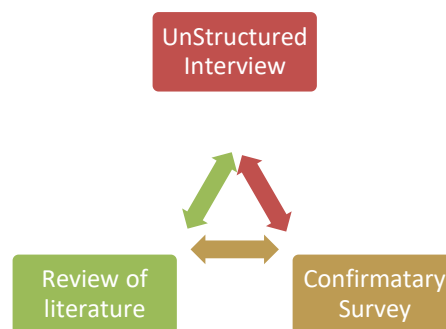


Figure 1: *Showing the overview of the research methodology adopted by the researcher*

Tools

Innovative Pedagogical practice scale for teachers, Innovative pedagogical interview form (IPIF), the latter one consists of questions like Personal Information,

- Do you use innovative Practices in your classroom? investigation of classroom Teachers; views towards innovative pedagogical practices.
- Please write down your vies by specifying why you need to use innovative practices in educational contexts.
- What do you think are the most important problems you encounter while implementing innovative pedagogical practices in your classroom? Write with specific reasons.

The urgent need for innovative practice and inclusivity in mathematics education is illuminated

In interview with the teachers they often found that the innovative pedagogical practice is required to meet the diverse needs, sustain interest, refreshing and long lasting memory, sense of agreement to the subject.

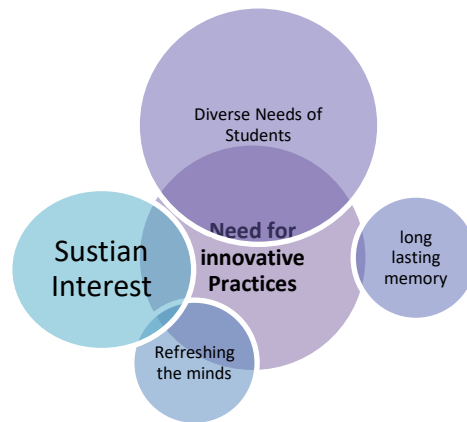


Figure2: Themes created under the need for innovative pedagogical practice

Need for unlocking the walls of Maths Classroom: Exploring the Revolutionizing Teaching and Assessment Practices for Inclusivity

In the contemporary educational landscape, the traditional boundaries of mathematics classrooms are proving to be restrictive, hindering effective and inclusive learning.. Traditional methods often fall short in accommodating varying learning styles and needs (Maureen J. Lage., et al., 2010). [Note: Responses of the interview and the survey questions will be made available while presenting and while publishing in the appendix of the paper]

Table: table showing the review paper information.

Sl. No.	Title	Author & Year	Findings related to topic
1.	Investigation of Classroom Teachers' Views towards Innovative Pedagogical Practices	(Süer & Oral, 2021)	There is a need of innovation for addressing the diverse needs and

			enhance creativity of the students.
2.	Understanding Innovative Pedagogies: Key Themes to Analyse New Approaches to Teaching and Learning	(Peterson et al., 2018)	There should be a scope for creativity, involvement of learners,
3.	Pedagogical Innovations in Elementary Mathematics Instructions: Future Learning and Research Directions	(Rahmadi & Lavicza, 2021)	The paper identified need of innovation as full-fledged learning both educationally and technologically. Gives opportunities for all the learners and ease the learning.
4.	Integration of e-learning for mathematics on resource-Based Learning: Increasing Mathematical creative thinking and self-confidence	(Al Ameer et al., 2021)	The paper identified that the innovative practices builds the sense of confidence among the students and increases the collaborative learning, with increase in critical thinking abilities.

Table 1: *table showing the details of review related to the topic*

Review is done according the key words from google scholar and taken only with the range of 2018 which are published in a journal and which are relevant. The reviews showed in align with the above coding with added things to it, like critical thinking and collaboration of learners and rapport building among the students. Keeping these in mind researcher made structured questionnaire to know the stand of school teachers who are the real stack holders.

When the survey was done 65% of the responses of different private and government teachers agreed the need of innovation in pedagogical practice is to address the diverse needs of the student. Apart from that 50% of sample agreed for the Inclusivity in mathematics education is paramount. The demand for a shift from passive learning to active engagement is evident. New

pedagogical methods rooted in exploratory research are required (Cevikbas & Kaiser, 2022). This transformation includes project-based learning, gamification, and collaborative environments facilitated by technology.

Assessment practices are also ripe for a revolution. They should no longer rely solely on monotonous memorization. Instead, holistic and innovative evaluations, including self-assessment tools and formative assessments, are essential.

Revolutionary Teaching Methods

Revolutionary teaching methods are innovative and forward-thinking approaches to education that aim to transform the traditional learning experience. These methods often break away from conventional teaching practices and embrace new ideas, technologies, and pedagogical strategies to better engage students and enhance their understanding. Here are some revolutionary teaching methods.

To the surprise of the researcher Experts were very much into inclined to the current trends like AI and Project Based teaching especially with mathematics.

Almost all the experts suggested use of AI in teaching to address the diverse learners, where AI produced questions can be given to the students for both exceptional and low achievers, to encourage with their phase as a personalised thing.

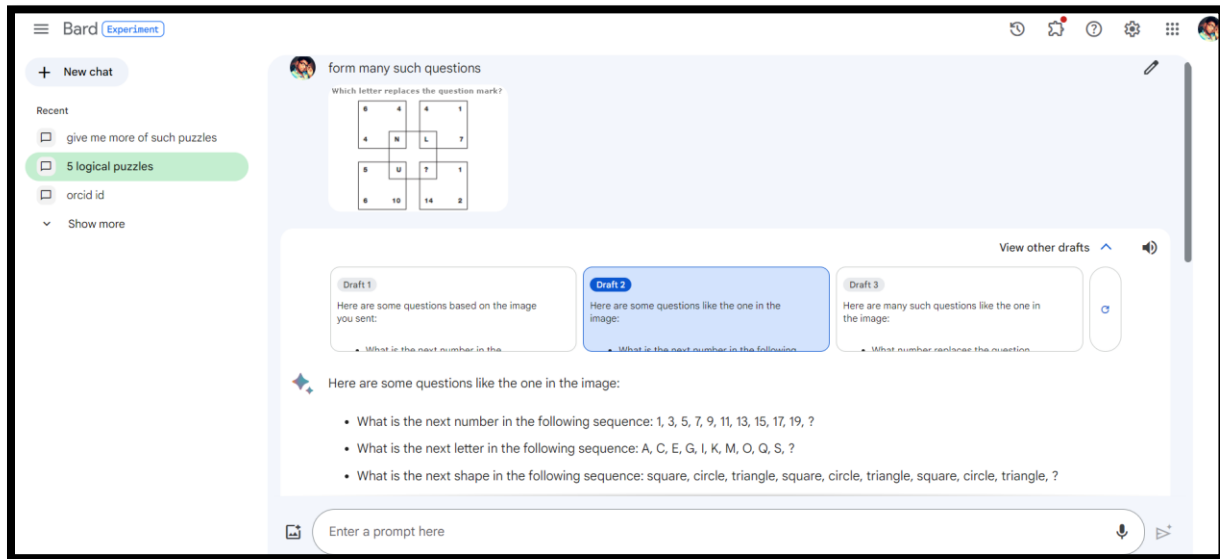


Figure 3: A screenshot showing how AI can be used for better learning

Through the experts talk it was evident that the revolutionary classroom teaching would be of prime focus with immersive learning, where all learners get into with the subject thoroughly.

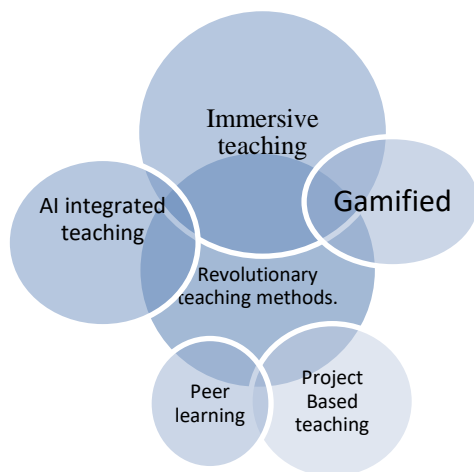


Figure 4: Figure explaining the different teaching methods could revolutionize the teaching

However when we go the check for the basis it has found that the 75.81% of the innovative pedagogy depends on the material chosen, 20.97% on the Technique, and only 3.34% on the setting used (Rahmadi & Lavicza, 2021). When the survey was conducted it has shown that the teacher know about the immersive things but only 20% of the sample were aware on how to use and less than 10% of sample were only knowing how to get and make the immersive classroom. As a result only less than 20% have agreed for the use of these revolutionary teaching methods. Almost 80% of the sample teachers preferred to teach maths in a chalk and talk method.

Innovative Assessment Approaches Practiced

Assessment is undoubtedly an integral part of teaching-learning process; in fact assessment plays an important role in the process of learning and motivation. A teacher from JNV Chittoor during the interview process mentioned the attitude of the student towards any subject typically lies in the assessment process. A equality and equality in the process increases the motivation of the student where as a little partiality can become a cause of demotivation for the students. Though this is not a new and not a emphasized at times as well. Assessment was seen as a grading system alone especially in the mathematics (Nieminen, 2022). However, many teachers have agreed with the argument mentioned in U.S. Department of State, (2017) the assessment practices have changed unlike earlier where assessment is only considered as a grading tool, the assessment now experiencing a paradigm shift. Contrary to that Nieminen, (2022) mentioned that the changing assessment has been playing a key role in the exclusion of children in the classroom and exclusion is deeply woven into the fabric of assessment and this is no way different from the medical model, assessment must be a vehicle of inclusion not a barrier Nieminen, (2022). To Neutralising these, literature revealed, to make the mathematics assessment inclusive needs of students by Hazel Denhart, (2008) (i) self- understanding (ii) writing assistance (iii) strategies for organising one's studies and (iv) visual strategies has to be taken care first. Adding to it

Villarroel et al., (2018) emphasised on Authentic Approach where instead of looking for grades assessment is maintained for holistic approach, where the assessment is done in multiple ways and observations where the students' innate abilities come out. In agreement to it (Mahboob & Szenes, 2010) mentioned these reduces the lingulism and racisminassessment.

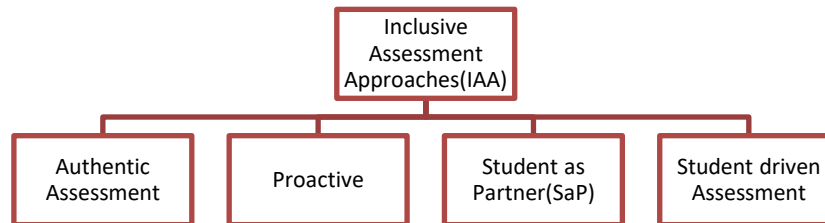


Figure-5: Figure showing different approaches suggested by the literature.



Figure 6: Students of JNV Kadapa & JNV Chittoor participating in the learning and assessing activity through field Authentic Approach and a proactive path.

Pictures are provided by the teachers during the process of interview. Researcher added these into a suitable activity according to the literature.

Authentic Assessment: Authentic assessment is an approach where the teacher intend to check the authentic ways of being a professional in one's field, it might offer possibilities for flexible, diverse and creative authentic accommodation in to the natural setting (Villarroel et al., 2018).

Proactive: it is about creating a least resistant path in the form of assessment. This can be achieved through exam wrapper (Elizabeth, Y. H., et al.,, 2018) where student know what they are going to assessed for. It is like pre-preparing the mindset of the students.

Student as Partner (SaP): This talk about the positioning of the student in the assessment process. Student as a question generator, peer assessor, etc..., Tools like GimKit, e-portfolio would be helpful for this.

Student Driven Assessment: Student-driven assessment, also known as learner-centered assessment or self-assessment, is an educational approach where students actively participate in assessing their own learning progress, understanding, and achievements (Sengupta-Irving & Enyedy, 2015).

Ex: self-assessment, peer assessment, process portfolios, exhibitions (Student-Centered Assessment Resources, 2013).

Sharing on the point of Student Driven Assessment teacher give the flexibility to the student to choose any type of assessment they want to take up. Teacher list out all the possible ways that they can opt for

Ex: Rubrics making, assessment through oral way, assessment through portfolio making and concept map making.



Figure 7: *Picture showing the practiced assessments through poster making and concept map presentation, through Role play.*

Interviewing teachers on it gave different results and are depicted as follows. Almost all the expert teachers expressed their thoughts on the assessment as, it has to be real life oriented assessment and these are aligned with the common sharing of peer assessment and play way method. Experts' teachers felt that the play way method and peer assessment make the assessment more informal and the real qualities of the learner can be tested. As mentioned in NEP, (2020) it satisfies the holistic assessment progress report for the parents. A part from those expert teachers also emphasised on anecdotal reports and observations as an key aspect which would not be in align with the above three as they have to be taken care with intense and effective way.

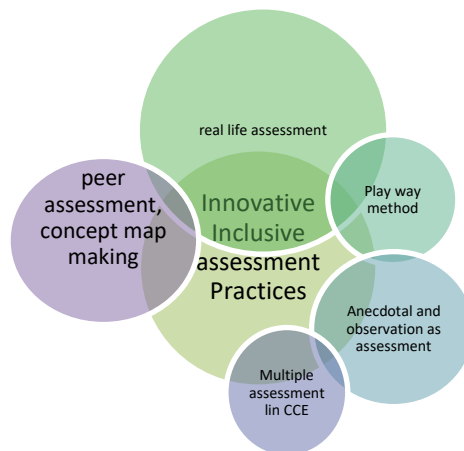


Figure 8: figure explaining the key outcomes of the interview with experts’ teachers.

But the survey results un-aligning with these, showed different results, most of the teachers though they agree with the above things they opted for the traditional way of assessing the students, almost 80% of the teachers who researcher had surveyed had opted for the traditional way of assessing, the reasons for this are discussed in the last section.

The Needs of Teachers to Attain this Goal of Quality Education are also comprehensively mentioned (Challenges)

Interview to the experts had revealed a different context the problems they listed were coming under four categories, as researchers goes on writing memos. Opinions of experts were depicting that administrative support would show least concern to the accessibility of the resources, though accessibility was a least concern of problem. As the internet and technology is penetrating very fast with the wheels of AI, accessibility is now a days is not considerable big issue for the teachers says experts.

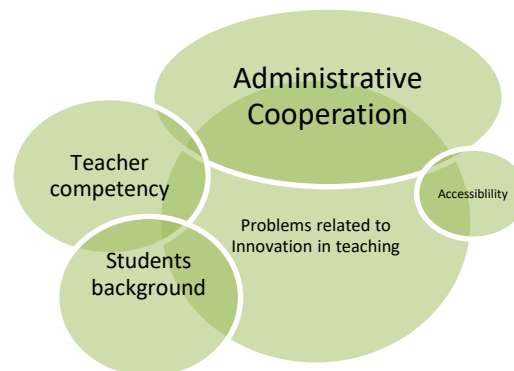


Figure 9: Figure explaining the Problems and challenges related to innovating teaching.

Whereas teaching competency and the background of the student has become the concern of interest to tackle the problem. It has been clear to the researcher that administrative is supporting for the teaching competency, by providing FDPs and Faculty Induction Programme (NCERT, 2020). The Rigidity of the teachers towards it is the prime concern says an expert. Students’ background (attitude, environmental support at home etc.,) is one thing which is irreducible anytime with new aspects coming up day to day says other expert.

A systematic review paper (Rahmadi & Lavicza, 2021) had revealed few problems for the innovative inclusive teaching practices and assessments as lack of basic understanding, lack of positive attitude towards maths, lot of misconceptions, for the students and from the teacher side it was mentioned as not developing their own lesson plans, depending on the support systems much makes the learner, teacher connection weak, limited time to do the exercise, lack of competency in using tools and making tools.

The 80% of the survey results were pointing to the administrative support as prime concern and 85% lack of competency development support system, 90% of the sample felt the infrastructural barriers as one of the prime concern.

Results and Discussion

The urgent need for innovative pedagogical practices and inclusivity in mathematics education was emphasized in both expert interviews and the survey. This need arises from several key factors, including the diverse needs of students, the desire for sustained interest and long-lasting memory of mathematical concepts, and the importance of students' agreement with the subject matter. Few of these findings align with the work of Süer & Oral, (2021) which highlighted the need for innovative teaching to engage students.

Innovative inclusive Pedagogical Practices

Necessity of innovative practices were the key aspects that the experts had mentioned, specifically to make the inclusion of diverse learners possible with the use of immersive technology, including visual materials, such as smart boards, 3D models (Su et al., 2022).

Further literature such as, Peterson et al. (2018) and Rahmadi & Lavicza (2021) also highlighted the need for innovative pedagogical practices. The papers reviewed emphasized creativity, learner involvement, and the need for innovative practices to make learning more effective. Integration flipped classroom, blended learning approach through e-learning, as suggested by Al Ameer et al. (2021), seen to build students' confidence, encourage collaborative learning, and enhance critical thinking abilities.

However, on one side experts were enthusiastic about innovative teaching methods; to the other end the survey revealed that most of the teachers (80%) preferred traditional chalk-and-talk methods. Only, a small percentage (20%) showed awareness of immersive teaching methods but lacked the knowledge on implementing them. This discrepancy highlights the existing gap between the recognition of the need for innovative pedagogy and its practical implementation, this aspect has to be studied and required modification at curriculum level and implementation level must be made.

Innovative Assessment Approaches

Assessment is not only an integral part of teaching and learning, it is a key aspect for learners' motivation and perception of equality and fairness. Traditional grading-based assessment was criticized for its limitations (Nieminen, 2022), while experts and the literature emphasized a shift towards more inclusive, authentic, and holistic assessment approaches.

Experts highlighted the importance of authentic assessment, where students' innate abilities can shine. Authentic assessments align with real-life scenarios and focus on a holistic view of student performance (Villarroel et al., 2018). Proactive assessment methods, such as exam wrappers, were mentioned as tools to prepare students for assessment, making them more comfortable and less anxious.

Student-driven assessment, including self-assessment and peer assessment, was advocated as a means to empower students in the assessment process. It promotes active student participation and reduces linguistic and racial biases in assessment (Mahboob & Szenes, 2010).

Despite experts' endorsement of these innovative assessment methods, the survey results revealed that around 80% of the surveyed teachers preferred traditional assessment methods. The reasons behind this preference are explored in the upcoming section.

Challenges to Implementing Innovation

The challenges identified by experts and literature align with those highlighted in the survey. Experts saw administrative support as less of an issue, given the accessibility of resources in today's digital age. However, they expressed concerns about teaching competency and the diverse backgrounds of students. Administrative support, through Faculty Development Programs (FDPs) and Faculty Induction Programs (NCERT, 2020), was available but was met with resistance from some teachers.

Survey results, on the other hand, reflected administrative support (80%) and competency development (85%) as areas that needed improvement. Nearly 90% of the surveyed teachers cited infrastructural barriers as a significant concern.

Conclusion

In conclusion, the urgent call for innovation and inclusivity in mathematics education resonates strongly through both expert insights and survey responses. Educators recognize the need for innovative pedagogical practices to meet diverse student needs, enhance engagement, and create lasting subject-matter comprehension. While experts champion innovative approaches and assessments, the survey demonstrates a prevailing preference for traditional teaching and evaluation methods among teachers. Challenges such as limited administrative support and competency development remain hurdles to realizing these innovations. Bridging this gap between recognition and implementation is essential for creating more effective and inclusive mathematics education, empowering educators to employ innovative pedagogies and assessment strategies that engage and benefit all students.

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JOURNAL OF SOCIAL EXTENSION AND REHABILITATION SERVICES
Volume – 1, Issue – 1, May to August 2024

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**ADAPTIVE YOGA PRACTICES FOR CHILDREN WITH INTELLECTUAL
DISABILITY**

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Manisha Chopra

Dr. M. Karuppasamy

Abstract

The purpose of the study was to develop the adaptive yoga practices for children with Intellectual Disability. Yoga is a scientific system of mental, spiritual and physical development. Evidently, it would appear that yoga has extensive benefits and can help us to be a more balanced, relaxed, focused, efficient and effective person. The benefits of yoga can thus be applied to a variety of disciplines including training of children with Intellectual disability. This paper will highlight the benefits for children with Intellectual disability through the practice of adaptive Yoga practices and explore how Yoga can significantly enhance their performance. This wonderful and ancient practice of Yoga can be beneficial and accessible to everyone including individuals with special needs. Yoga has become a part of the lifestyle of the general community yet need to be available to the special needs community. The children with Intellectual Disabilities can be treated up to a great extent with the help of yogic techniques.

Keywords: Adaptive Yoga Practices, children with Intellectual Disability, Yogic Techniques

Introduction

“Yogas Chitta (mind) Vritti (thoughts) Nirodha (remove) – Yoga is the removing of the fluctuations of the mind.” – Maharishi Patanjali

In simple words Yoga means unity (oneness) or (to join). Regular yogic practices can be helpful increasing overall wellbeing of an individual. Consistent and regular yogic practices and patience can enhance the performance of Children with Intellectual Disabilities. Yoga has also been said to strengthen the mind-body connection, bring calmness and relaxation to mind, enhance self-confidence, strengthen self-discipline and self-resolve, reduce stress / anxiety and increase vitality and energy throughout the body. Yoga is a creative method to make these children understand and follow instructions properly but it has been observed that they can be helped passively by putting them in different postures and making yoga practice interesting through yoga games, modified techniques of yogic activities, mimicry of animals as they get into their postures. Through this technique children with intellectual disabilities can enjoy the yoga session. It may also improve rehabilitation of Children with Intellectual Disabilities. Adaptive yoga practices are those practices which are modified according to the need and capability of the children with Intellectual Disability. Yoga therapy is gaining rapid recognition as a form of treatment that can improve the physical and mental wellbeing of children with a variety of complex needs. Practice of Yoga is being tried with children with intellectual disabilities to improve their general health, increase flexibility, increase self-awareness, increased motor skills,

enhances gross & fine motor skills, muscle tone, weight loss, improve digestion, promotes thinking & memory, teaches patience, increases learning and creativity, reduces impulsivity, hyperactivity, improve eye sight, remove laziness & insomnia, increases concentration level, calms down mind and body, develops will power.

Methodology

Planning and Organizing Activities for Children with Intellectual Disabilities

To make children with intellectual disabilities learn how to perform and enjoy the yogic practices, teacher needs to keep the following points in mind:-

- Make sure that the activities chosen are age appropriate.
- The environment and materials used should be conducive to specific developmental stage.
- The child must be exposed to a variety of activities.
- Activities should be easily accessible, realistic and suited to the child's family environment.
- Find out their strength and abilities, rather than their limitations.
- Opportunities for each student. It will help to accept their own strengths and limitations.

Types of Yogic Practices

1. Asana (Adaptation in Asana)
2. Pranayama (Adaptation in Pranayama)
3. Shatkarama (Adaptation in Shatkarama)
4. Meditation (Adaptation in Meditation)

“Asana eradicate diseases of the body and Pranayama eradicates sins of the mind.”

Asana (Adaptation in Asana)

Asana is a particular posture of the body in which a person's sits stable and comfortably. We have three types of sequences in Asana i.e. Standing Position, Sitting Position, Lying Position (Supine position and Prone position). We can modify the asana and break it into smaller steps as per the child need and limitations. Let each child explore and perform the asana as demonstrated with an example of Surya Namaskar. It will improve their motor coordination and general awareness. It will also reduce fatigue and buildup stamina and tolerance of exertion. It can be surmised that suryanamaskar served as a mood elevator and to channelize their extra energy.

E.g. To perform Surya Namaskar we have to make adaptation in the asana for children with Intellectual Disability who are wheelchair user or those who cannot sit on floor due to postural deformities. They can perform on the chair (as demonstrated in the pictures given below). Some children may have difficulty in standing and in raising both hands, provide support of a bar or wall when required.



Surya Namaskar (12 steps of yoga asana)

Pranayama (Adaptation in Pranayama)

Pranayama is defined as control on breath. Pranayama is composed of two words “Prana” & “Ayama”. Prana means “Vital energy” or “Life force” Ayama means “Control”.

Breathing normally through the nose stimulates the brain, so as the majority of these children are mouth breathers, this further compounded their mental inadequacies. The practice of deep breathing through the nose while sitting was useful for relaxation and stimulating the brain, diminish anger and hyperactivity.

In pranayama the basic breathing exercises are deep inhalation and deep exhalation. Initially demonstrate and provide physical and verbal prompts. Do not limit instructions to verbal level only. Repeat many times to help them achieve steadiness. Do not introduce breathing technique in the beginning. Allow students to practice simple asana regularly, breathing as usual. Once they are comfortable with movement and posture, introduce breathing. To motivate inhalation, sprinkle perfume on their hand or use any flower and ask them to smell it. It will make the child learn the activity with fun. To teach exhalation, blow bubble and ballon filling games are excellent fun games to teach exhalation exercises.



Inhalation Activity

Exhalation Activity

Shatkarma (Adaptation in Shatkarma)

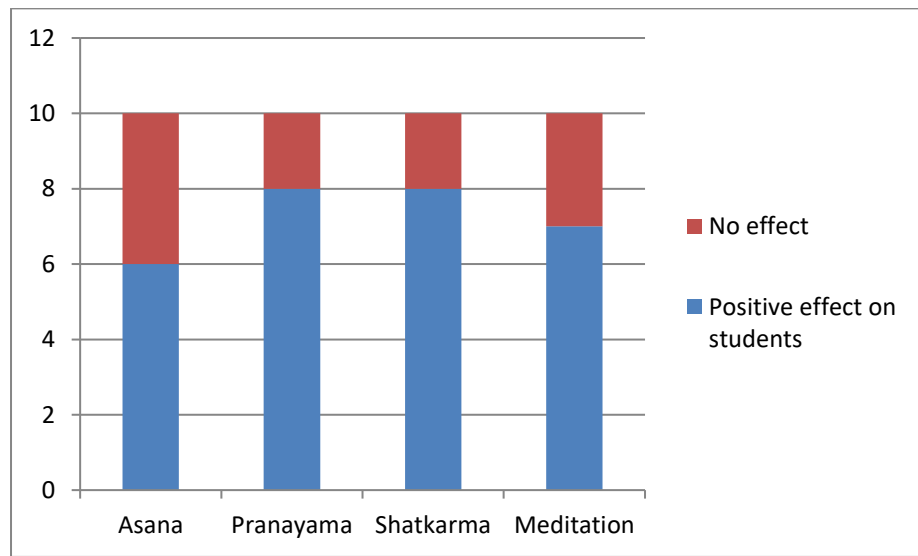
Shatkarma (Shat + Karma) Shat means Six & Karma means Actions/Techniques. It has six cleansing practices. Shatkarma practices remove waste materials of our internal organs which are not expelled normally from the body. Tratak is one on the technique from Shatkarma which is very beneficial for children with Intellectual Disabilities to improve their attention and sitting span. It will also improve eye sight, remove laziness & insomnia, increases concentration level, makes eyes clean & bright.

Tratak: Tratak means to gaze at a fixed point until the tears roll out of the eyes. It is a process of concentrating on a single point, black dot or flame. Initially start tratak on dot then switch on to candle flame. For this, you can draw a black dot on white paper and paste it on the wall up to level of eyes then candle flame as demonstrated in the pictures.



Meditation (Adaptation in Meditation)

The primary aim of yoga is to develop consciousness therefore there are many techniques described in yoga for helping to develop dharana and dhyana (concentration and absorption). Foremost among the techniques of yoga for bringing about a state of relaxation is Yoga Nidra. Meditation is a higher stage. Initially we teach fun based meditation techniques to special children to increase their physical and mental awareness. For this, we do some fun based meditation activity to enhance their awareness, e.g. Meditation through Clapping. In this activity the children have to clap and stop as per the instructions. Initially many children with intellectual disability don't stop when we instruct them to stop due to attention span problem. So, this will help them to improve their attention, concentration, memory, develop will power and calms down mind and body.



Positive Effect on Hyperactivity of 10 students through Yogic practices

Conclusion and Suggestions

A regular and consistent practice of yogic practices can bring improvement in children with Intellectual Disabilities. Slow, rhythmic yogic practices can regulate and controls the thought process and eventually the mind. Mind relaxes and experiences a feeling of serenity. It also improves the concentration level, memory, learning, perception ability. It also improves the interpersonal relationship. Yoga practice helps to channelize this potential energy for biomechanical function of activities of Daily living. Yoga has also been said to strengthen the mind-body connection, bring calmness and relaxation to mind, enhance self-confidence, strengthen self-discipline and self-resolve, reduce stress / anxiety and increase vitality and energy throughout the body. Yoga is a creative method to make these children understand and follow instructions properly and also it has been observed that the they can be helped passively putting them in different postures and making them in different postures and making yoga practice interesting through yoga games, modified techniques of yogic activities, mimicry of animals as they get into their postures. Through this technique children with intellectual disabilities can enjoy the yoga session. It may also improve rehabilitation of people with Intellectual Disabilities. One becomes more connected to reality with its regular practice, hence “living in reality and accepting the circumstances with positivity, in spite of disability are Rehabilitation.”

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**PROMOTING WELL-BEING THROUGH INCLUSIVE EDUCATION: STRATEGIES
AND PRACTICES**

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Suhana Begum

Abstract

Inclusive Education has emerged as a fundamental paradigm shift in the realm of education, emphasizing the right of every individual to access quality education regardless of their background, abilities, or differences. In this article explores the nexus between inclusive education and promoting well-being among learners within educational settings. By embracing diversity and fostering an environment of acceptance, inclusive education cultivates social cohesion, empathy, and mutual respect among learners. This paper highlights various strategies and practices within inclusive education that contribute to cultivating well-being. These include personalized learning approaches, supportive classroom environments, collaborative teaching practices, peer support systems, and targeted interventions for students with special needs. Moreover, promoting empathy, acceptance, and respect for diversity cultivates a culture of inclusion, where all students feel valued and empowered. This study advocates for the integration of inclusive practices into educational policies and pedagogies to ensure that all learners have equal opportunities to reach their full potential and experience well-being within the educational ecosystem.

Keywords: *Cultivating, Well-Being, Inclusive Education, Personalized Learning Approaches*

Introduction

Inclusive Education stands as a cornerstone in enhancing the well-being of individuals across diverse communities. It embodies the principle that every person, regardless of their background, abilities, or differences, has the right to access and participate in quality education. Beyond the realms of academics, inclusive education extends its reach to cultivate a holistic environment that nurtures emotional, social, and psychological well-being. By embracing diversity and dismantling barriers, inclusive education paves the way for a more equitable and compassionate society. Inclusive Education promotes a culture of empathy and understanding. By exposing students to diverse perspectives and experiences, it cultivates empathy and reduces prejudice and discrimination. When individuals feel understood and accepted for who they are, it contributes to their emotional well-being and overall mental health. Inclusive classrooms become safe spaces where students can express themselves authentically and develop positive self-esteem.

Inclusive Education also plays a crucial role in fostering resilience and adaptability. By embracing diversity and accommodating individual differences, it equips students with the skills necessary to navigate an ever-changing world. Inclusive classrooms encourage problem-solving, critical thinking, and creative expression, empowering students to overcome challenges and thrive in diverse settings. As students learn to appreciate differences and embrace uncertainty,

they develop resilience and a growth mindset, essential components of well-being in the face of adversity.

The concept of well-being encompasses not only academic achievement but also social, emotional, and psychological dimensions. Inclusive Education, with its emphasis on diversity, equity, and belonging, offers a fertile ground for nurturing holistic well-being. By embracing diversity and accommodating individual differences, inclusive education creates an environment conducive to positive socio-emotional development and mental health. Educators play a pivotal role in creating inclusive classrooms and promoting positive social interactions among students. Equipping teachers with the necessary knowledge, skills, and resources is crucial for building inclusive learning environments that prioritize the well-being of all learners.

Objectives of the Study

1. To study the overviews of some accommodation in inclusion.
2. To list out the different types of Well-Being in the context of inclusion.
3. To know the role of School to promote inclusion.
4. To know the various strategies to enhance well-being through inclusive education among the students.

Some Accommodations in Inclusion

- **Common accommodations:** is to create an inclusive learning environment in the classroom. Accessible design and furniture for people who use wheelchairs or other assistive devices; advance notification of assignments for students who require more time to complete them; alternate methods of completing assignments based on students' interests, learning styles, and abilities; use of assistive technology, such as computer spell check; permission to use assistive listening devices, such as talking computers or calculators, for people who are visually impaired; and document conversion (such as converting printed materials into Braille, large print, tape, embossed or raised letters, etc.)
- **Curriculum accommodations:** inclusive education needs to be age- and function-appropriate as well as transition-wise. With a functional curriculum, students could engage in a variety of activities both inside and outside of the classroom. Activities carried out by their normal classmates to promote interaction are part of an age-appropriate curriculum (suitable for both chronological age and mental age).
- **Other accommodations:** include creating inclusive policies (pertaining to learning objectives and environments) and informing educators, parents, and students of them. Well-defined policies would reduce the likelihood of disagreements. Participation in planning and in-service teacher training is further accommodations.

Well-Being in the Context of Inclusion

Well-being is the state of being happy, healthy, socially connected, prosperous and purposeful. It is important to note that this requires not just being in good physical and mental health but also having a high level of life satisfaction and a sense of meaning or purpose in life. Everyone,

regardless of age, gender, race, or ability or disability, is interested in achieving and maintaining their wellbeing. Therefore, how many individuals nurture wellbeing? Though it's not always easy, this is probably simple. You may require further assistance at times. Choosing and maintaining happiness can sometimes be achieved by creating a habit. A happiness and well-being plan is one technique that might assist you in maintaining your well-being objectives. Individuals need to realize that events, thoughts, and deeds all contribute to one's overall wellbeing. Challenges or occurrences may have an impact on this.

There are different types of well-being like Emotional, Physical, Social, Work-Place and Societal Well-Being

- **Emotional well-being:** Resilience, the ability to deal with difficult situations and situations, such as dealing with injustice, disappointment, or failure, or facing a difficult event or circumstance, are all indicators of emotional well-being. Additionally, you can experience happiness or positive emotions by using stress management strategies, generating emotions, adopting a positive mindset, controlling your emotions when faced with difficulties, and practicing mindfulness. Resilience, positive thinking, mindfulness, and happiness are all abilities that we need to acquire. Hopefully, we can assist people in developing emotional well-being if we can also assist marginalized and disabled individuals in cultivating traits like kindness, humility, resilience, and growth mentality. **For example**, thinking positively is generally associated with improved emotional health. We ought to understand that our bodies, minds, and emotions are our tools; they shouldn't be obstacles in our lives.
- **Physical Well-Being:** It is the state in which your body functions better as a result of eating a balanced diet, getting adequate sleep, and exercising. Consider how marginalized people, including those with disabilities, might improve their physical health if they are the subject of bullying due to their physical condition.
- **Social Well-Being:** When you are able to interact and build meaningful relationships with individuals, regardless of their appearance, gender, socioeconomic background, or disability, you are practicing social well-being. It is important to recognize that when we work to protect disadvantaged people, including those with special needs or disabilities, from bullying and discrimination, we are also promoting our own social well-being. When we enhance social skills among persons with disabilities and others who are marginalized, and if we develop our own social skills, it is easier for us to have positive interactions with other people. This would make us feel less lonely, less angry and would make us feel less disconnected. We also feel we have more purpose in life, making our life more meaningful to live. We can also try to maintain a support network that can help us overcome loneliness, like keeping close relationship with family, or having supportive friendships, spiritual guidance, seeing a psychiatrist, when necessary, etc. and of course avoiding toxic and abusive people at same time.
- **Workplace Well-Being:** The state of being happy and content at work is known as workplace well-being. Ideally, this work will allow you to follow your passions, fulfil

your purpose and values, grow professionally, and expand your skill set. Maintaining a balance between work and life outside of work, including family, leisure, and rest, is essential for workplace well-being. Additionally beneficial would be discovering a reason for our labour. Imagine the difficulties marginalized individuals, such as those with disabilities, face in finding and keeping a job because of issues with bullying, low pay, and discrimination. What actions are possible?

- **Societal Well-Being:** Contributing actively to your community, fostering culture, creating a sustainable environment, joining volunteer organizations that assist others, and other such activities are all indicators of societal well-being. A culture of kindness, justice, fairness, and compassion must be promoted. We have a sense of belonging to something greater than ourselves as a result of this. Honestly, when you stop to think about it, is it really worth the time to discriminate against other people, such as those who are marginalized and have special needs? Why don't we concentrate on assisting one another in creating a more cohesive society, planting food, recycling, and producing less garbage in order to live in a healthy planet?

Role of School to Promote Inclusion

- Schools have a significant role in providing and ensuring social, emotional and physical well-being for students since children and youth spend plenty of time in school. Inclusive education gives opportunities for children with all types of abilities to learn, play and grow up together. This is an environment where individual differences are not a hindrance to making friends. Nor do they dictate school placement or with whom they go to school. We must realize that inclusion is not merely using strategies to teach LSEs, nor dealing with placement of these students. Inclusion is more about belonging to a school community and neighborhoods. We must also take note that inclusion is not just about physically putting children in regular education schools. It is making them actually be active participants in that environment. This sense of belonging is done by teaching students about it. The instruction is intentional and well planned. Cultivating well-being can be promoted in schools.
- School should develop a program to tackle and reduce bullying by focusing building resilience by developing the social and emotional learning (SEL) with peer support strategies, thus developing social and emotional well-being of children and youth. The program has resources for teachers, teacher trainers, students and parents.
- The schools focused on promotion of health among students and staff, including a balance of work and play. They implemented healthy school policies, school physical and social environment, individual health skills and services. There were also materials developed for awareness on eating, physical activity and prevention of childhood obesity. The mindfulness in schools project trains students with attention problems. This project makes students feel calmer, happier and more fulfilled. Stress and anxiety management, and how to improve concentration and focus are also included, especially during exams. This involves self-awareness at the present, acknowledgement and acceptance of one's

thoughts and feelings and physical sensations. This is done in the hopes of promoting resilience and emotional well-being.

Strategies for Enhancing Well-Being through Inclusive Education

Inclusive education is a philosophy that aims to provide equitable educational opportunities to all learners, regardless of their backgrounds, abilities, or disabilities. Promoting well-being within inclusive education environments is paramount for ensuring that every student feels valued, supported, and capable of achieving their potential. Some various strategies to promote well-being within inclusive educational settings, considering the diverse needs of learners-

➤ **Creating Safe and Supportive Environments**

- Establishing clear anti-bullying and anti-discrimination policies to ensure a safe and inclusive learning environment for all students.
- Encouraging open communication and dialogue among students, teachers, and parents to address concerns and promote understanding and empathy.

➤ **Differentiated Instruction and Universal Design for Learning (UDL)**

- Utilizing differentiated instruction strategies to accommodate diverse learning styles, abilities, and interests.
- Implementing Universal Design for learning principles to create flexible learning environments that remove barriers to learning and promote accessibility for all students.

➤ **Promoting Inclusive Policies and Practices**

- Implementing inclusive policies at the institutional level to ensure equal access to education for all students.
- Providing ongoing professional development for teachers and staff on inclusive teaching practices, diversity, and cultural competence.

➤ **Promote Positive Relationships and Social Inclusion**

- Foster a sense of belonging and acceptance among students by promoting positive relationships and social inclusion.
- Encourage peer collaboration, teamwork, and inclusive activities that allow students to interact with their peers in meaningful ways. Teach empathy, tolerance, and conflict resolution skills to cultivate a supportive and inclusive school community.

➤ **Social and Emotional Learning (SEL) Programs**

- Integrating SEL programs into the curriculum to teach students essential life skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Providing opportunities for students to practice empathy, perspective-taking, and conflict resolution skills through role-playing, group discussions, and reflective activities.

➤ **Supportive Services and Resources**

- Offering specialized support services such as counselling, therapy, and academic interventions to meet the individual needs of students with disabilities, mental health challenges, or other barriers to learning.
- Collaborating with community organizations, healthcare providers, and social services agencies to access additional resources and support for students and their families.

➤ **Empowering Student Voice and Agency**

- Providing opportunities for students to participate in decision-making processes related to their education, such as setting goals, choosing learning activities, and advocating for their needs.
- Encouraging students to express their opinions, share their experiences, and contribute to a culture of inclusivity and mutual respect within the school community.

➤ **Promote Diversity and Equity**

- Inclusive education begins with recognizing and celebrating diversity. Schools should actively promote an environment where different cultures, languages, abilities, and perspectives are respected and embraced.
- This can be achieved through multicultural education programs, diverse literature in the curriculum, and inclusive school events.

➤ **Train and Support Educators**

- Equip educators with the knowledge, skills, and resources needed to effectively support diverse learners in the classroom. Offer professional development opportunities on topics such as inclusive teaching practices, cultural competence, and strategies for supporting students with disabilities.
- Provide ongoing coaching and mentoring to help teachers implement inclusive strategies effectively.

➤ **Involve Families and Communities**

- Engage families and communities as partners in promoting inclusive education and fostering student well-being. Communicate regularly with parents and caregivers, involve them in decision-making processes, and provide opportunities for them to participate in school activities and events.
- Collaborate with community organizations and agencies to access additional resources and support services for students and families.

Conclusion

Promoting well-being within inclusive education requires a comprehensive approach that addresses the diverse needs and experiences of all learners. By promoting inclusive policies and practices, creating safe and supportive environments, implementing differentiated instruction and UDL, building positive relationships, integrating SEL programs, providing supportive services and resources, and empowering student voice and agency, educators can create inclusive

educational environments where every student feels valued, respected, and empowered to thrive. Investing in the well-being of students not only enhances their educational outcomes but also contributes to their overall happiness, fulfillment, and success in life. By embracing inclusivity and prioritizing the holistic development of students, educational institutions can create nurturing environments where every individual can thrive academically, socially, and emotionally.

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**AN INTEGRATED MODEL APPROACH AND UNDERSTANDING THE
DETERMINANTS FACTORS FOR CHRONIC DISEASE MANAGEMENT
BEHAVIORS AMONG LOW-INCOME WORKERS**

Gautam Makwana

Dr. H Elizabeth

Abstract

A public health problem is chronic illness. Although it is one of the biggest issues facing the community and poses substantial dangers to death, disability, and quality of life, low-income people, especially low-income employees, have limited understanding of the issue. In order to lower the prevalence of chronic disease and improve quality of life and wellbeing, it is essential to identify the characteristics that are associated with behaviors for managing it. An organisation must be committed and ready for change if it wants to improve the care it provides for people with chronic illnesses. With this study, we hope to better understand how this vulnerable group manages chronic illnesses. In order to uncover the elements impacting the chronic illness management behaviors of low-income workers, an integrated model is needed, which is what this research illuminates through an assessment of the literature's shortcomings. The Socio Ecological Model and Theory of Reasoned Action (TRA) were integrated to help understand how low-income employees manage their chronic illnesses. As a result, this research offers crucial information on the factors that influence how low-income employees manage their chronic illnesses, and it also proposes an integrated model with the goal of generating testable hypotheses that would support empirical findings.

Keywords: *Low-Income Workers, Risk Factors, Integration Model, Chronic Disease Management behavior*

Introduction

The public's health is acknowledged to be seriously threatened by chronic illness. It has been reported to be dangerous to humans because it is difficult to manage, difficult to treat, can interfere with daily life, and is linked to a number of complications, including obesity, cardiovascular disease, hypertension, chronic obstructive pulmonary disease, kidney disease, cancer, and liver disease (McDonald, 2003; UK Department of Health, 2004; World Health Organization (WHO), 2008; Larsen, 2009; M. Pohlit et al., 2018). Chronic disease is affected in communities by a number of variables, such as unhealthy lifestyle choices, genetic factors, economic, social, gender, background, and environmental conditions (Negin et al., 2011; Promthet et al., 2011; Silva-Matos & Beran, 2012; Diem et al., 2015; Kassa & Grace, 2018; WHO, 2017; Ustün et al., 2019). Chronic illness instances are on the rise, which is concerning because it affects low-income groups more than the general public. This is so because households with low incomes are more at risk for developing chronic illnesses.

Recently, the focus has switched to a certain group, in particular low-wage employees. Workers with low incomes are seen to play a significant role in helping service organizations achieve their goals by offering the general public high-quality services. In contrast to those higher income groups, they have seen greater susceptibility to chronic illness. The majority of research, it was noted, claimed that workers were exposed to physical and psychological risks at work due to demanding jobs, workplace discrimination, and dangerous materials (Baron et al. 2014; Meyer, 2014). Literature also emphasizes the issues of social protection, healthcare access, and availability to wholesome nutrition (Wilkinson & McDougall, 2007; Rockefeller Institute, 2013; Stringhini et al., 2017). Other research showed that eating habits, particularly for those in the low- to middle-income category, were influenced by work, and that this had an effect on health issues (Blake, Wethington, Farrell, Bisogni & Devine, 2011). Additionally, they frequently put in extra hours to enhance their income, which limits the amount of time they have for physical activity (Kataria et al., 2020). Gawde et al. (2016) found that those with lower socioeconomic position are more susceptible to illnesses and frequently lack the resources to deal with their effects. As a result, low-income individuals frequently have NCD because of a lack of information, resources, psychological stress, high-risk behaviors, unhygienic living circumstances, restricted access to healthcare, and a poor likelihood of preventing disease complications. As a result, they are at a greater risk of illness, injury, and poverty (WHO, 2005a).

They are seen to have greater understanding of health issues and to find it simpler to obtain information about them as compared to high-income and educated people (Cowell, 2006; Gilman et al., 2008). Additionally, they are more health-conscious and are better at handling stress (Slopen et al., 2013; Liu, Liu, Li & Chen, 2015). A person may really choose a healthier lifestyle and exhibit more self-control if they have a high degree of education (Ross & Wu, 1995). For example, those with higher education levels typically lead healthier lifestyles, eating a lot of fruits and vegetables, consuming less fat, and engaging in physical activity (Martin, Nieto, Ruiz & Jimenez, 2008). On the other hand, professionals often exhibit more understanding of and familiarity with a healthy lifestyle (Kit, Abu Saad, Jamaluddin & Phing, 2020). They frequently come with the pressure to maintain good health and appearance (Biernat & Tomaszewski, 2015). It is consistent with McLaren's (2007) assertion that people are more inclined to retain their physical appearance, particularly those who typically hold higher positions in the organizational hierarchy. Contrarily, those with poor levels of education, who are shown to be less likely to be given the chance to learn, limited knowledge, and low awareness of the consequences of unhealthy behavior, are more likely to engage in unhealthy behaviors that increase their risk of developing chronic illnesses (Pampel, Krueger & Denney, 2010). For the reason, identifications of factors that are correlated with chronic disease management behaviors is necessary as the strategies to reduce the prevalence of chronic disease and increase the quality of life and well-being. Hence, focus on the health of low-income workers should be given priority to ensure the continued development of a country and well-being of the people. Moreover, they are the energy source to achieve the national development and economic agenda performance (Bakar et al.,

2020). Therefore, there is a need to impart chronic disease management behavior to this high risk groups as outlined in the Five Sustainable Development Goals (SDGs) which set targets related to reducing health inequality nationally and globally.

Literature Review

A summary of the risk factors for chronic illness among low-income employees in Gujarat India

Nearly everywhere in the globe, including India, the trend toward chronic illness is recognized to be rising year-round. It spread around the world regardless of socioeconomic and demographic position, with a rising trend in low- and middle-income nations (Jain, Gupta, Gupta, Jain & Jain, 2018). The benefits of a healthy lifestyle are frequently disregarded in daily life, whether by people, communities, or professionals. Despite the fact that people are typically healthy, employment has been linked to chronic illnesses and health issues (Li & Sung 1999). In actuality, they are more susceptible to the danger of health issues and diseases because of impacts from others, including friends, culture, and environment. According to Ahmad, Abu, and Hamzah (2013), a person's behavior is frequently impacted by many outside factors or interactions with others, including their family, local community, culture, and physical surroundings. Similar factors that contribute to chronic disease include unhealthy lifestyle choices, genetics (heredity), societal and economic circumstances, gender, background, and environmental conditions (Negin et al., 2011; Promthet et al., 2011; Silva-Matos et al., 2012; Diem, Brownson, Grabauskas, Shatchkute, & Stachenko, 2015; WHO, 2017; Kassa & Grace, 2018; Ustün et al 2019). Low-income employees in India are more likely to develop chronic conditions like cancer, diabetes, coronary heart disease, and kidney disease, according to research (Khalid, Rani, Lian, Kong & Razak, 1990; Lua, Moy & Atiya, 2004; Fiidow, Huda & Salmiah, 2016; Eng, Moy & Bulgiba, 2016; Su, Azzani, Tan, Loh, 2018). Additionally, a different study by Chee, Hazizi, Barakatun Nisak, and Mohd Nasir (2014) revealed that implementer group members are more likely to have high blood pressure (44.7%) and abdominal obesity (77.8%) than professional and management group members. The results are consistent with a research by Rampal et al. (2012) that found staff members in non-academic positions were more likely to be obese than those in academic positions. Shiftwork was strongly linked to having a high body mass index, according to another study done by Lim et al. in 2003 among female industrial employees (BMI). Similar to this, Chee et al. (2004) found that working shifts, particularly night hours, expose people to obesity. For low SES army troops, inadequate nutrition awareness and daily plain water intake of less than 2 liters were substantially associated with overweight and obesity (Nik Qistina, Nor Afiah, Arshil Moideen, & Rozali, 2021).

Prior research has revealed that socioeconomic status, low income levels, education, and employment status all increase the risk of chronic diseases (Adler & Ostrove, 1999; Blane, Hart, Smith, Gillis, Hole & Hawthorne, 1996; Yusuf, Reddy, Ounpuu & Anand, 2001; Stelmach, Kaczmarczyk-Chalas, Bielecki, Stelmach & Drygas, 2003; Barbeau, Krieger & Soobader, 2004; Abegunde et al., 2007; Kim, Kawachi, Hoorn & Ezzati, 2008; Kivimaki et al., 2009; Scholes et

al., 2012). Similarly, Chin et al. (2014) discovered that socioeconomic position, including income level, educational background, occupation, and social support network, are important social determinants impacting a person's health outcomes. Therefore, academics frequently note that low-income populations frequently lack access to basic community resources, such as the requirement for wholesome food and physical protection (Mujahid et al., 2008; Hutch et al., 2011; Woolf et al., 2011). According to a local empirical research by Shamsul, Jayashree, and Norhasmah (2013), low-income households choose to buy less expensive meals like rice, sugar, and green vegetables over items that are regarded as nutritious such fruits, vegetables, and milk due to the market's exorbitant costs. Likewise, according to a report from the National Health and Morbidity Survey (NHMS), the consumption of fruits and vegetables by the Bottom 40% (B40) group is insufficient, and the least active 20% of the population is the group with the greatest levels of physical inactivity (Institute of Public Health, 2015). because non-nutritious items are less expensive, people are more prone to eat them (Wang et al., 2015). Furthermore, they have been unable to engage in physical activity, go on walks, or engage in other activities due to their areas' crowded and hazardous urban settings.

According to Kim and So (2014), social and environmental restrictions made low socioeconomic groups less likely to be active than those in higher socioeconomic level. As a result, it can be inferred from the evidence that low-income workers are more likely to lead unhealthy lifestyles as a result of a variety of risk factors in their daily lives, including personal, social, living, and working conditions, as well as community and environmental factors. It is debatable whether or whether the aforementioned NCD have had a substantial influence on low-income populations' ability to manage their personal care, treatment, and health with finite resources. It also brings up other issues with family, social connections, emotions, productivity at work, and personal quality of life (Alefán et al., 2009; Muna, 2010; Santiago, Wadsworth & Stump, 2011). This necessitates an effort to discover and comprehend factors impacting behaviors to manage chronic illness among low-income individuals.

Chronic Disease Management Behaviors

The significance of managing chronic diseases has long been understood. In conjunction with their family, community, and medical experts, it refers to a person's capacity to manage their own condition and way of life (Wilkinson & Whitehead, 2009). Condition management, often known as self-management or self-care, refers to the wide variety of actions people take to improve their physical, social, or emotional well-being and stop their health from further deteriorating as a result of their disease (Pincus, Esther, DeWalt & Callaghan, 1998). Stewart, Brown, Donner, McWhinney, Oates, and Weston (2000) explain that disease management entails collaborative management between patients and physicians in order to identify problems, set goals, incorporate self-management strategies, and monitor progress over time. This leads to higher levels of trust and satisfaction, reduces emotional load, and ensures better biomedical levels such as blood pressure, blood sugar control, and others. In accordance with that, self-management plays a crucial role in how people manage their conditions, including making

choices, adopting, and adapting strategies to better their health status in relation to specific conditions that involve receiving support from others, including family, friends, healthcare professionals, and the community (Lorig & Holman, 2003). As a result, it was acknowledged as a crucial issue given the workforce's age demographic, the incidence of chronic illnesses, and the need of preserving a competitive and productive workforce. Low-wage employees, particularly those employed in the public sector, are a valuable resource for Gujarat's economy and productivity by assisting management or authorities in maintaining and enhancing service quality. There is emerging evidence that an integrated strategy, through physical, social, organizational, and psychological systems, operates as a chronic illness preventer and as a major predictor of individual health behaviors (Sorensen et al., 2011). In order to maintain work performance, productivity, and health as well as to enhance quality of life and lengthen life expectancy, a focus on chronic illness management is crucial. A growing body of research has linked the management of chronic diseases to improved health outcomes, lower rates of morbidity and mortality, higher life satisfaction, self-confidence, and longer life expectancy (Kaplan & Toshima, 1990; Uchino et al., 1996; Mulyati, Yetti & Sukmarini, 2003; Hu et al., 2011; Reddy et al., 2012; Viswanathan et al., 2012). Therefore, disease management is essential for the proactive treatment of chronic illnesses and disease-related consequences (Sherbourne et al., 1992; Gochman, 1997; Glasgow & Eakin, 1998).

Theorizing Chronic Disease Management Behaviors

Theory of Reasoned Action

In this review, we present theories to elucidate the behaviors involved in the treatment of chronic diseases. The theory of reasoned action (TRA), created by Ajzen and Fishbein, was one of the foundational and basic theories to anticipate behavior (1975). According to this theory, attitudes, subjective norms, intents, and conduct interact to produce human assumptions or considerations that lead to reasonable and methodical decisions to carry out a behavior or action (Refer Figure 1). According to this theory, the two components that influence behavioral intentions, such as attitudes toward conduct and subjective norms, make up the determinants of human behavior (Ajzen & Fishbein, 1980).

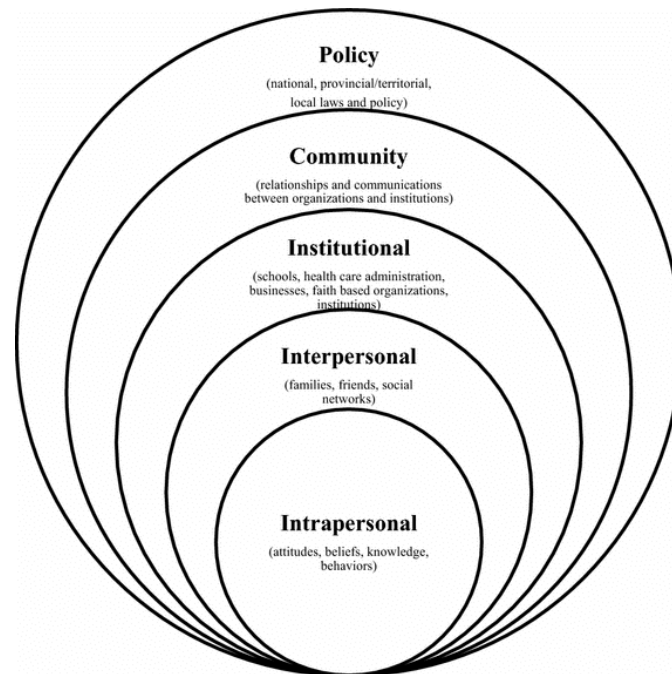


Figure 1: Theory of Reasoned Action diagram (Adapted from Ajzen & Fishbein, 1985)

This theory holds that subjective norms (normative support or social pressure) and attitudes (positive and negative individual assessments of a behavior) have a significant impact on what motivates a person to act in a certain way. This argument has also been backed by a number of prior empirical researches on eating habits, weight reduction, alcohol and drug addiction, condom use, and HIV (Taylor, Bury, Campling, Carter, Garfield, Newbould & Rennie, 2007). In light of the foregoing, it may be said that this theory defines how people behave by identifying, quantifying, and integrating the ideas that are held by certain people or groups and that cause people to act in particular ways.

Socioecological Model

To provide relevant, multifactorial accounts, distinct health behaviors are frequently integrated with other disease-related factors in modern research (Abraham et al. 2000). According to this theory, settings have an impact on how people behave in terms of their health. It is important to comprehend their social and ecological context, which includes neighborhood variables such as beliefs, customs, norms, and economic resources, as well as macro-level aspects such as political stability and economic power (Blum et al., 2012). Similar to this, Gehlert et al. (2008) said that organizational, social, and governmental issues are health external factors for a person's influence over health behaviors. The social, physical, and cultural environments, among other things, have cumulative impacts on health, according to Stokols (1992, 1996). While Noar, Chabot, and Zimmerman (2008) argued that in order to develop a theory that can account for a wide range of human health behaviors, the identification of variables impacting various health behaviors is important. Similar to this, Krishnan et al. (2015) claimed that behavioral, social, and cultural variables have an impact on the prevention of non-communicable diseases. Keep in mind

that the social, cultural, and environmental context in which the behaviors occur is crucial (Kumanyika & Morrissink, 2006). These findings demonstrate the importance of individual, societal, cultural, and political dynamics as factors affecting health status. In order to take into account all health behavioral elements encompassing individual, social, cultural, and environmental or socio-ecological views of human behavior, a theoretical and model-focused approach is needed.

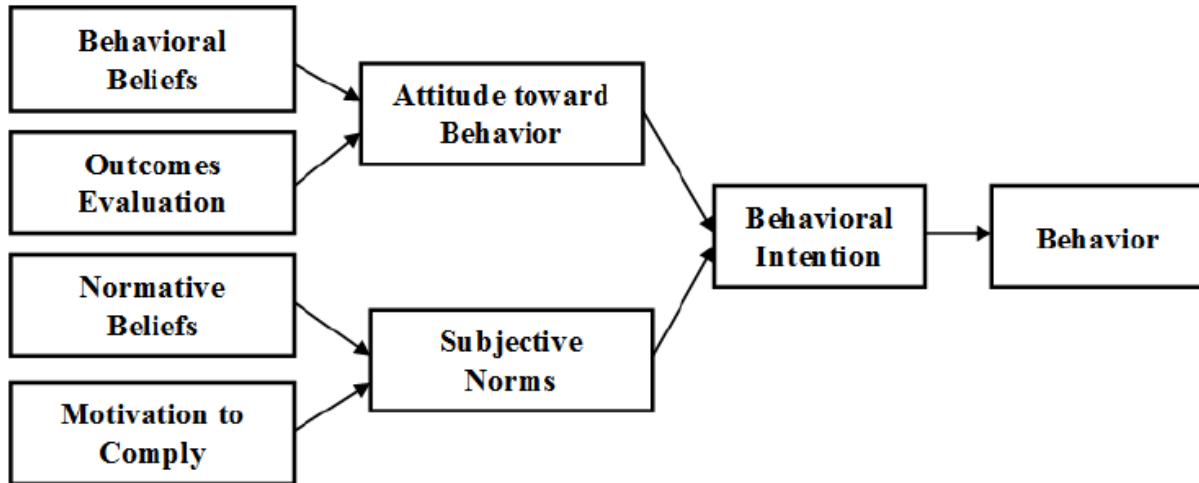


Figure 2: Socioecological model of health behaviors

(Adapted from Kenneth McLeroy et al., 1988)

Thus, the socioecological model is useful for comprehending the complex interactions between environmental and human elements that influence behavior and for directing health behavior treatments (Story et al., 2008). The research as a whole has revealed that this model as a thorough and integrated method for comprehending and lowering illness risks, particularly among neglected and vulnerable population groups (Gregson, 2001; Oetzel, Ting-Toomey & Rinderle, 2006). Baron et al (2014) explanation that the socioecological model is suited for giving people a better awareness of the factors that might affect health outcomes and reduce health inequities, particularly for low-income workers, supports this claim. The model proposed by McLeroy et al. (1988) emphasizes the multiple levels of intrapersonal (knowledge, attitude, personality, beliefs, and skills), interpersonal (family, friends, and health team), organizational (workplace), community (neighborhood, local community, and community organization), and societal (policy and mass media) factors. Figure 2 illustrates these multiple levels. It has been utilized in previous studies to look into physical activity (Sallis Cervero, Ascher, Henderson, Kraft & Kerr, 2006). Additionally, the socioecological model was applied to research the self-management practices for chronic diseases (Mahadevan, 2016). However, little is known about how low-income employees may treat chronic diseases in a realistic way, therefore the problem persists. In order to comprehend how individual, societal, community, institutional/organizational, and policy variables influence chronic illness management behaviors, this model is developed.

Conclusion

The most downstream determinants that directly affect an individual's health are behaviors. The relationship between attitudes and actions is human behaviour. It is mostly used to make behavioural predictions about people based on their current attitudes and behavioural intentions. An individual anticipates will occur from engaging in a certain conduct are what drive their decision to do so. The occupational and social ecology approaches to improving the health of low-wage and minority employees, and evaluates recent studies on work-related health concerns. The social ecology model, interactions between a person, a group, a community, as well as the physical, social, and political contexts have an impact on one's health. It is identified that the variables that influence behaviors related to the treatment of chronic illnesses. Additionally, it is advised and emphasizes the necessity of a comprehensive model that incorporates the socioecological model and theory of reasoned action.

Contribution of the Authors: All authors actively participated in all stages of preparing this manuscript.

Funding: The author has not received any kind of fund from the other source.

Conflict of Interest: The authors have no conflict of interest to declare.

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Volume – 1, Issue – 1, May to August 2024

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**THE RELATIONSHIP BETWEEN ACADEMIC SELF-CONCEPT AND
ACHIEVEMENT MOTIVATION AMONG EARLY ADULTS**

Mr. Vishnu TR

Abstract

The present study explored the levels of the academic self-concept and achievement motivation among the early adults. The study used in a descriptive survey method. The samples of the study were consisting of 60 early adult students which comprised 30 male students and 30 female students from National Institute for Empowerment of Persons with Multiple Disabilities”. The tools for used in the research were Academic self-concept scale (ASCS) was developed by Reynolds et al (1980) and Achievement Motivation Inventory by Muthee & Thomas (2009). The statistical analysis to determine the results was completed using Pearson’s correlation and T-test. The result reveals that there is no significant correlation between Academic self-concept and Achievement motivation among early adults. Whereas SD and t-value find out there is significant difference in academic self-concept among male and female early adults. The females have more academic self-concept than males and the achievement motivation have no significant differences in the males and females.

Keywords: *Academic Self-Concept, Achievement Motivation, Early Adults*

Introduction

Academic self-concept relates to how well an individual feels they can learn. It can vary across academic disciplines and can be affected by past academic performance. Students with high levels of academic self-concept are those students that feel they can do well in their school work. A person's ASC develops and evolves as they age. Research by Tiedemann (2000) suggests that ASC begins developing in early childhood, from age 3 to 5, due to parental /family and early educators' influences. Other research contended that ASC does not develop until age 7 or 8 when children begin evaluating their own academic abilities based on the feedback they receive from parents, teachers and their peers. According to Rubie-Davis (2006), by age 10 or 11 children view their academic abilities by comparing themselves to their peers. Due to the variety of social factors that influence one's ASC, developing a positive ASC has been related to people's behaviors and emotions in other domains of their life, influencing one's happiness, self-esteem, and anxiety levels to name a few. Due to the significant impact ASC has on a person's life, fostering positive self-concept development in children should be an important goal of any educational system. These research findings are important because they have practical implications for parents and teachers. Research by Craven et al. (1991) indicates that parents and teachers need to provide children with specific feedback that focuses on their particular skills or expressed abilities in order to increase ASC Other research suggests that learning opportunities should be conducted in a variety of mixed-ability and like-ability groupings that down-play social comparison because too much of either type of grouping can have adverse effects on children's ASC in the way they view themselves in relation to their peers. Self-concept as a

construct has had a long history within psychology and education because it provides a gauge to determine the effects of academic and social functioning on the emotional wellbeing of the individual (Vaughn et al. 2001). Self-concept is generally viewed as a valued educational outcome. Self-concept is typically defined as a person's general composite or collective view of themselves across multidimensional sets of domain specific- perceptions, based on self-knowledge and evaluation of value or worth of one's own capabilities formed through experiences with and interpretations of the environment (Byrnes, 2003; Eccles, 2005; Snow et al., 1996). The construct of self-concept is grounded primarily in self-worth theory (Covington, 1992; Covington, 1998; Covington, 2000; Covington & Dray, 2002; Eccles & Wigfield, 2002). Briefly, self-worth theory suggests that all individuals have a motivational "tendency to establish and maintain a positive self-image, or sense of self worth" (Eccles & Wigfield 2002). Since children spend a significant portion of their lives being evaluated in school classrooms, self-worth theory postulates that a key to developing and maintaining self-worth is to develop and maintain a positive academic self-concept.

One of the most important factors that lead one to their goals is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, in no matter what avenue of their life; be it – personal or professional. The drive may come from an internal or external source. The individual determines this. The factors that motivate an individual keep changing as one climbs the other. People, who redefine their goals and ambitions from time to time in order to fill them with newer levels of enthusiasm to achieve greater feats. One needs to take stalk every now and then and find the motivator required to carry them through. The word motivation is coined from the Latin word "movere", which means to move. Motivation is defined as an internal drive that activates behaviour and gives it direction. The term motivation theory is concerned with the processes that describe why and how human behaviour is activated and directed. It is regarded as one of the most important areas of study in the field of organizational behaviour. There are two different categories of motivation theories such as content theories, and process theories. Even though there are different motivation theories, none of them are universally accepted. Also known as need theory, the content theory of motivation mainly focuses on the internal factors that energize and direct human behaviour. Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's motivator-hygiene theory (Herzberg's dual factors theory), and McClelland's learned needs or three-need theory are some of the major content theories. Motivation is the activation of goal-oriented behaviour .Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behaviour as well. This article refers to human motivation. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism. Motivation is related to, but distinct from, emotion. Motivation is generally regarded as the drive to achieve

targets and the process to maintain the drive. Motivation provides an important foundation to complete cognitive behaviour, such as planning, organization, decision-making, learning, and assessments (Pintrich & Schunk, 1996). Spence and Helmreich (1983) defined achievements as task oriented behaviour. Performances of individuals are often compared against standards or with others for assessments. The differing perspectives of scholars result in various definitions of achievement motivation. The original definition of achievement motivation was from Atkinson (1964), who defined it as the comparison of performances with others and against certain standard activities. Atkinson and Feather (1966) suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure.

Need for study

Keeping in the mind the recent developments in every sphere of life there is a great need to be fully equipped ordinary potential for being successful. Motivated person become inwardly confident and can easily face the challenges of dynamic world. Academic self-concept, achievement attain by motivation. There is a great need of motivation for all adult because motivation can make more effects the academic achievement of the students. The present study is about relationship between academic self-concept and achievement motivation among early adulthoods. Academic self-concept is the attitudes towards school and learning enthusiasm for academic achievement. Motivation involves measuring items such as work habits and scholastic expectation. Achievement motivation plays an important role to achieve educational goals of the adults and present study will help in understanding the role of self-concept and motivation for good academic performance.

Sandeep Kumar Jaiswal and Rashmi Choudary (2017) studied on the relationship between academic self-concept and academic achievement of higher secondary students and compare the academic self-concept of male and female secondary students. Sample of the study were 615 secondary school students (male 317, female 298 aged to 14 to 17years) in Varanasi city. Academic self-concept was measured using Kample and Naik (2013) Academic self-concept scale. The study revealed that there was a positive relationship between academic self-concept and academic achievement moreover the female students had significantly higher academic self-concept than male students

Manjari, Dr. Vijayasen Pandey (2017) studied on self-concept among intermediate arts students. The samples of study were 50 students (25 male and 25 female students) in Delhi and National capital Region School students. The tools for used in the research were “self-concept questionnaire” by Dr. R.K. Saraswat and “t” test was used for analysis. The study was find there is no significant difference among the total self-concept and dimensions of self-concept of male and female intermediate arts school students.

Ms. Manjeet Kumari (2017) conducted the Comparative study of self-concept of boys and girls of rural area of Panipat district of state Hariyana. For the sample was selected from 2 rural schools of Panipat district. The sample of 100 students (50 boys and 50 girls) was participated in

the study. The tools used in the study were Self Concept rating Scale by Deo (1998). The random sampling method was used for this study. The results found that there is no significant relationship between the self-concept of boys and girls

Dr. Suman Lata and Dr. Pramod mishra (2016) studied on the relationship between self-concept and academic achievement of a class X students. The population of the study consisted 120 students. In the present study correlation method was used falling under descriptive methodology. This tool used in the study were children self-concept scale (CSCS) by Dr. H.S Singh and Dr. S. P Alutalia find out the academic achievement academic mark scored by the student's entire year were taken. The study resulted that there is positive relationship between self-concept and academic achievement of student. It will further enhance their success in the academic field

Dr. Emilda Judith Ezhil Rajan, Ms. Jilsy. P (2018) studied the Influence of temperament on self-esteem and achievement motivation among day scholars and boarders. The study was conducted on 242 adolescent students among 199 boarders and 123-day scholars from residential higher secondary school. The General Health Questionnaire-12 (GHQ-12) was used for tool by the self-esteem scale; achievement motivation scale and early adolescent temperament questionnaire (EATQ-R) were used for data collection. The results indicate that temperament parameters such as surgency, negative affect and affiliative does not have any impact on self-esteem of adolescent students whether they are boarders or day scholars. This study also found that temperament parameters such as effortful control, surgency and negative affect has impact on self-esteem based on gender. Day scholar students show high self-esteem than boarding students.

Sandhya Bhatt (2018) studied on the role of self-esteem and self-efficacy in achievement motivation among college students. The sample consists of 400 students of four different colleges in Lucknow city. Among the colleges, two colleges were from the private sector, whereas two were government colleges. Three tests were administered, General Self Efficacy Scale to measure self-efficacy, Rosenberg self-esteem scale to measure self-esteem and Achievement Motivation Scale by Dr. Asha Mohan and Prof. Pratibha Deo were used. Results indicate a strong correlation between students' self-efficacy and self-esteem. A weak, yet positive correlation was also found between self-efficacy, self-esteem and achievement motivation.

Dr. Vandana N Solanki(2017) conducted the study of A comparative study achievement motivation and study habits of school going students on Rajkot district. The random sample consisted of 240 boys and 240 girls of high schools and senior secondary schools of Rajkot districts. The tools used in the study were Achievement Motivation Inventory developed by Jansari and Study Habits Inventory developed by M. N. Palsane and S. Sharma for testing of the student's achievement motivation and study habits. The results reported that the main effect of urban and rural area, types of school and gender on achievement motivation and study habits were very highly significant.

Farzaneh Motamendi et al's (2017) investigated the study of achievement motivation and locus of control in gifted and non-gifted students. The population of the study drawn from, 170 first grade students (40 gifted girls, 40 gifted boys and 45 non-gifted girls, 45 non-gifted boys) of high school in Birjand city. The study was used the t-test for dependent data. The results revealed that the level of $p < 0.01$ was considered significant. Significant between group differences were found among gifted and non-gifted students with the achievement motivation and locus of control.

Dr. Mohemmad Akram, Prof. Mohd. Ilyas Khan (2017) studied Influence of hardiness on achievement motivation of adolescents. The sample comprised 400 adolescents of senior secondary schools (Boys and Girls section) of Aligarh Muslim University and Aligarh Public School, Aligarh (U.P.). There were 200 adolescents from science stream (100 boys and 100 girls) and 200 adolescents from social science stream (100 boys and 100 girls). The tools used in this study were Short version of Hardiness Scale (HS) developed by Kobasa and Maddi (1982) and achievement motivation scale (AMS) by Shah Beena (1986). Results revealed that main effect of hardiness was found statistically significant on achievement

T. Aruna bharathi abd Dr. P Sreedevi (2015) was conducted the study on the self concept of adolescents. Self concept scale of saraswat (1984) was used to analyze the self concept of the 40 adolescents of twin cities of Hyderabad, Telgana state. The findings of the study revealed that high percentage of adolescents had above average levels of self concept in dimension of temperament, intellectual, physical, and social. Hence the study may help the teachers and parents to maintain the optimum level of self concept self concept in adolescents motivation of adolescent's and gender also has significant effect on achievement motivation

Title of the Problem

“A Study on a relationship between Academic Self-concept and Achievement motivation among Early Adults”

Objectives of the study

1. To explore the levels of academic self-concept and achievement motivation among early adults
2. To understand the relationship between academic self-concept and achievement motivation among the early adults
3. To find out if there are any differences in levels of academic self-concept and achievement motivation based on gender

Hypotheses of the study

The following hypotheses were essentially verified in the present study

H1: There is a significant relationship between academic self-concept and achievement motivation among the early adults

H2: There is a significant gender difference in academic self-concept and achievement motivation among the early adults

Methodology

The research has followed a quantitative and correlation research design that is explanatory in nature to study whether “The relationship between academic self-concept and achievement motivation among early adults”. The descriptive survey method was used in the present study. The sample was drawn from the universal population of early adults. The study was conducted on a sample of 60 early adult students which comprised 30 male students and 30 female students were interviewed and selected from the “National Institute for Empowerment of Persons with Multiple Disabilities”. The standardized tools used in the study were Academic self-concept scale (ASCS) was developed by Reynolds et al (1980) the scale measures attitude feeling, and perception related to one’s intellectual or academic skills (Reynolds et al 1980) and Achievement Motivation Inventory by Muthee & Thomas (2009). This is a 32-item scale intended to assess the achievement motivation among students. Data was analysed using Statistical Package for Social Sciences software (SPSS 20.0). The relationship between the variable’s Academic self-concept and achievement motivation has been studied using Pearson’s correlation. Also, non-parametric tests (T-Test) were used to compare gender differences between early adults on Academic self-concept and achievement motivation.

Result and Discussion

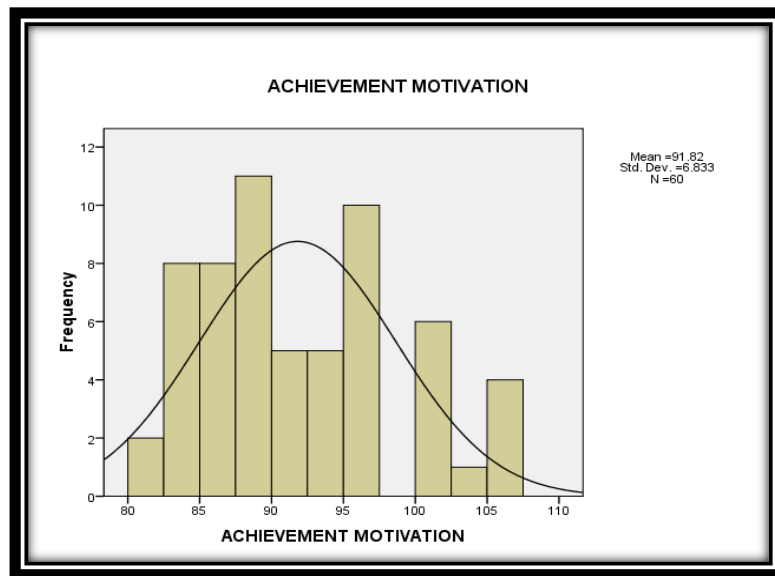
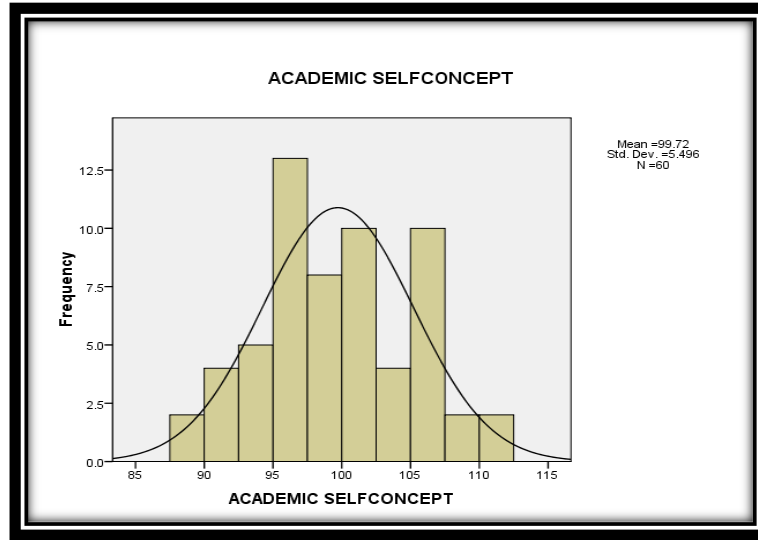
This chapter deals with the results and discussion of this research study. The data collected was analysed using appropriate statistics, the results and inferences were discussed. Descriptive analysis, T ‘test, and Pearson’s correlation was used for this study. Descriptive statistics was done to describe the characteristics of the samples or population in totality. It also used to report on the variable’s Academic self-concept and achievement motivation selected for the study. Correlation analysis was done to find the relationship between variables. T ‘test was done to find out the comparison of male and female mean difference among variables.

Preliminary analysis entails the fundamental descriptive statistics like arithmetic mean, median, mode, standard deviation, kurtosis and skewness of the variable’s academic self-concept and achievement motivation. The main purpose of the preliminary analysis is to get a general idea about the nature of the variables. The details are presented in the table 1.

Table 1: Basic descriptive statistics of variables (N=120)

Variables	Mean	Median	Mode	Skewness	Kurtosis
Academic self-concept	99.72	99.00	102	.140	-.483
Achievement motivation	91.82	90	89	.546	-.692

The values of variables under study shows that the variables under investigation are not much deviates from normal distribution, hence the data collected is viable for parametric statistical



Hypothesis 1: There is a significant relationship between academic self-concept and achievement motivation among the early adults

Table 2: Correlation between academic self-concept and achievement motivation among the early adults

Variables	Academic self-concept
Achievement motivation	.008

The hypothesis is to find the relationship between academic self-concept and achievement motivation among the early adults. The score for correlation of academic self-concept and

achievement motivation among the early adults is .008 which shows no significant correlation between academic self-concept and achievement motivation among the early adults. Academic self-concept refers to the way an individual regards their own academic achievement. Things such as their success, grade averages, motivation, creativity, or how they navigated difficult subject areas. Whereas achievement motivation typically refers to the level of one's motivation to engage in achievement. Behaviours based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. In this study there is no significant relationship between academic self-concept and achievement motivation among the early adults. The review of literature shows that there were studies which show significant relationship between academic self-concept and achievement motivation. For example, Dr. Suman Lata and Dr. Pramod mishra (2016) study on the relationship between self-concept and academic achievement of a class X students. The population of study consisted 120 students. In this study correlation method was used falling under descriptive methodology. The study resulted that there is positive relationship between self-concept and academic achievement of student.

Hypothesis 2: There is a significant gender difference in academic self-concept and achievement motivation among the early adults

Table 3: Mean, SD and t- value obtained academic self-concept among early adults

Variables	Male (N=30)		Female(N=30)		t-value
	Mean	SD	Mean	SD	
Academic Self-concept	97.57	5.624	101.87	4.501	3.270*

*0.05 level of significance

Table 3 shows the mean, SD and t-value obtained by Academic Self-concept among male and female early adults. Result shows that there is significant difference in academic self-concept among male and female early adults. From the table t-value of academic self-concept is 3.270, which is significant at either 0.05 level of significance. The mean score of academic self-concept among male and female early adults is 97.57 and 101.87 respectively. It shows that female have more academic self-concept than male. The standard deviations of academic self-concept among male and female early adults are 5.624 and 4.501 respectively. Academic self-concept and academic performance directly affect each other. Academic self-concept for example: how one understands himself as an individual who has a set of unique or special characteristics. Their beliefs and opinions are based on their sensitivity and self-awareness about their strength and weakness. Establishment of one's Academic self-concepts is built by the person's nature, maturity, and his natural surroundings. The important people that build-up of Academic self-concepts are parents, adults, peers and one's own self. For developing the student's positive academic self-concept, parents should provide a pleasant atmosphere at home with full of happiness and to fulfill the desires of children. A helpful learning environment by teachers can

fulfill the psychological needs of the students. Parent, school, peers, teachers, media, society, and culture all of these influence on the child's academic self-concept. School and teachers have a straight effect on child's feelings, inspirations and attitudes and on their academic achievement.

The mean score of academic self-concept among male and female early adults is 97.57 and 101.87 respectively. It shows that female have more academic self-concept than male. All these results are since girls nurtured more or less similarly in all the families and they mature early physically and psychologically. Therefore, there is every chance to find individual differences among girls to a minimum extent, correspondingly now a day's mass media had given more importance to develop independency among girls. Therefore, girls are encouraged highly to supersede boys in their academic performance by exploration and commitment. Moreover, some studies have shown that, the amount of social support from the school and outside contributors like family, friends and mentors can make a huge impact on a student's success.

Table 4: Mean, SD and t- value obtained achievement motivation among early adults

Variables	Male (N=30)		Female(N=30)		t-value
	Mean	SD	Mean	SD	
Achievement Motivation	91.80	6.805	91.83	6.978	.019

Table 4 shows the mean, SD and t-value obtained by Achievement motivation among male and female early adults. Result shows that there is no significant difference in achievement motivation among male and female early adults. From the table t-value of academic self-concept is .019, which is not significant at either 0.05 level of significance. The mean score of Achievement motivation among male and female early adults is 91.80 and 91.83 respectively. The standard deviations of Achievement motivation among male and female early adults are 6.805 and 6.978 respectively. The achievement motivation is driven by many things that need to be drawn here: the factors are forced to deal with everything from both intangibles, such as the internal driving force, the self-determination to succeed, to more tangible factors such as skill, technical issues, challenge, course etc. The above results are supported by review of following study. Sandeep Kumar Jaiswal and Rashmi Choudary (2017) studied on the relationship between academic self-concept and academic achievement of higher secondary students and compare the academic self-concept of male and female secondary students. Sample of the study were 615 secondary school students (male 317, female 298 aged to 14 to 17 years) in Varanasi city. Academic self-concept was measured using Kample and Naik (2013) Academic self-concept scale. The study revealed that there was a positive relationship between academic self-concept and academic achievement moreover the female students had significantly higher academic self-concept than male students

Conclusion

The result of the study is concluded as there are no significant correlations in the level's achievement motivation and academic self-concept among the early adults; the female students have high academic self-concept compared to male students. It in turn makes a positive impact on a female's academic performance, Achievement motivation was at an average level for both male and female students that might not have an impact on the academic self-concept. The current techniques and supports they adapt do not have any effect on students' levels of self-concept and motivation

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DIGITAL WELLBEING: A VITAL NECESSITY IN TODAY’S TECH DRIVEN WORLD

Aswathi Balan

Abstract

Digital media is one of the ubiquitous forces in shaping the modern society. The connectivity reaches beyond geographical boundaries for the transaction of knowledge and information. It reshaped the way we engage and interact with one another and a society as whole. The aim of this paper is to analyse the potential threats of digital media and why it is vital to maintain a digital health habit for fruitful life style and wellbeing of a person. The thematic paper employs content review methodology and gone through related literature to analytically summarise the data. The conclusion of the paper states, there exist several ill effects of digital consumption like poor academic performance, negative impact on cognition, isolation, FOMO, psychological disorders like depression, anxiety, addiction, risky or violent behaviors, hence it is advised to use social media with utmost responsibility and care, furthermore utilizing different management modalities for the same.

Keywords: *Digital Media, Digital Consumption, FOMO, Psychological Disorders*

Introduction

Digital media has been a very important aspect in our lives for the past few decades. Technologies like smart phones, laptops, tablets are intervened with our social, work and leisure environments through its wireless framework (ITU, 2017). The portrayal of how individuals share information through digital media characterizes the values and mirrors the culture of the society. Yet, when closely examine, media encompasses a broad and diverse range of technologies and the contents they serve are often complex than it actually seems (RL Gerwin et.al, 2018). This rapid growth of social media has paved ways for the people to get new opportunities and to be socially engaged. A recent survey conducted in India reveals that 92.8% households owned a mobile device, while 35% of total population had internet access in 2017. Notably around two third (67%) of internet users were aged between 12- 29 years, with about one third (32%) falling within 12- 19 age group (C Mourya, 2022).

It is observed that the most of college students are using social medias for connecting with people and maintaining relationships. The inclination towards the belonging need has had a positive impact on the utilization of social media indicating the role of digital space in nurturing social engagement among the young adults (Kim, 2016). On the other hand, frequently engaging on social media platforms like Twitter, Instagram, Facebook, Threads etc to post, share, and gaming leads to social isolation and detract from quality time spent with family members (KA Saptasagar, 2022). Therefore, its evident that the social media has its own set of advantages and disadvantages that influences the lives of people. In the increasingly tech driven culture it is crucial to emphasize the importance of maintaining a digital health there by promoting responsible and balanced usage of tech safeguarding overall wellbeing.

Objective of the Study

Purpose of the study is to explore the need for maintaining a digital wellbeing in order to nullify the negative impact of digital space yet, grabbing the advantages of the same.

Method

This thematic paper utilizes a content review approach, examining relevant materials on the topic and providing analytical summaries of the idea presented.

Findings of the Study

Social media has become an integral and unavoidable aspect of our daily lives, shaping how we communicate, connect and interact with others. The need of digital space in day-to-day environment is increasing so is the responsible use of the same. The ill effects of tech manifest in many ways in the society impacting personal as well as professional space leading to overall destruction of wellbeing.

Fear of Missing out and psychological disorders

Adolescents may feel inadequate if they don't receive enough attention from digital space, and compare with fellow online users and their lives leading to an excessive fear of missing out causing psychological distress. Moreover, the disparity between real life and carefully curated content posted on social media means that individual only see the 'best part' of others' lives leading to a belief that others lead more interesting and perfect lives than theirs'. This can contribute to higher level of anxiety and depression among adolescents who engage in negative social comparisons (K A Saptasagar, 2022).

Furthermore, the excessive consumption of digital media tends to develop addiction disorder like gaming disorders, directing to excessive or poorly regulated fixations, urges, or actions concerning computer usage and internet access that result in impairment or distress.

Sleep problems and isolation

Elevated screen time on mobile phones among adolescents and young adults, associated with increased probability of experiencing sleep disturbances. An increasing use of tech will contribute to the unhealthy behavioral patterns and undesirable psychological state which further lead to poor sleep hygiene and quality of sleep (C Mourya, 2022). However, social media connects people from distance but fails to nurture relationship nearby impacting weak connection with close family members directing towards isolation and poor real life social engagement.

Aggression and cyber crimes

The adolescents who spent most of the time in social media is tend to develop more behavioral problems. The content consuming has prominent effect on the same. The more violent and destructive the content consumption is greater the aggressive nature in adolescence and young adults (Straburger et.al, 1999). It is notable that not only real-life aggression there exist an increase in cybercrimes from a time span of 2019- 2020 in almost all states of India (NCRB,

2020). Cyber bullying is an offense which has been emerged as a new form of bullying ranging from text message to video clips or phone calls (Slonje, 2008). In contrast to traditional bullying, which typically ends once the victim leaves school for a day, cyber bullying allows the victim to receive hurtful texts no matter where they locate. They often deal with great psychological distress even leading to risk of suicides (Tabares et.al, 2024).

Sexting and risky sexual behaviors

Sexting generally means sexually explicit messages and or pictures. As of now the digital media is an omnipresent, the increase in sexting culture is notable. Adolescents is being prone to sexing, as an aspect of their sexual development often led to risky sexual behaviors even directing to teenage pregnancies (B R Silva et.al, 2016). Adolescents who engage in sexting often report sexual activities than those who not. Unlike sexting among minors (child pornography), sexting among young adults doesn't carry the same legal risk (Benotsch et.al, 2013). However, there is link to sexting with jeopardizing health, including substance use, promiscuity, unprotected sex or even sexually transmitted infections (STIs).

Physical health disturbances

Children often encounters with health issues resulting from extended use of technology, like headaches, stomach discomfort, eye strains, increased day time drowsiness, unhealthy eating habits highlights the ill effects of excessive scree time on their wellbeing (Smahel et.al, 2015). Even without any internet addiction, children are developing such physical difficulties make it more concerning. Again, a retrospective study reveals that early exposure to digital media (early as 6-month-old) and an excessive screen time leads notable autism spectrum disorder like symptoms (Heffler et.al, 2020).Not only in children, reduction of screen time has found beneficial in improvising the physical and mental health of adolescents and young adults as well (Reed et.al, 2023).

Academic lagand impact on cognition

The exceeded screen use for television watching and video game playing emerged as activities more strongly linked to poor academic performance (Sherif & Sargent, 2006). While these forms of entertainment offer opportunities for relaxation and recreation, there is a growing concern about the potential impact on academic performance. Research has shown that excessive screen usage will detrimentally effect on cognitive development, attention span, and overall academic achievements. Higher screen time often result in lower cognition in children (Walsh et.al, 2020).Furthermore, online reading habits will lead to engage in more superficial reading potentially altering cognitive processes. It shapes the cognitive schema of an individual affecting how they interpret and recall information beyond their online environment (Marsh et.al, 2019). Also with an abundance of information present online it redirects consumers to go behind speed than accuracy in their consumption of information.

Management modalities

To promote well-being and balance in digital space,

Practising digital detox: Taking regular breaks from screen to give rest to mind and body. Considering tech- free days or weekends to connect with physical world (Radke et.al, 2022).

Prioritising sleep hygiene: Creating a conducive sleep environment by minimizing screen exposure before bed time and following sleep schedules for better quality sleep. Conducting sleep hygiene education programmes for students (Correa et.al, 2024).

Mindfulness based interventions: Practicing mindfulness to stay grounded and be present in the moment amidst the digital distractions. Group mindfulness based cognitive therapy have specific role in enhancing addictive symptoms like gaming (Lie& Zhang, 2020).

Nurturing offline connections: Spending good amount of time in real life tend to help people staying more grounded and expanding the social engagement in real world. Regular parent child interplay sessions in contrast to less frequent ones, appear to be linked with reduced ASD like symptoms in children (Heffler et.al, 2020).

Awareness programmes: For aiming awareness towards maintaining good digital wellbeing programmes can be conducted covering topics like cybercrimes, sexting, safety and security measures in online space for enlightening young minds about the potential risk factors and promotive positive online behavior.

Conclusion

The internet has undergone a rapid transformation, profoundly altered the landscape of available information and revolutionized how we discover and circulate information. Unlike traditional modes of information transaction, the use of internet has liberated from the geographic barriers, facilitating social engagement, self-expression and paving new opportunities to construct and gain knowledge. However, amidst the myriad benefits digital space host a hell lot of challenges and drawbacks that demands careful usage.

It has developed a pervasive sense of digital dependency and addiction among individuals particularly the young generation. Excess screen time often lead to isolation, sedentary lifestyle, and diminished mental and physical well-being. More over the increased digital consumption and instant gratification mechanisms had eroded attention span, memory, cognition and hindered productivity. These difficulties have been observed in every age group and a decreased screen time has a potentially benefitting effect on them. So, to sum up, better interventions and management plans should be performed in order to maintain a good digital health which is need of the time as social media is non negligible part in one's daily life. Through proper interventions, self help strategies and awareness cultivating a good online behavior and maintaining digital wellbeing can be achieved.

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ORPHAN CHILDREN IN CONTEXT OF THEIR INCLUSION AND EDUCATION

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Abstract

Childhood is considered as an important phase of life. In this stage, parents play a climacteric role. It is the responsibility of parents to fulfil both physiological and psychological needs of the child, to provide him good education and guide him for the challenges of life. Every child who passes through this censorious stage of life without enjoying the attention and care of parents is called an orphan. According to United Nations Children’s Fund (UNICEF), India has 29.6 million orphaned and abandoned children since 2018. Only a fraction of these children is ending with a family due to low adoption rates in India. The objective of this paper is to study the challenges faced by orphan students. The researcher will also throw light on the importance of education and recommendations of NEP 2020 on orphans. To know the challenges and NEP recommendations, the researcher has used analytical research method under qualitative types for the study. The study also focuses on the education of orphan and will suggest measures for the education and inclusion of orphans. As conclusion education can strengthen significant improvements in the lives of orphans and vulnerable children.

Keywords: *Orphans, Challenges, Education, Inclusion*

Introduction

“Education enables the mind to find ultimate truth, which gives us the wealth of inner light and love and gives significance to life” - Rabindra Nath Tagore

Education is a systematic process through which a child or an adult acquires knowledge, experience and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means to progress. Every society gives importance to education because it is panacea for all evils. It is the key to solve the various problems of life (Singaravelu, 2018).

When India achieved its independence, the literacy rate was only 12%. Afterwards India made massive progress in the economic and social sphere. The literacy rate increased to 74.04% in the year 2011. The youth literacy rate was 9% higher when compared with adult literacy rate. Although it looks like a huge achievement, but still there are many people in India who are deprived of education. The number of out of school children is still high particularly in rural areas.

As we can see that the graph of education is increasing, but still there are lot of children particularly orphan, destitute and poor children who are not able to receive education. According to the United Nations 2.63 million children and young people worldwide cannot attend school or receive education, 53% of the 61 million children of primary school age 6 to 11 years who cannot attend school are girls. While one fourth of children who cannot go to school live in

countries hit by various crisis, it is estimated that a significant proportion of children who are deprived of education are orphan and destitute children (Nar, 2020).

Orphan children in India

India is the world's largest democracy with a population of over a billion people, of which 400 million are children. According to United Nations Children's Fund (UNICEF), India has 29.6 million orphaned and abandoned children since 2018. This is more than the population of Sri Lanka. Only a fraction of these children is ending with a family due to low adoption rates in India.

Objectives

- To study the challenges faced by orphan students
- To study the recommendations of NEP 2020 on orphans
- To suggest measures for the education of orphans

Methodology

To know the challenges, legislative provisions and NEP recommendations, the researcher has used analytical research method under qualitative types for the study

Challenges faced by orphans

The low number of Child Care Institutions: According to a study, only 0.5% of orphaned children reach orphanages. One in five districts in the country does not have even a single orphanage home. These results in numerous children reach the road and commit petty crimes for their survival. The mandate of Child Protection Services or CPS under the Government of India was to protect these vulnerable children. However, the coverage of this program has been less than 1 lakh children per year. The study by the Ministry of Women and Child Development (MWCD) undertaken in 2016-17 has revealed that there are 9589 CCIs/Homes (registered/unregistered); 91 per cent of which are run by non-government organizations, and only 9 per cent are government supported. One in five districts in the country does not have even a single orphanage. A majority of districts does not have the minimum three orphanages needed (one for children of less than 6 years of age and one each for boys and girls of 6-18 years respectively). The government's annual expenditure on child protection (covering the entire gamut of child rights) is Rs 1500 crores : it amounts to less than Rs 2 per child per day, covering food, clothing, education and medical needs for the 30 million abandoned children!

Low adoption rates: Ironically millions of children without parents and there is a rise in the number of infertile couples. But still, the adoption rate is not improved in India. According to the Central Adoption Resource Authority's (CARA) adoption statistics, there were only 3,276 in-country adoptions in 2017-2018. This is a dismal figure when compared to the number of orphaned children in India.

Impact of the emotional state of children: There are children, who saw their parents die in front of their own eyes. Delicate counselling is the need of the hour for them. Else, these traumatic events will resurface in their mind and impact the psychological and mental well-being of children.

No available data: Some children whose parents had both died, and now in the care of their aged grandparents. The situation of such children is in a much worse state. Neither the government nor any NGOs have complete data on such orphaned children.

NEP 2020 and Orphans

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

Equitable and Inclusive Education: Learning for All

While the Indian education system and successive government policies have made steady progress towards bridging gender and social category gaps in all levels of school education, large disparities still remain - especially at the secondary level - particularly for socio-economically disadvantaged groups that have been historically underrepresented in education. Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor). While overall enrolments in schools decline steadily from Grade 1 to Grade 12, this decline in enrolments is significantly more pronounced for many of these SEDGs, with even greater declines for female students within each of these SEDGs and often even steeper in higher education.

Orphans and Education

Education is a basic human right for all children. A child who has access to quality primary schooling has a better chance in life. A child who knows how to read, write and do basic arithmetic has a solid foundation for continued learning throughout life. Education is also critically important to children's social integration and psychosocial well-being. School

attendance helps children affected by trauma to regain a sense of normalcy and to recover from the psychosocial impacts of their experiences and disrupted lives. As well as benefiting individuals, education benefits whole nations as a major instrument for social and economic development.

In the world today, children and societies who lack access to quality education are disadvantaged in terms of income, health and opportunity. For orphans and vulnerable children in particular, the issues raised above underscore the importance of education in the lives of orphans and vulnerable children and point to the opportunities it can provide. In the area of vocational training for orphans and vulnerable children, this has been found to be particularly effective in certain contexts.

Need of Guidance and Counselling

The roles of guidance and counselling programme are to bring about the maximum development and self-realization of human potential for the benefit of the individual and society. Guidance and counselling programme aimed at assisting students to harmonize their abilities, interests and values, thereby enabling them to develop their potential fully. Self-knowledge helps one to formulate life goals and plans for the students which are deprived of parental care need guidance and counselling programs to inform them about various jobs and openings available, the qualification required plus the responsibilities involved and the nature of the work so that they can decide and have clear occupational goals.

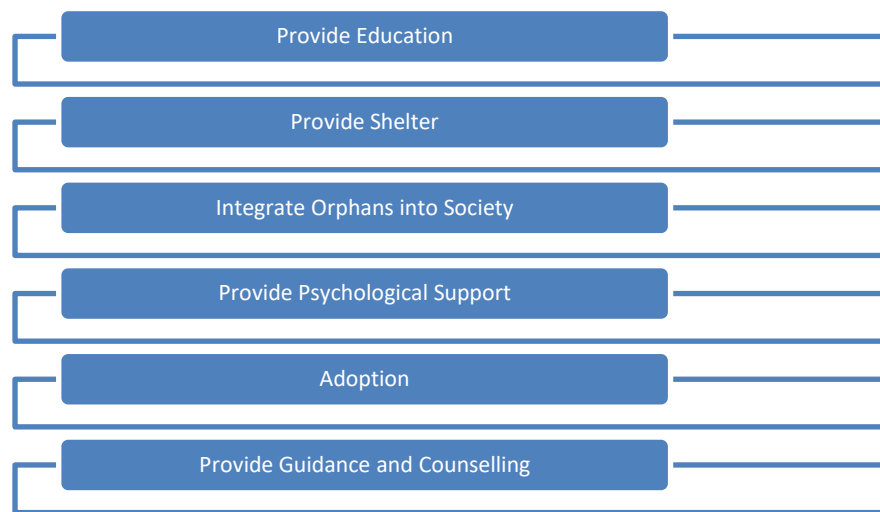
NEP 2020

Protect orphans and other children made vulnerable by HIV/AIDS

Orphans in particular need special protection which schools have a responsibility to provide. Establishing and effectively implementing codes of conduct related to school staff are essential to improving the safety and security of schools, and in turn, increasing community confidence and demand for schooling. Professionals and Para-professionals drawn from the community will be important in establishing school and community norms around protection of children and young people – for example, school or community protection officers, guidance officers, and staff or community members who are skilled counsellors and are able to refer to other agencies where necessary

Teachers should also play their roles to encourage the orphaned students to learn and provide necessary academic support when appropriate. Orphaned students need love and care in order to make them eager to learn. Orphaned students should be involved in class activities, sports, and games thus they may not feel isolated from the society. Their self-esteem will be raised through achievement of some tasks. The ministry of education and their stakeholders should plan and establish regular seminars to enable teachers to be equipped with skills and tactics to deal with the challenges facing orphaned students in academic performance. Also necessary support in teaching and learning materials should be provided to enhance the academic performance of orphaned students. NGOs are also playing a leading role in taking care of orphan and abandoned

children. Since the government of India funds only 9% of child care Institutions, it is our duty to support all NGO orphanages with donations and advocacy



Conclusion

Orphans represent a significant population, enduring poor health and living conditions. Proper attention should be given to them in terms of policies, programmes, welfare schemes and education. Society should donate for the welfare of such institutions which are dealing with orphans so that they may be able to embrace every needy and deserving child. Society should celebrate their occasional events and festivals with orphans and destitute children. Society should come forward for the adoption of orphans and destitute children. at the same time Government should provide appropriate funds for the working of the orphanages. Government should collaborate with the institution to provide the provision of vocational courses within the institution. Government should provide the transport facility for the students and staffs so that they will be able carries out their activities without any difficulty. The government needs to come up with laws and checks to prevent any kind of abuse of these children either in orphanages or in community

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SAPDF is a leading disability organization in West Bengal, which has been providing services to individuals with physical, mental and emotional disabilities since 2020. We work to empower their lives by creating opportunities for them to participate on an equal basis with their peers; provide them support and access to education; address the inequality in society through our advocacy efforts and campaigning. We are committed to achieving equality and social justice for all irrespective of gender, sexual orientation, ethnicity, religion, disability or social status.

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