

EFFECT OF CHROMIUM ON SEED GERMINATION, PLANT GROWTH AND METABOLISM.

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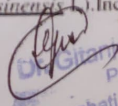
INTRODUCTION

Alarming rate of increase in human population, consequently rapid increase in urbanization, increase in anthropogenic perturbations of the biosphere manifest in a broad array of global phenomena, including accelerated industrialization, intensive agricultural activities, extensive mining etc. This has in turn caused widespread contamination of soil and water bodies with different heavy metals. Chromium was first discovered in Siberian red ore (crocoites) in 1798 by the French Scientist Vauquelin .

Chromium is the 17th most abundant element in the earth's mantle (Arredainayagam *et al.*,2003), 7th most abundant element in the earth's crust (Katz and salem,1994) and the 6th most abundant transition metal (Mohan and Pittman,2006;Panda and Chowdhury,2005) and its molecular weight is 51.1g.It has gained lesser attention from the plant scientists because of its complex inorganic chemistry (Shankar *et al.*,2005).It occur naturally as chromites ($FeCr_2O_4$) in ultramafic and serpentine rocks or complexed with other metals as crocoites ($PbCrO_4$), bentorite $Ca_6(CrAl)_2(SO_4)_3$ and tarapacite (K_2CrO_4), vauquelinite ($CuPb_3CrO_4PO_4OH$) among others (Babula *et al.*,2008).Chromium can be detected in various oxidation states i.e. from -2 to +6 ($Cr^{2+}, Cr^{1+}, Cr^0, Cr^{1+}, Cr^{2+}, Cr^{3+}, Cr^{4+}, Cr^{5+}, Cr^{6+}$) Chromium among all oxidation states, Cr^{3+} and Cr^{6+} are the most stable and common in terrestrial and aquatic environment (Augustynowicz *et al.*, 2010, Santos *et al.* ,2009, Kimbrough 1999, Zayed *et al.*,1998) where as other oxidation states are unstable and short lived in biological system .The hexavalent form of the metal Cr (VI) is reported to be the more toxic and highly soluble in water than the relatively less reactive and less mobile .Cr (III) is mainly found in organic matter in soil and aquatic environment (Becquer *et al.*,2003) Hexavalent Chromium compounds (mainly chromate, CrO_4^{2-} and dichromate, $Cr_2O_7^{2-}$ are extensively used in diverse field of industry leading to environmental pollution and as a result growth and developments of plants are affected.

JETIR1905U72 | Journal of Emerging Technologies and Innovative Research (JETIR) www.jetir.org | 2689

Cr salts are used in many industrial processes such as leather tanning ,electroplating ,steel production ,metal finishing ,catalyst application ,pigment manufacturing and metal corrosion inhibitors (Zayed and Terry,2003;erry,2003;Nath *et al.* ,2005;Venkateswaran *et al.* ,2007).A high concentration of r has been found to be harmful to vegetation .As the Chromium concentration in plants increases ,it adversely affects several biological parameter .Ultimately there is loss of vegetation and land sometimes become barren .Symptoms of Chromium toxicity include inhibition of seed germination or of early seedling development ,reduction of root growth ,shoot growth ,leaf chlorosis ,reduction of rate of photosynthesis ,changes in water relation ,oxidative imbalances and in turn reduction in total biomass and dry matter production .There are many studies on Chromium toxicity in plants. Chromium significantly affects the metabolism of plants such as barley (*Hordeum vulgare*),citulus ,cauliflower ,vegetable crops ,wheat (*Triticum aestivum* Hd2204),Onion (*Allium cepa*),maize(*Zea mays*),Paddy(*Oryza sativa* L.),Tea (*Camellia sinensis* L.).Increase in


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TITLE: "UNRAVELLING THE MORPHOLOGICAL RESPONSE OF PLANTS TO CHROMIUM STRESS: AN ASSESSMENT OF MITIGATION POTENTIAL OF SALICYLIC ACID."

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Abstract:

Chromium (Cr) is a heavy metal that poses a significant threat to both the environment and human health. The accumulation of Cr in soil can adversely affect the growth and development of plants. In this study, it was aimed to investigate the morphological changes induced by Cr stress in rapeseed plants (*Brassica napus* L.) and the potential of salicylic acid (SA) as a mitigation strategy.

Hydroponically grown rapeseed plants were exposed to different concentrations of Cr (1, 2, 3, 4 and 5 μ M) and treated with or without SA (0.25 μ M). The results showed that Cr stress significantly reduced plant growth and development, as evidenced by reduced germination potential, root and shoot length, area of leaf, fresh and dry weight. The application of SA mitigated the adverse effects of Cr stress to some extent. The SA-treated plants showed a significant increase in plant growth due to decrease in chromium uptake. These results indicate that SA has the potential to mitigate the adverse effects of Cr stress on plant growth and development.

In conclusion, our study provides insights into the morphological changes induced by Cr toxicity in rapeseed plants and highlights the potential of SA as a mitigation strategy. Further research is needed to elucidate the mechanism by which SA mitigates Cr stress and to optimize the concentration and application of SA for maximum efficacy in the field.

keywords: *Brassica napus* L., Chromium (Cr), growth, mitigating potential, Salicylic acid (SA).

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INTRODUCTION:

Heavy metal pollution is a growing concern

reported an increase in lateral root branching, root hair density, and the thickness of the cell walls in


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PICTURE OF WOMEN AS SHOWN IN INDIAN TELEVISION SOAPS AND ITS IMPACT ON THE SOCIETY

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ABSTRACT

Television (TV) is an integral part of people's life. It has a profound and persuasive impact on its viewers. People watch television for both information and recreation. Among the different television programmes, Television soaps enjoy immense popularity among the contemporary society, they have found a place for themselves and also allow a multiplicity of interpretations to suit the diverse tastes of the Indian audience. The picture of women portrayed in the TV soaps is a blend of both reality and illusion. The daily soaps are in fact mirroring the India Society. All most all the aspects of Indian society and its culture are portrayed in the serials. The present study wants to showcase the portrayal of women in television soaps and its impact on the society. This paper is based on both primary and secondary sources.

KEY-WORDS: Television, women, soaps, serials, audience, respondents

1 INTRODUCTION

Television is an integral part of our everyday life and has become a kind of necessity. Nowadays people are internalizing the characteristics of television soaps. Television helps in shaping the opinion and beliefs, habits of life and mould behaviour accordingly in their own way. Television came to India in the year 1959 with National Doordarshan channel as the only TV channel owned by the Government of India. In those days few people owned television sets, it was only by late 1980's that more and more people started to own television sets. In 1990s the Government of India liberated its market and many foreign based channels such as Star TV, MTV and BBC etc came to India which gave Indians a fresh breathe of life.

Women are given different roles in the TV soaps. The primary place of women is shown as being within the home and this value is reflected in

the content and setting of most of the television programmes. This results in reinforcement of the stereotyped image and role specification of woman in an undimensional projection of their reality. When we speak of the image a society project of its women, we have in mind its ideal of woman hood or its popular stereo-types or the position of women of the institution, or the role or position of women or the vision of poets, artists and prophets relating to women. All serials wrapped in tradition of male chauvinism discourage women to aim for more than a loving husband, happy children and a modern home. She is portrayed as a glamour doll whose physical beauty is her only asset. The sacrificing role of women in most of the serial is highlighted, as it possess no threat to the patriarchal structure. The soap operas affect women more simply because normally women watch more serials than men. Sex stereotyping is also very much evident in the



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Problems of Primary Education among the Tea Tribe students in Assam: with Special Reference to Dhekajuli Sub-Division

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Abstract

Education being a Fundamental Right for the Children of 6-14 years of age group, it is expected that issues of Drop out, out-of-school children, quality of education and availability of trained teachers would be addressed in near future. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety. There are few specific problems responsible for the slow progress of education in the tea garden areas. The present study attempts to investigate the educational problems together with the infrastructural facilities available in the primary schools of tea garden areas. The study also enquires the enrollment and drop-out rate of students in the schools of the tea garden areas. The data has been collected with the help of self structured interview schedule, observation and house hold survey. In the present study a sample of 8 tea gardens were purposively selected. Out of these select tea gardens a sample of 10 schools where children of the tea garden laborers were enrolled have been selected purposively. The total sample comprises of School-10, Teacher-24, Students-60 and parents-122. The data have been analyzed using simple percentage and graphical representation. Based on both primary and secondary sources of data it has been found that Students of lower classes suffer from linguistic difficulties leading to poor academic progress. There is no Adult Education Centre in the area of the surveyed tea garden. School supervision is not done on a regular basis. There is less number of female teachers appointed in the schools.

Keywords: Primary education, tea tribe students, infrastructural facilities, drop-out, girls' education

Introduction

Primary education is a stage of formative development which shapes the child into a learner, thinker and a social being. It provides children with better chances to explore new ideas, to socialize with children of same age and to develop their individual skills and personality. Education being a Fundamental Right for the Children of 6-14 years of age group, with the enactment of Right of Children to Free and Compulsory Education (RTE) Act, 2009, it is expected that issues of Drop out, out-of-school children, quality of education and availability of trained teachers would be addressed in near future. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety.

In India, Primary education is divided in to two parts- Lower Primary (1st to 5th standard and 6th to 8th standard). Elementary school is defined as a period of formal education following pre-school but before high school. Primary Education is the initial stage of education and has as its basic aim to create, establish and offer opportunities to all children, regardless of age, gender or country of origin, to achieve a balanced cognitive, emotional and psychomotor development. The Sarva Shiksha Abhiyan (SSA) is being implemented as India's main programme for universalizing elementary education. Its overall goals include universal access and retention, bringing of gender and social category gaps in education and enhancement of learning levels of children.¹

Historical Background of Primary Education in the Tea Garden Area

Assam is the biggest producer of quality Tea in India. A contribution up to 55% of the total tea production is done in Assam. Tea Industry of Assam is dependent on about two million laborers almost all of whom are the descendents of those who were brought to Assam by the Britishers from outside. These laborers are the backbone of the Assam tea industry and are called Tea Tribes.

In 1823, Robert Bruce an intrepid businessman who had joined the British military force against Burmese invaders in Assam discovered what looked like a tea bush growing in parts of eastern Assam. This added

An Investigation on Attitude Towards Learning Mathematics Among Higher Secondary School Students

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ABSTRACT

While assessing mathematics performance, attitude towards mathematics and Mathematics learning are frequently cited as factors contributing to success. The present study has been conducted to investigate students' attitude towards learning mathematics in the higher secondary schools of Assam, India. It is sought to understand the influence of Gender and School Environment (Government and Private) in the study of the subject Mathematics. ATMS (Attitude Towards Mathematics Scale), developed by Dr. S. C. Gakhar, and Dr. Rajni was used to find out the attitude of students towards learning mathematics and their achievement in mathematics both in terms of gender as well as school management pattern. Out of a population of 340 students studying at the higher secondary (10+1) level in the Balijana Block of Goalpara District, a sample of 102 students (56 boys and 46 girls) were selected through Stratified Random sampling technique. One Provincialized, one Government and two Private schools were selected based on purposive sampling technique. The achievement of the students in Mathematics at higher secondary level depends on the gender of the students. The study revealed that achievement level of the male students in Mathematics at higher secondary level is more than that of their female counterparts. The achievement of the students in Mathematics at higher secondary level depends on the school environment. The achievement level of the students in private schools is better than the Government schools. The male students show more positive attitude towards learning Mathematics than the female students. Among the eight components, in few components students of Government schools show more positive attitude than Private schools. Whereas, in some components students of Private schools show more positive attitude than students of Government schools. Therefore, attitudes towards mathematics can be developed through encouraging students and motivating them for learning through constructivism and innovations. Teachers, school environment and home environment should be conducive and shouldn't hamper students' mathematical performance throughout their schooling.

Keywords

Attitude, Mathematics, Gender, School Environment, Higher Secondary Schools

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Introduction

Mathematics is an important school subject. Mathematics makes our lives orderly and prevents chaos. Certain qualities that are nurtured by Mathematics are power of reasoning, creativity, abstract or spatial thinking, critical thinking, problem solving ability and even effective communication skills. Considering the importance of Mathematics, all great educationists like Herbert, Pestalozzi etc. has accepted Mathematics as a symbol of human development. Accepting Mathematics as a best means of intellectual and cultural developments, these educationists placed Mathematics on the top in the curriculum.

While assessing mathematics performance and potential of students, Attitude towards mathematics and Mathematics learning are frequently cited as factors contributing to success. Several studies have shown that positive Attitudes are conducive to good performance. However, an individual's Attitude towards Mathematics can be influenced by many factors. Among them, two factors are most important. Firstly, individual's gender and secondly, socio-economic condition of the students. In general, attitudes, beliefs and emotions are the major descriptors of the affective domain in Mathematics education, whereas knowledge and thinking are considered descriptors of the

process of human mind. Mathematics educators have traditionally taken the relationship between

Attitude toward Mathematics and achievement in Mathematics as the major concern.¹

The word "Mathematics" has been used in two distinct difference senses, i.e., one as a method used to solve the problems of quantity, space, order etc. and the second as a set of law or generalizations of truth that are discovered.²

The term Mathematics may be defined in a number of ways. In an exact science meaning of the word Mathematics is "The science in which calculations are prime".

It is highlighted in National policy on education (1968) as follows:

"Mathematics should be visualized as the vehicle to train a child to think, reason, analyze and articulate logically. Apart from being a specific subject it should be treated as a concomitant to any subject involving analysis and meaning."

According to Bertrand Russell, "Mathematics may be defined as the subject in which we never know what are thinking about, nor whether what are saying is true."³

According to Galileo, "Mathematics is the language in which GOD has written the universe."⁴

In this context Kothari Commission (1964-66) suggested that "Science and Mathematics should be taught on a



The Role of Ethno Based Students' Organization in Educational Upliftment of Students' Community: A Study on All Rabha Students Union (ARSU)

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Abstract: North-East India's ethno-based organizations have launched a large movement on problems such as ethno-cultural identity, socio-economic backwardness, and so on. Ethno-based youth organizations have arisen as a powerful force in North-East India, enabling ethnic groups to achieve their ambitions, rights, and demands for the preservation of their language, literature, and socio-economic legacy, as well as their distinct ethnic identity. The founding of the Rabha Hasong Autonomous Council (RHAC) signaled the beginning of a politically crucial chapter in the Rabhas' ethnic aggressive movement. The All Rabha Students Union (ARSU) has made numerous efforts to improve the educational, social, and cultural conditions of Rabhas. The purpose of the present study is to unveil the educational, vocational, socio-cultural and economic activities organized by ARSU to support the Rabha student's community residing in RHAC area of Goalpara and South Kamrup Districts. To encourage aspirants to higher education studies among the Rabha students will be aided in addressing issues such as unemployment, spreading awareness of one's own tradition and culture, and instilling motivation in students to participate in and work for their own community. The objectives of the paper were-1. To enquire the educational support and benefits provided by ARSU among the Rabha students. 2. To find out the vocational support and benefits provided by ARSU among the Rabha students. 3. To find out the socio-cultural and economic support and benefits provided by ARSU among the Rabha students.

The required data was gathered using both secondary and primary sources. Secondary data was gathered from a variety of sources, including periodicals,

20. Impact of Work from Home (WFH) on the Teachers Performance During Covid-19 Pandemic: An Exploratory Study

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Abstract

During the raging COVID-19 pandemic, many workers were encouraged to WFH full-time, redefining the traditional definition of WFH, which had previously only been used for specific types of work, on an as-needed basis, or in unusual employee situations. Because employers have already invested the fixed cost of setting up remote work systems for their employees, many corporations expect that WFH will become more common after the pandemic. In the education sector Teachers have had to rethink their lesson plans to fit a totally different style as a result of the change to online education. The purpose of this study is to obtain information about the advantages and disadvantages of working from home during the pandemic COVID-19. The study attempts to find out the difference between teachers of government and private schools regarding their performance in relation to the impact of working from home, compare gender differences on teachers' performance in respect to impact of working from home and the difference in terms of marital status of teachers in respect to impact of working from home. Therefore, the concerned null hypothesis is accepted. It is further observed from the table that mean scores of both the government and private respondents doesn't differ much so teachers of both government and private schools are equally impacted by new normal condition of working from home. The study found no significant difference between the teachers of Government and private schools in relation to challenges of working from Home. Both the groups are equally impacted by new normal condition of working from home. The most common problem that hinders both the teachers of Government and Private schools is poor network connectivity. Most of the respondents of government schools face the problem regarding lack of interest among students towards online classes as they don't give proper response towards assignments given to them and doesn't return back on given time to teacher and many students don't have smart phone and due to connectivity issues tends to low attendance.

Key words- Work from Home, Covid-19 pandemic, School education, Government and Private Schools

Introduction


The COVID-19 pandemic has impacted each and every facet of our work and lives immensely. Companies, organizations, and institutions are encouraging their employees to work remotely from home in reaction to national and municipal containment policies. In the early 2000s, when telecommuting technologies began to develop and workers could WFH to avoid commuting, provide schedule flexibility, and achieve a better work-life balance. During the raging COVID-19 pandemic, many workers were encouraged to WFH full-time, redefining the traditional definition of WFH, which had previously only been used for specific types of work, on an as-needed basis, or in unusual employee situations. Because employers have already invested the fixed cost of setting up remote work systems for their employees, many corporations expect that WFH will become more common after the pandemic. (Xiao et.al. 2021)

"In the education community, March 2020 will be remembered as the month when practically all of the world's schools close their doors" (Winthrop, 2020, para. 1). Teachers all over were obliged to shift gears promptly in reaction to the COVID-19 school closings in order to respond to kids' and families' needs using synchronous and asynchronous virtual instruction. Teachers reacted almost immediately to be asked to teach in new ways. They've recorded themselves conducting experiments, had Zoom show-and-tell sessions with Kindergarteners, created materials for children with limited Internet access, and even presented concepts outside of students' screen doors. There is no doubt that instructors at all levels, in all curriculum areas, and in all sectors of education (public and private) are capable of extraordinary things. They have truly excelled in ICT applications for the cause of education. Teachers were busier than before because they were expected to be present and available, with office hours around lunch and student groups arriving and departing throughout

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Application of teaching methods and practice of teaching skills through internship and its influence on quality teaching

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ABSTRACT


Teacher Education is noble and critical since responsibility of developing skillful teachers who in turn are going to shape the nation lies on them. Accomplishing any professional course demands a disciplined and well planned internship. This expands the horizon and put the theories, strategies and instructions in practices also most importantly sharpen and learn new skills. This study was conducted in a secondary teacher training institution namely College of Teacher Education under Unakoti district of Tripura with an aim to find the application of different teaching methods by the science student trainees (32 numbers) of third semester and accessing the influence on attaining teaching learning skills which culminates in quality teaching. Tool used was scaled Questionnaire. It emerged that the use of teaching methods during internship sufficiently improves the professional skills of the student trainees and positively influence quality teaching.

Key words: Teaching, quality teaching, teaching methods, internship, teaching skills

INTRODUCTION

Research Background:

The omns of national building mostly lies on the shoulders of teachers. Teaching profession therefore is not only considered as noble but challenging as well. Like any profession practical knowledge becomes indispensable after getting sufficient theoretical information and instructions, hence arise the need of internship.


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INVOLVEMENT OF WOMEN IN STREET VENDING PRACTICES AND PROCEDURES IN GUWAHATI CITY – AN ANALYTICAL SURVEY

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ABSTRACT

Women Street vendors' are playing an important role though informally in selling a wide variety of essential products. At a minimum investment and capital, they are able to earn money in the form of street vending activity. The women vendors have been successful in becoming an earned member of the society thereby able to assist in the economic side of their family and society at large. The present study highlights the nature of work carried out by the women vendors in different localities of Guwahati city mainly on four aspects, socio-economic status; management of the business; difficulties faced by and the attitude towards the profession. A descriptive survey method is followed and the sample consisted of 440 women vendors selected purposively. The tool used for the collection of information is a Questionnaire schedule. The study revealed that the socio-economic condition of the majority of the women vendors is poor. Vending work opted is mainly due to economic necessity. A variety of difficulties are faced by the women vendors' with respect to purchasing of materials; selling concerning price determination; bargaining; storage; quality; seating place; transportation; communication and seasonal imbalance; equal opportunity or health and safety issues at work. Women vendors' like the profession and they are financially supportive to raise the family status due to circumstances.

KEYWORDS: Women Street vendor, Socio-Economic Condition, Business Related Matters; Difficulties Faced & Vending

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INTRODUCTION

Cross-section of the women in the society is in deplorable condition as such they opt for street vending under certain compulsion. In urban areas, street vendors are an integral part of our history and culture. Traditionally in India shopping has primarily been an informal one. According to the Periodic Labour Force Survey, in 2017-18 there were around 11.9 million street vendors in the country, of whom around 1.2 million were women. The poor women migrate to the city in search of employment, they take to vending as an easier option in the form of self-employment. The women who were without any expertise or knowledge and had no other options, then they were adopting the works like housemaids and vegetable selling and selling fruits or nuts as vendors on street (Anjaria, 2006). Street vendors occupy a significant proportion of the total employment in the informal sector (Saba, 2011).

Street Vendors – Categories

National Policy on Urban Street Vendors (2006) defines "A street vendor is a person who offers goods or services for sale to the public without having a permanently built structure but with a temporary static structure or mobile stall (or head-load)."

Protection of Street Vendors and Regulation of the Street Vending Bill states that a street vendor is a person engaged in vending of articles, goods, wares, food items or merchandise of everyday use or offering services

TEACHING COMPETENCIES OF TEACHERS TOWARDS TEACHING- LEARNING PROCESS

Minakshi Rabha

ABSTRACT

Education is an inevitable event that human civilization procedures as it develop. It serves as a reflection of society which elevates people from ignorance to knowledge. Thus it is considered a powerful instrument in the empowerment and liberation of every person. It is the procedure for supporting education or the gaining of information, abilities, values, beliefs and routines. To maximize student learning, teachers must have expertise in a wide range of competencies in an especially complex environment. Therefore, this article mainly focuses on the competencies that can be used to organize the numerous specific skills and knowledge available for building effective teacher development.

Keywords: Competencies, Teaching-learning, Teaching effectiveness

INTRODUCTION:

In every situation where there is teaching and learning, the teacher is regarded as the most necessary component of the



ACCOUNTABILITY IN TEACHING PROFESSION

Spriha Nath

Abstract :

Accountability in the teaching profession refers to the idea that teachers should be responsible and answerable for their teaching practices and results they achieve with their students. In this article we discussed the field in which the teachers are accountable for, the significant accountability of a teacher and the importance of teachers' accountability in the classroom situation while dealing with students.

Keywords: Accountability, Teacher, classroom situation.

Introduction

Every profession has a set of standards to uphold in terms of ethics, morality, and rules. Similar to this, there are a number of ethical standards and obligations that teachers must uphold in their work when interacting with students, the community, and the country. The world of accountability is the teacher's reality today. Each and every teacher must take responsibility for their work. Considering that it is the occupation that is regarded as a noble and important one. Accountability is crucial in gauging a teacher's commitment to their work.

ROLE OF TEACHER EDUCATORS IN TRANSACTING GEOGRAPHY

Biswabarna Dey

Abstract

Geography education plays an important role in encouraging students to understand the world around them. Teacher mentors serve as pivotal agents in facilitating the transmission of Geographical knowledge and skills to educators, who in turn impart this knowledge to their students. This review examines the modern role of teacher educators in transacting Geography, emphasizing their contributions to the development of competence and engaged Geography educators. By equipping teachers with robust content knowledge, innovative pedagogical techniques, and an understanding of the significance of technology integration, teacher educators empower educators to create dynamic and interactive Geography lesson. Teacher educators need to be cultivating an appreciation for cultural diversity and global interconnectedness through the curriculum, fostering critical thinking and problem-solving skills among students.

Key words : Teacher educator, Role, Pedagogy

Role of media in teaching learning

Ananya Patowary

Abstract :

Media plays different roles of educating, entertaining and informing people. It provides us knowledge on current situation around the world. Because of its inherent ability to outreach a large number of publics, it is widely used to convey message to build public opinion and awareness. Teacher educators have been using different media to educate the pupils from time immemorial. Technology has worked as a catalyst to enrich the teaching learning process. Different forms of media have been used by authorities to convey instruction and to support learning. But the selection and use of media by a teacher to teach a particular topic should be proper. It may be one or a mixture of different media. This paper discusses about the importance of Media in Teaching, different types of media being used and the role of teacher educator in using media in the classroom.

Key words : Media, Education, Role

Introduction :

Globalization has completely re-shaped the world we are living. It is possible mainly through technological innovations and



Role of Teacher Educators in Inclusive Education

Dr. Priyanki Barpujari

Abstract :

Inclusive education is a system of education that welcomes all children, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions, into regular schools. It aims to provide equal opportunities for all students and acknowledges their specific abilities. The role of teacher educators in inclusive education is to provide prospective teachers with the knowledge and skills needed to create a teaching and learning environment that is inclusive and supportive of differently-abled children. This may include the use of special instructional videos, teaching aids, and one-on-one instruction. Inclusive education not only accepts children with disabilities into mainstream education but also aims to teach all students together, providing specialized support and extra instruction when needed. It promotes the participation of students in mainstream schools, benefitting both disabled and non-disabled students and creating a more inclusive and supportive learning environment.

Key Word : Teacher Educator, Inclusive Education, Teacher Trainees

The Role of Teacher Educators in Teaching the Pedagogy of Science

Mrityunjoy Das Gupta

Abstract :

Science education plays a pivotal role in nurturing critical thinking, problem-solving skills, and scientific literacy among students. Effective pedagogy is essential to ensure students to grasp foundational scientific concepts and cultivate genuine interest in the subject. Teacher educators, entrusted with training and developing future educators, hold a crucial responsibility in equipping teachers with the tools and strategies necessary for effective science education. This research paper explores the multifaceted roles of teacher educators and innovative strategies they employ to teach the pedagogy of science, emphasizing the need for continuous professional development to adapt to evolving educational landscapes.

Key words : Pedagogy, Strategy, Technology, professional development.

1. Introduction :

In today's rapidly advancing world, science education stands as a cornerstone for fostering analytical thinking, promoting

TEACHER EDUCATORS AND COMMUNICATION

Barsita Sarkar

Abstract

Educational institutions are looking for ways to increase efficiency while maintaining its educational activities. Increasing the efficiency and success in educational institutions are associated with different variables, one of them is considered to be communication in the educational institutions. In achieving efficient production and success of the teaching learning process, the influence of the level of teacher-student communication is the necessity of the teacher educators. Communication between teachers and students, the two most important dynamics of education plays a key role in achieving the goal. In that respect the communication process is important. The main purpose is to determine how students perceive the teacher-student communication and is to determine the effect of teacher-student communication accordingly. The teacher educators must be in a position to be able to communicate to the student-trainees so that they in turn become good communicators as teacher in the teaching learning process.

Key words : Teacher Educator, Communication, Skill, Role

Mental health of teacher educators

Dr. Gitanjali Choudhury

Abstract :

The mental health of teacher educators is a significant concern worldwide, The various stressors and pressures given to the teacher educators face during their professional journey. Different risk factors associated with poor mental health outcomes among the teacher educators when they are mentally disturbed.. Their mental health problems like stress, depression, anxiety are associated with their personal as well as professional life. As a result, they are not capable to achieve their goals as an educators. This article analyses the level of different mental problems of teacher educators who are appointed in different teachers' training colleges under Kamrup District (M), Assam.

Key Words : Mental health, Stress, Depression, Anxiety

Introduction

Teacher educators train the would-be teachers with their skills, attitudes, and approaches during the pre-service as well as in-service training period. Their views and ways of speaking reflect the behaviors of the student-teacher trainees. The educator's

Cultural Diversity and Promotion of Multiculturalism in Education

Spriha Nath

Cultural Diversity

Cultural diversity refers to the differences among individual based on their personal experiences and attributes. A person's culture may include their race, ethnicity, gender identity, gender expressions, sexual orientation, nationality, language, religion, political affiliation and socio economic background. So, cultural diversity also can referred to as the plurality and variety of identities and belongings in a social setting.

Cultural diversity is important because our country, workplaces and educational institutions increasingly consist of various cultural, racial and ethnic groups. We can learn from one another but first we must have a level of understanding about each other in order to facilitate collaboration and cooperation. Learning about other cultures helps us to understand different practices within the world in which we live, and helps to dispel negative stereotypes and personal biases about different groups. The diversity makes our country a more interesting place to live, as people from diverse cultures contribute language skills, new ways of thinking, new knowledge and different experiences.

Types of Cultural Diversity in the Educational Institutions

Diversity in and out of the classroom of the educational institutions will continue to grow. It is essential to prepare the students to adapt the changing world and make them a sense to respect the individual differences of peers.

Gender and Identity

Spriha Nath

Introduction

Gender is a social construct that impacts attitude, roles, responsibilities, and behaviour pattern of boys and girls, men and women in all societies. It refers to those roles and responsibilities of men and women that are created in our families, in our societies and in our cultures. The concept of gender include the expectation held about the characteristics aptitude and likely behaviour of both man and woman, which are learnt.

The persons sense of being a woman, a man or being a girl, a boy or both on the basis of which a person identify herself or himself can be called as gender identity. The expression of gender through the way the person behave or dressed is an important part of the person's self identity, and is central to our mental health and well being.

Gender Identity

A person's own view of oneself as a gendered being i.e.; man, women and transgender, cisgender can be referred to as gender identity. The internal sense of oneself as masculine or feminine is a sense of gender identity. It can be described as both a sensory and a psychological experience.

There are infinite ways by which one can identify himself or herself. So the gender identity can be considered as multiverse. The gender identity of an individual can be define by himself or herself. It is very important to understand that gender identity is a

Language Skills and Academic Performance Among Undergraduate Students– A Study

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Abstract

Language abilities are required for a person to learn and flourish. Listening, speaking, reading, and writing are all fundamental language skills that must be nurtured from the very beginning of an individual. Thus, the present study endeavors to explore the language skill of the students that impact on their academic performance among under graduate students which will help students for interactive teaching-learning process. The main purpose of the present study is to assess the level of language skills, academic performance, to find out the differences between male and female in relation to language skill and academic performance and also to find out the relationship between language skill and academic performance among Undergraduate students.

The study is based on Descriptive survey method and required data was gathered using both secondary and primary sources. Researcher has drawn the sample by using Stratified Random sampling technique. The studies findings reveal that the students have average level in both the language skill and academic performance and the mean score of female students are better than the male students moreover there is low positive correlation between language skill and academic performance among sample students.

Keywords : *Academic performance, Language skill, Gender.*

Effect of Environmental Education on the Under Graduate Students: A Study in Kamrup (M) District

Dr. Moyuri Sarma & Minakshi Rabha

Introduction:

"Environment is the representative of physical components of the earth wherein man is an important factor affecting the environment," (A. Goudie, 1984). The physical components of the planet earth like, land, water, air etc., both supports and affect life in biosphere. The Natural Environment, (biotic and abiotic) Social Environment (social, economic and political conditions of an individual in which he live, that includes social rules and regulations, traditions customs etc) and Psychological Environment (life space of topology or life space, relates to the definition of personality or obtained goals and personality from the psychological environment) all basically influences a person to behave in a typical manner that directly or indirectly influences the environment. All these can be cited as factors that facilitate a person to develop an attitude towards environment.

Environmental Education (EE) is a process to create awareness, knowledge and understanding about the environment, positive attitude towards it, and commitment to project and improve it. Womersley and Stokes (1981) included awareness in the objectives of Environmental Education which refers to foster awareness of and concern about economic, social, political and ecological in urban and rural areas. Deep Britain Tidy Group (DBTG) has emphasized on the environmental awareness and language development. (Rajput, et.al. 1980) highlighted the significance of Environmental education in developing empathetic relationship with various members of community and understanding their role and importance. Environmental education has been and is being discussed at various forums, at several national and international levels. Environmental education is education through, about and for environment. Teaching learning can be carried out through, the various activities. The child can learn about the physical environment through the school subjects like, geography and biology course materials and the cultural and social environments, which reconnects with schools, banks, self-government, industries, transport, trade, and religion

Exploring the Teachers' Attitude towards Inclusive Education System: A Study on Kamrup (Rural)

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Abstract

Inclusive education refers to inclusion of all children, regardless of color, ethnicity, disability, gender, sexual orientation, language, and socio-economic background. This paper makes an attempt to explore the teachers' attitude towards inclusive education system. For this the investigators applied descriptive survey research method. An attitude scale developed by Wilczenski (1992), has been used. And both primary and secondary data has been collected and applied for conducting the study. Here, Rampur educational block under Kamrup Rural District has been selected for conducting the study. The study reveals that 74.98% teachers have positive attitude towards inclusive education, and they support to implement the same into the regular classroom. Where 22.33% teachers do not agree for the same.

Keywords: Inclusive, Education, Attitude, Teachers.

Participation of Women in Higher Education Among the Rabha Community

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Abstract

In a country's socioeconomic change, higher education is critical. Female participation in higher education is on the rise, particularly in Assam's suburban communities. However, in the state's rural parts, particularly among indigenous women, this situation is extremely depressing. Female participation in various technical and job-oriented courses, on the other hand, continues to lag behind. Therefore, the present study is aimed to study about the educational status of women and to find out the differences between literate and illiterate women in respect to their present socio-economic status among Rabha community in RHAC area. Both primary and secondary sources are used for collecting data. The sample consisted of 50 and data was gathered by using Self structured questionnaire and interview schedule. The main result showed that participation of women in higher education among Rabha community is low so the formulated hypothesis is

rejected. Secondly, the formulated hypothesis "There is no significant difference between Literate and Illiterate Women among Rabha community in respect to their socio-economic status" is also rejected.

Key words : Higher Education, Women Education, Socio-economic status, Rabha Community

Introduction

Higher education contributes significantly to long-term growth by generating and disseminating knowledge. At a time when universities around the world are facing major challenges as a result of enormous growth and drastically decreased resources, effective management of this domain should be a top priority (Ghara, T.K. 2016).

According to the AISHE (All India Survey on Higher Education) 2019-20 report given by the Ministry of Education, women currently account for 49 percent of total enrolment in higher education in India. However, it is critical to look beyond the headline figures and examine performance on a micro level. In India, women are not a homogeneous group, and their educational paths are affected by socio-religious factors. Indian society's socio-cultural atmosphere has an impact on every element of a woman's life. Despite all barriers, women in India achieve a high level of educational achievement. Women from all walks of life have poured their hearts and souls into higher education. From 2015 to 2019, female enrolment in higher education increased by 18 percent across the board at the national level. Various publications have shown that women's engagement in STEM subjects (Science, Technology, Engineering, and Math) in India has been low. The government has taken a number of steps to

CHALLENGES TOWARDS ONLINE TEACHING DURING COVID-19 PANDEMIC AMONG THE TEACHERS OF SECONDARY EDUCATION

Minakshi Rabha

Abstract: The COVID-19 pandemic has wreaked havoc on education systems around the world, affecting approximately 1.6 billion students in over 200 nations. More than 94 percent of the world's student population has been touched by school, institution, and other learning facility closures. During the pandemic, online teaching and learning was the best option for continued education. As a result, the researchers hope to discover the obstacles that teachers have when teaching online in this study. The goal of this study is to assess the positive and negative aspects, as well as the challenges, of online education during a pandemic. A self-structured questionnaire was created to collect data for this investigation. This study used a qualitative case study method and a random sample technique. The study's findings will help to highlight the challenges that teachers face when it comes to online teaching, while also bringing teachers' needs to the attention of policymakers and administrators so that teachers can meet their needs at home while all schools are closed for a better teaching learning process.

Keywords: Covid-19 Pandemic, Online Teaching, Challenges, Positive Perspective, Negative Perspective.

E-learning, also known as online learning or online education is a learning system that can be accessed through electronic devices. In instances when the source of information and the recipient are separated by time, distance, or both, e-learning provides education (Cook, Ley, Crawford, and Warner, 2009). Because the goal of e-learning is to allow students to learn and complete courses without having to physically attend a typical on-campus academic institution, it was deemed appropriate for use as a (COVID-19) pandemic prevention measure. Following the global spread of the disease, many countries implemented lockdowns and educational institutions suspended on-campus activities in order to preserve social distance, control the

Gender and Society

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Career Choices of Women Teachers in Higher Education

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Abstract : Since the medieval period in India, women have been denied access to education and employment. Women's engagement in higher education is expanding as a result of globalization and government attempts to increase female participation in higher education. Globalization had an impact on schooling in terms of topic specialization and created employment prospects based on different specializations. Parents of girls are also aware of the value of education and encourage their daughters to pursue higher education. There is also a lot of misconception among the girls and their parents about the degree or education they should pursue in order to have better employment chances. In this regard, it is necessary to evaluate the job choices of various female experts. Women are increasingly working in education, and they are aware of the prospects. Despite the enormous progress women

09

WORK-LIFE OF WORKING WOMEN

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ABSTRACT

Work-life of working women in different professions carries a healthy work life as well as healthy family life. Without work, no one can live. But, the working women have dual roles and responsibilities such as maintaining the family as well as servicing the profession with commitment. When the working women are unable to tackle their assigned responsibilities, they get frustration. They are irritated, tensed anytime though they have got their recognition both inside and outside along with good salary and security in life than the non-working women. Somehow, they are economically independent in the society and family, still they are bonded with the family, caring their children, maintaining the relation with the other members of the family. The present study aims to analyze the relationship between work and family life, work and personal life and their involvement in working field.

The study investigated the personal life, work life as well as family life of working women. The study also gives insights into the relationship between the professional life and family life. A self made questionnaire with content validity was used for collecting data and analyzed the data with the help of SPSS and Pearson Product Moment of Correlation.

Results revealed that the working load of lady doctors is very high than the other professionals. The relation of working women in teaching profession is higher than other professions of women. The significant difference is found in balancing the work-life and personal life of working women.

Development, Modernisation and Evaluation of Lesson Plans

Dr. Parijat Chakrabarty

It is true that teaching is an art as well as science. Daily lesson planning involves defining the objectives, selecting and arranging the subject-matter and determining the method and procedure. The lesson planning is an instructional procedure designed and prepared by pre-service and in-service teachers before the classroom teaching. There is no doubt that a lesson plan provides an opportunity to the teacher to think and to be imaginative. It increases the competency and skill of a teacher. The purpose of a lesson plan is to **communicate**. The lesson plans are to guide in organizing material and assess learning outcomes. In order to write a lesson plan the key principle in creating a lesson plan is specificity.

Concept of lesson Plan:

According to Good (1945) a lesson plan as a teaching outline of the important points of a lesson arranged in the order in which they are to be presented which may include objectives, points to be made, questions to ask, references and assignments.

Lesson Plan can also be conceived as a map which shows where you start, where you finish and the route to take to get there.

A lesson plan is a written guide for trainers' plans in order to achieve the intended learning outcomes. It provides specific definition and direction on learning objectives, equipment, instructional media material requirements, and conduct of the training (Education Dictionaries)

Research findings suggest that teachers have three reasons for lesson planning (Clark & Peterson, 1990).

They are—

(1) Planning to meet immediate personal needs (e.g., to reduce uncertainty and anxiety, to find a sense of direction, confidence and security);

(2) Planning as a means to the end of instruction (e.g., to learn the material, to collect and organize materials, to organize time and activity flow); and

(3) Planning to serve a direct function during instruction (e.g., to organise students, to get an activity started, to aid memory, to provide a framework for instruction and evaluation).

There are several variables that influence the lesson planning, viz., locality of the school (urban/rural), number of students in the class, students previous knowledge assumed by the teacher, resources available at the school etc. (Gupta, 1985). The importance of planning of lesson has been detailed by many authors (e.g., Joseph, 1982; Sharma, 1996).