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ABOUT THE JOURNAL

e-IJEAS is a peer-reviewed Inter Disciplinary e-Journal Published by NSS Training College, Ottapalam. This journal aims to publish innovative and quality papers in a wide range of topics diverse and subjects. The journal also intends to help researchers, scholars, students and everyone else who are interested in academic research activities, in publishing papers on various issues across multiple disciplines. This journal invites original contributions as well as Review articles in important methodological and substantive areas in education, humanities, social sciences.

The Journal, started in 2020, is published twice a year. One issue during January to June, and another issue during July to December.

JOURNAL DETAILS :

Title	e-IJEAS (Interdisciplinary e-Journal of Education and Allied Subjects)
Frequency	Half-yearly
ISSN	Not assigned
Publisher	Principal, NSS Training College, Ottapalam.
Chief Editor	Dr. Seema Menon K.P.
Copyright	NSS Training College, Ottapalam.
Starting year	2020
Subject	Education and Allied Subjects
Language	English
Publishing Format	Online
Phone no.	0466-2244359
Email id	nsstcottapalam@gmail.com
Mobile no.	9447455051
Address	NSS Training College, Ottapalam, Kerala – 679 101
Journal Website	https://www.eijeasnsstc.in/
Author Guidelines & Submission details	https://www.eijeasnsstc.in/guidelines.php
Plagiarism policy	https://www.eijeasnsstc.in/guidelines.php

EDITORS WORDS

Dr. Seema Menon K.P

Editor-in-Chief

Associate Professor,

NSS Training College, Ottapalam, Kerala.

I am pleased to welcome you all to the latest edition of this e-journal, Volume 4 Issue 1, June 2023. This e-journal intends to provide research knowledge and opportunities, for research scholars, teachers and students in the area of education.

In line with the theme of education, this issue of e-IJEAS focuses on various educational matters. Scholarly papers of this issue talks about Communication Barriers Encountered by B.Ed Students During Online Learning, Resilient Behaviour-Based Interventions to Foster the Mental Health of Higher Secondary Students, Role of Home Environment in Self-Regulated Learning of Secondary School Students and Education and Cultural Development with Special Reference to Scheduled Tribes.

As the Editor in Chief of e-IJEAS, I am thankful and wish to express my gratitude to all contributors for their time, effort and valuable thoughts and supporting us in the preparation of this issue. I also express my thankful gratitude to all, who have extended their helping hands in their different capacities for the preparation of this issue.

Constructive suggestions for the development of this e-journal are always welcome.

Dr. Seema Menon K.P

Editor-in-Chief, e-IJEAS

Ottapalam,

28th June 2023

REVIEW OF RELATED LITERATURE ON COMMUNICATION BARRIERS ENCOUNTERED BY B.ED STUDENTS DURING ONLINE LEARNING IN THE COVID 19 PANDEMIC SITUATION

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Abstract

Online education is a type of instruction that is administered and given over the Internet. Twenty years ago, the idea of high-quality training being provided online would have been unthinkable, but in the digital era, it is now a reality. The term "online learning" or "online education" now has a very wide definition. Online education is a relatively new trend. In order to support successful and beneficial communication between professors and students, it is necessary to identify all the difficulties and problems that may arise during the communication process. The main objective of the study was to find out the main communication barriers encountered by B.Ed. students during online learning. With the help of descriptive survey method a population of 300 B.Ed. students under Calicut University was selected. A questionnaire was used as the instrument of data gathering and its content validity was confirmed by an expert panel. The reliability of the questionnaire was evaluated using Cronbach's alpha coefficient, which yielded a value of 0.96. Findings of the study regarding the main barriers were classified under three categories such as personal barriers, social barriers and technical barriers.

Key words: Online learning, Communication barriers, Personal barriers, Social barriers and Technical barriers

Introduction

Communication is an important element of life. This is more efficient and important when it comes to education field which is a tool for the welfare of the individual and society. Today e-learning or online learning educations are the result or symbol of the technological growth. As a result, traditional teaching styles are transformed to technology-based teaching. Online education is a new trend in education which makes it feasible for someone to learn improved and give options under the constructivist approach. Students have a more adaptable education opportunity because of online education. But on the other hand, lack of face-to-face contact with teachers and students may result in lack of motivation and encouragement. there are so many barriers and obstacles in teaching and learning process of online education

Most familiar obstacles are the ignorance and unconsciousness of the roles as teachers and students. There are some differences between the types of communication in traditional learning and online learning. Communication barriers means communication process also exist in online education because of such reasons as the physical distance between students and teachers, the difficulties of dealing with new media, having time limitation and restrictions, background knowledge of online teaching and learning, incompetence in skills or ability of

using technology, need for more human interaction and the interactivity level of the process. Put all together effective online education process becomes almost impossible. The levels of these communication barriers and obstacles are different in different institutions or in different programs and in different delivery systems used. Therefore, it is crucial to remove communication barriers if qualified and effective online education is aimed at.

Method

This literature review was used to investigate the common findings and implications of studies related to communication barriers encountered by B.Ed students during online learning in during Covid-19 pandemic. The analysis was conducted with the help of two basic steps such as (a) literature search and (b) selection of eligible studies.

Literature search

In order to help focus and lead the research, the main key terms of the study- Communication Barriers experienced by B.Ed. students when engaging in online learning during Covid-19 pandemic were first identified. The Educational Resource Information Centre (ERIC), Sodhganga, Semantic Scholar, and Science Direct were the three fundamental data sources used for the research. These databases, in my opinion, offer adequate coverage of representative articles in terms of the online learning communication barriers that B.Ed. students encountered Covid-19 pandemic.

Results

Based on the reviewed articles four of them used qualitative methods and the rest used quantitative methods. Table 1 summarizes the list of reviewed articles and their respective methods used.

Table 1.Descriptive Statistics for the studies related

Studies Reviewed	Methods used
Leach and Walker (2000)	Qualitative
Muilenburg and Berge (2001)	Qualitative
Steven Barrett (2002)	Quantitative
Aytekin Isman, Fahme Dabaj and Fahriye Altinay (2003)	Qualitative
Tulay Atay, Aynursarisakaloglu and Zulfiye Acar (2015)	Quantitative
Jenna Gillett-Swan (2017)	Quantitative
Peter Argondizzo (2019)	Qualitative
Jasmine Paul and Felicia Jefferson (2019)	Quantitative

Studies Related to Communication Barriers

Leach and Walker (2000) claimed in their study that the flexibility, task orientation, self-evaluation, and instructor support of students in distance education depended greatly on the teacher's feedback. Additionally, they said that whether or not the technology utilised in distance education constituted a barrier depends on the degree of the student's experience with it. Study concluded by stating that for a successful online education, technology concerns must be minimized, and programs used must be designed accordingly.

In their exploratory factor-analysis study, Muilenburg and Berge (2001) identified the underlying structures that make up the barriers to distant learning for teachers, staff, and administrators. Administration, organisational change, technical know-how, social interaction and quality, faculty salary and time, threat of technology, legal concerns, evaluation/effectiveness, access, and student support services were the 10 criteria identified. They surveyed 2054 participants using 64 distinct obstacles in order to develop these ten categories, and they came to the conclusion that certain barriers overlap one or more of the factors.

In his study on the use of the Internet as a medium for distance education, Steven Barrett (2002) discovered that using the internet causes students to convey a lot of socio-emotional information to people who are frequently complete strangers. People felt exposed as a result, so they restricted the quantity of this kind of information they sent over the internet, which in turn created a barrier to efficient communication. The study assessed the quality of communication that occurred as part of the teaching in subject in Doctorate of Education program. Because of the nature of relationships between the participants, the communication did not meet the standards suggested by the literature. The findings of this study can be used as the basis for initiatives designed to improve the effectiveness of the Internet as a platform for undergraduate distance learning. A variety of nonverbal cues and indicators help to clarify any ambiguities in spoken communication as well as to support it.

The study conducted by Aytekin Isman, Fahme Dabaj, and Fahriye Altinay (2003) emphasised the importance of communication as the primary instrument used by individuals to meet their requirements. It was a procedure that calls for competent communication as well as the removal of communication barriers in order for communication to be effective. Distant learning adopts modern tools and facilities for the teaching-learning process. Online courses offer new flexibility options in addition to good communication in a traditional setting. The study also stated that it is crucial to remember that removing barriers to communication is a key component of creating a successful communication process. Being aware of these hurdles to communication in distant learning enables people to perform their jobs more effectively.

Tulay Atay, Aynursarisakaloglu and Zulfiye Acar (2015) studied about online education as a new trend at Universities in Turkey. To enable effective and productive communication, both between learners and between teachers and learners, it was of vital importance to identify all the difficulties and obstacles which may arise during the communication process. The major goal of the study was to determine how behaviourism, cognitivism, and constructivism—three well-known learning theory approaches—affect

teachers' and students' perceptions of communicational barriers in online learning. At the University of Celal Bayar, one of Turkey's universities where the usage of online education technology for teaching and learning was quite high, a survey of online students was undertaken in order to identify the communicational hurdles that are present in online education. Interviews were done to learn how teachers felt about online education and the impediments to communication therein.

According to Jenna Gillett-Swan (2017), higher education institutions are moving to offer a variety of options for the involvement of their students as they become more conscious of the diversity of their existing and potential students. Students at universities now have access to a variety of delivery methods, opening up choices and avenues for those pursuing additional education. There was a tendency to take a one-size-fits-all strategy when switching between and between modes. That is, internal content was changed into a format that was deemed appropriate for dissemination to an outside audience. The one-size-fits-all strategy for external students who feel or experience isolation, however, has a serious flaw. These students frequently encounter a variety of obstacles to their complete involvement in coursework courses, as opposed to their internal counterparts. This presents a different sort of learner to take into account in the development and implementation of learning activities online since these barriers might not be experienced by those enrolled in these same units through face-to-face or blended enrolment modes. In group work activities, the participation barriers stand out especially. Along with their typical academic workload, many academic staff members face obstacles in the online world, which calls for increased levels of technological skill and ability. This paper offers one lecturer's perspective and critical commentary on some of the difficulties encountered by external students and the consequences of an increasingly online delivery framework for practise, drawing on reflections of several years of enabling student learning online.

Peter Argondizzo (2019) in his study said that E-Learning has become popular for individuals and companies who don't have the time for or availability to attend traditional classroom settings. While this method of learning was often convenient, many have encountered some difficulties due to language barriers on platforms that do not cater to more than one language. Knowing that overcoming language barriers can be difficult some of the tips stated was to read to learn how to conquer these eLearning hurdles. Language barriers were considered as an especially common challenge with international businesses.

In their study, Jasmine Paul and Felicia Jefferson (2019) noted that more students were now choosing online courses. They discovered the typical classroom to be constrictive, rigid, and unworkable. The main goal of this study was to ascertain whether type of instruction was more successful throughout an 8-year period. In a class on environmental science, 548 students—401 in the regular classroom and 147 online—were graded. The results were utilised to assess which teaching method led to greater student achievement. In addition to the main goal, they also looked at score variation between genders and classifications to see if the training method affected some groups more than others. There was no discernible gender difference in overall student performance between online and face-to-face (F2F) learners regardless of gender or class level. These results show that, regardless of gender or class level,

environmental science ideas may be similarly translated for non-STEM majors in both traditional and online platforms. It may be possible to increase the proportion of non-STEM majors participating in citizen science by utilising the adaptability of online education to teach environmental science fundamentals.

Discussion and Conclusion

The term online teaching and learning has been clearly defined. Everyone agrees that online education can be conceptualised as a teaching and learning process aided by information and communication technologies. Online teaching and learning are commonly referred to as: web-based training, e-Learning, Internet-based learning, web-based instruction, cyber learning, virtual learning, net-based learning, etc. in literature. A form of distance education, online education offers a wide range of opportunities for technology-based learning, including computer-based learning, web-based learning, virtual classrooms, and online collaborations. Online learning may also be analysed as a "new culture of learning and teaching," which fosters student learning processes by utilising digital tools. The interactive and multimedia design of learning materials, the completion of the learning process across digital networks like the Internet, and the use of online-based contact between teachers and students are all characteristics of online teaching and learning. Several elements, including the students, teachers, tutors, writing tools, learning platforms, and contents, as well as the learning environments, must work together well for online education to be possible.

According to the survey, communication barriers for aspiring teachers are very significant. According to the findings, there is a substantial variation between the mean communication barrier scores of prospective teachers according to their geographic location. Additionally, it is obvious that there are no gender-related differences in the means of communication barrier scores among potential instructors. When there are prospects for student participation in online learning, what I understood was that there is no adequate communication between teachers and students and also there are significant network issues for potential teachers when they are teaching online.

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RESILIENT BEHAVIOUR-BASED INTERVENTIONS TO FOSTER THE MENTAL HEALTH OF HIGHER SECONDARY STUDENTS

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Abstract

The fear of failures and the associated stress related to higher secondary students have always been a matter of discussion and to decrease the stress among the student's alternate methods and researches have been done. The well fare and resilient behaviour are essential in hindering and reducing the severity of mental health problems. On providing students with managing skills and protective behaviour can be helpful to them to react positively to hurdles in life, allowing significant mental, social and academic success. Resilient behaviour can be defined as a set of attributes that stimulates a process of successful adjustment and transformation in spite of risk and hardship. Attaining mental health incorporating its social intellectual and living aspects is considered one of the greatest challenges faced by the societies. Resilient Behaviour is strongly linked with mental health in students and deserves a more important role in research determinant programmes and regular clinical care. The Resilient Behaviour is of great value as this can recognise potential targets for early and precautionary interference. The previous researches on resilient behaviour stipulates that there is a positive correlation between resilient behaviour and mental health. This paper attempts to discuss the role of Resilient Behaviour in impacting positive mental attributes and better outcomes in higher secondary students.

Key words: Mental Health, Resilient Behaviour based interventions, Higher Secondary Students.

Introduction:

The path of higher education is very critical for higher secondary student's life, as it determines their future endeavours. The Higher Secondary students are teens in the age group of 16- 18 yrs. and they are in the adolescent phase of their life. Adolescence is an interesting and complicated transformation in the life of every human being as one moves from childhood to adult life. The challenges they face during these periods should be properly cared and handled. So, it becomes very important for the educators, parents and health care professionals to be committed to make this transition period smoother for them.

In today's competitive world student's faces different set of challenges as compared to their previous generations like easy access to technology, better life style, nuclear family structure leading to freedom of their choices. These advantages itself are solely responsible for the trouble faced by today's adolescents. Students often ascribe their mental suffering to pressure of doing well in their academic and professional lives. The race for academic excellence and professional competencies, is not only among the student's but also among the parents which further fuels the stress for the students. Another factor which has become an inseparable part

of this generation is the excessive use of internet. The technology has become a powerful tool for them to build their interest, to connect and create relationships. But with these opportunities, the concerns around access to inappropriate content and getting addicted to adverse technology habits have also increased among the students.

During the last two years, the pandemic led lockdowns and the unpredictability associated with them had a damaging effect on the mental wellbeing of the students [Mesman]. The adolescents of today's generation have been showing increasing anxiety, distress, disrespectful behaviour, depression and drug abuse. The transference to remote learning methods and the closure of educational institutions to a limited period has led to a substantial decline in the attention spans and poor learning outcomes among the students. According to the survey conducted by UNICEF in 2021 of The State of World's children report, every one in seven youngsters within the age group of 15-24 yrs. in India reported some sort of poor mental health. According to the report, submitted by the National Mental Health Survey of India 2019 about 14% of adults have some kind of mental illness.

Well-being and resilient behaviour in education sectors are thus helpful in reducing and minimizing the severity of Mental health problems among the student population. Over the years higher educational authorities, school counselling groups have taken measures to support the students with mental health issues. Even though there is a greater realization and talk about the mental health problems substantial measures should be considered with respect to educational sector which has reopened after a long gap due to the pandemic. The mental health of the students should be properly cared and their resilient behaviour should be promoted to cope up with the stress factors and problems they face in the higher secondary sector. The problem-solving skills, establishing and nurturing inter personal relationship and sensible goal setting are well established as to strengthen an individual's ability of giving something meaningful in their life. Resilient behaviour can be defined as a set of attributes that stimulates a process of successful adjustment and transformation in spite of risk and hardship. Possible risk of poor self-respect and mental health can be overcome by shielding factors including one's ability to adapt themselves in any adverse situation, having a healthy family and social relationship and friendly interaction with everyone.

The theory of Resilience advocates that it is not the nature of adversity that's important but how we deal with it [1]. When we are frustrated, feeling very low and desperate it's the resilient behaviour in us which helps us to bounce back and face any situation in life.

The greatest honour in living life, is not in falling but rising every time we fall (Emerson 1900). Thus, it becomes very important to develop this in our students. By helping students with skills to overcome the negative stress and empowering them with tools and strategies to diminish negative outcomes.

When difficulty or a stress full situation arises how students face it depends upon their individual differences. The Resilient Behaviour is not automated but it's a learned behaviour that becomes personalized and applied during stressful situation thus, empowering the resilient individuals to recover from extreme challenges.

Importance of Resilient Behaviour

Resilience theories state that whatever be the ongoing or past mental state every student can overcome and benefit from properly planned and developed mental health strategies and resilient skills. This type of skills can help students take support while constructing their self-efficiency and confidence. The skills for developing resilient behaviour in students help them to cope up with the negative life stressors and facing any obstacles coming in their way. Whenever the word Resilient Behaviour is referred, we always talk about the word bounce back, critically the word is positive which reinforces our inner strength.

The teaching strategies for resilient thinking could be applied in advance, so that the positive outcomes and possibilities related with building up student's resilient behaviour can act as soothing approach, for early support and strengthening of mental health. The advancement of raising resilient behaviour can increase students' abilities to safe-guard as well as can be an effective counter to balance the effect of distressing life events.

Apart from the mental health support of students the importance of resilient behaviour is also needed to act as protective shield for all children passing through life.

Mental Health Promotions

Educating and education in higher secondary section is a journey of self-discovery, self-questioning and self-experimentation. Creating a safe and convivial learning atmosphere will help promote better emotional and mental wellbeing of students, which in turn will lead to better academic results. Organising class-based activities, building safe and interactive sessions with the tutor will help manage stress and promote mental wellbeing. Conducting mental health camps, counselling and interactive sessions by the professionals will help the students in coping with anxiety issues. Developing resilient behaviour to promote mental health requires not only training teachers but also parents should be given classes and should be included to care the mental health of adolescents.

As we move our journey in 2023, it is vital that our higher secondary sector should work towards providing early mediation to give full support towards the fostering of resilient behaviours to enhance the mental health of our children.

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ROLE OF HOME ENVIRONMENT IN SELF REGULATED LEARNING OF SECONDARY SCHOOL STUDENTS

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Abstract

Environmental orderliness influences the availability of resources, which in turn affects state self-control behaviors and creative thinking. The home environment plays a crucial role in a child's overall development and psycho-social abilities. Various factors related to students, their homes, and schools contribute to students' academic performance at the secondary school level. Self-regulated learners are prepared to face educational challenges and possess the potential to solve problems on their own. They strive to achieve mastery of learning goals through self-motivation, self-directedness, and self-evaluation. This paper aims to explore the role of the home environment in fostering self-regulated learning among secondary school students.

Keywords: Home environment, Self-regulated learning, Secondary school students

Introduction

The human mind and body are closely interconnected and can be influenced by the environment in which we live. Even the color of walls and furnishings can impact our mental health. The home serves as the first school where a child develops an understanding of themselves and explores the world around them. The home environment significantly influences a child's personality development. Self-regulation is defined as learner's beliefs in their ability to engage in appropriate actions, thoughts, feelings, and behaviors to pursue valuable academic goals, while also self-monitoring and self-reflecting on their progress towards goal attainment (Zimmerman, 2000). It involves learning guided by metacognition, strategic behavior, and learning motivation, enabling students to become independent learners capable of pursuing their own interests.

Home Environment

The family is the most important factor in society as a whole, and personality development occurs primarily within the home. Families, especially parents, provide the crucial support systems that children need. Parental relationships have a powerful influence on shaping a child's personality. Encouraging less restrictive parenting practices while allowing parents to freely express their views, effectively utilizing physical and emotional discipline without impeding children's autonomy, and ensuring unsupervised care are all important aspects of a nurturing home environment. A home should be a place where children are not compelled to conform to their parent's wishes and expectations, where they are safe from being isolated from loved ones and have access to love and education.

"My mom is a real nurse, and my dad is a real teacher," Rousseau said. Both home and school are important educational institutions for personality development. The family is a social institution that significantly influences a child's development. The foundation of education

lies in the home, and schools and teachers exist to support it. The family is the primary institution responsible for raising children, with parents serving as their first educators.

Self-regulation in Learning

Self-regulation is a process that involves individual awareness and recognition of one's abilities. Bandura's social-cognitive theory of self-regulation conceptualized self-regulation as the strategies individuals employ to gain control over their learning process, including monitoring, regulating, and controlling their cognitive, motivational, and behavioral aspects to acquire knowledge or skills that enhance cognition, motivation, behavior, agency, goals, and metacognition (Bandura, 1986; Bozpolat, 2016; Zimmerman, 1989). Self-regulation enables individuals to learn how to control their emotions, behaviors, and attitudes. The first step in self-regulated learning is planning and goal setting, where students establish benchmarks to monitor their progress. Goal setting involves activating prior knowledge about task difficulty and proficiency in the relevant content area. The next step is implementation and control, followed by monitoring progress towards the goal. Individuals can exert control over their understanding, motivation, emotions, or behavior towards achieving a goal. Finally, students engage in reflection and provide metacognitive responses based on information gathered from previous self-assessments. A student's belief in their abilities determines how they perceive their progress or lack thereof.

Self-Regulated Learning Strategies

cognitive strategies encompass domain-specific learning techniques. Critical thinking involves skills such as evaluating information sources and determining their consistency with prior knowledge. Activities that aid students in formulating and practicing critical thinking include generating questions before or during reading to focus attention, creating graphs and tables related to real-world issues, and engaging in class discussions to develop arguments for persuasive writing.

The metacognitive component comprises declarative knowledge (knowledge about oneself as a learner and factors influencing performance), procedural knowledge (knowledge about strategies and other procedures), and conditional knowledge (knowledge of when and why to use a particular strategy). Adults often struggle to express their knowledge or transfer domain-specific knowledge to new environments. The aim of self-regulated learning is to make these strategies visible to adult students and eventually automatic. One way to make these three types of knowledge visible in the classroom is through student demonstrations.

The motivational component encompasses both self-efficacy (an individual's belief in their ability to complete tasks or achieve goals) and epistemological beliefs (beliefs about the origin and nature of knowledge). Overcoming negative self-talk can be challenging for many students. Self-regulated learning strategies involve instructional techniques that assist students in monitoring and managing their learning skills and habits. By combining strategy instruction with metacognitive processes, instructors possess powerful learning tools to share with students.

Role of Home Environment in Student's Self-Regulated Learning

Self-regulation enables individuals to remain calm, manage their emotions, adapt, and respond appropriately to the environment. It is essential because it empowers children to excel academically, build friendships, and thrive at home. Parental involvement in children's education has been associated with positive learner outcomes. When parents are engaged both at school and at home, children perform better and remain in school for longer periods. Parents assist their children in planning educational activities that emphasize student responsibility for learning, allowing them to make independent choices regarding learning projects, time management, learning activities, and exam preparation (Winne, 1995). Parents help students establish learning goals, monitor and evaluate their progress by providing feedback and scaffolding, enabling them to learn self-regulated learning strategies (Grolnick, 2009). Numerous researchers, practitioners, and policymakers have emphasized the importance of parent involvement. Extensive research indicates that when parents participate in their children's education, it leads to increased student achievement and improved student attitudes.

Conclusion

Environmental factors such as education, culture, geographic location, and life experiences significantly influence our personalities. The home environment serves as a strong predictor of students' use of self-regulated learning strategies and their academic achievement. Parental responsiveness, language usage, engagement in literacy activities, attitudes towards children, and students' active participation in learning serve as foundational elements for academic success. It is the school's responsibility to foster strong relationships with parents to ensure children receive constructive feedback. Schools can organize information and awareness programs for both parents and students, thereby improving various aspects of the home environment, including parental disciplinary practices, acceptance and nurturing, and promoting students' autonomy and independence to prepare them for active participation in society. Effective parenting motivates children to develop self-regulation and control over their learning (Huang & Prochur, 2003). Therefore, the home environment plays a pivotal role in fostering self-regulated learning among secondary school students.

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SOCIESC RIGHTS OF LGBTIQA+ PERSONS

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Abstract

LGBTIQA+ individuals experience vast socio-economic disparities due to discrimination in various socio-cultural situations. Criminalization of homosexuality leads to discrimination and inadequate access for LGBTIQA+ people to health services. Barriers to access to HIV prevention, testing and treatment services are also present. They gradually develop low self-esteem, low self-confidence and try to isolate themselves from friends and family. These people mostly turn to drugs, alcohol and tobacco to relieve themselves from stress, rejection and discrimination. To present information related to sexual orientation, gender identity, gender expression and sexual characteristics, using the SO/ GIE/ SC, "infusion" approach is very effective. People with diverse SO/ GIE/ SC need to know their rights and it can be helpful for others to treat everyone around them with full respect. As gender and sexuality can be hotly debated, the awareness about SO/GIE/SC rights create a common understanding of the language to be used in the environment. This paper intends to dwell into the SO/GIE/SC rights of LGBTIQA+ people.

Key Words: SOCIESC Rights, LGBTIQA+ Persons

Introduction

People around the world have the right to live a happy life with all the rights, free from violence and discrimination, equal treatment and opportunities regardless of gender, social status, and race. A crucial and internationally recognized approach to achieving this goal is to provide rights-affirming comprehensive SO/GIE/SC rights awareness. All people are treated equally and no individual is given a special status that can humiliate or exploit another person or group. According to Article 14 of the Indian Constitution, the laws of the country ensure equal protection to all people. Also, prohibition of discrimination (Article 15) prohibits discrimination in any manner. Article 16 provides equal employment opportunities in State service for all citizens, that is, no citizen should feel discriminated against in matters of public employment or appointment on the basis of caste, sex, religion, place of birth, and race.

What are the differences between gender, sex, and gender identity? It is common for people to get confused with sexuality, gender, and gender identity. But they are all completely different concepts. While gay pride parades, meet-ups and heated debates are all happening, LGBTIQA+ individuals in many parts of India are not even able to recognize their rights. In some places, honor killings also have happened which leaves LGBTIQA+ persons without money or social support to flee to some city under the cover of night. Hate crimes against LGBTIQA+ individuals are still ongoing in the country. In the case of women, rape is often prescribed to cure lesbians. The main factors leading to stigmatization of LGBTIQA+ people is their parents' reactions. Studies show that most people are accepted by their families only if they agree to

behave like heterosexuals. It is a regular practice for LGBTIQ+ individuals to be accused of mental illness when it comes to their families. Families who accept their identity impose many restrictions on dressing, socializing, and choosing partners. In the absence of family support, online groups and social media have offered accessible alternatives for forming a community outside the family. Platforms like Gacy and Galaxy and Queer Inc. Publishers such as these also help LGBTIQ+ individuals to communicate their issues and form a community to live collaboratively. It is important to protect the SOGIESC rights of LGBTQIA+ people to prevent any sort of discrimination they are facing. This theoretical study set out to answer the following research questions:

1. What does each letter mean in SOGIESC ?
2. What does each letter mean in LGBTIQ+?
3. What is meant by SOCIESC Rights ?
4. What are the SOCIESC rights of LGBTIQ+ persons

“SOGIESC An acronym for sexual orientation, gender identity and expression, and sex characteristics”(Jenn, 2020).

The phrase "sexual orientation" is used to describe a person's emotional, romantic, or sexual attraction to another person. Sex is an important concept that is fundamental to the existence of all living beings. Beyond the ability to reproduce, sexual orientation explains how we see ourselves as humans and how we feel romantic and emotional attraction to another person. Sexual orientation is divided into different categories. People who feel attracted to the opposite sex are called heterosexuals. In other words, a person whose biological sex is male attracted to a person whose biological sex is female or vice-versa falls in this category. Individuals who are equally sexually attracted to a person of the same sex and a person of the opposite sex are identified as bisexual. The category of Homosexual includes individuals who feel sexually attracted to people of their own sex. Individuals who are attracted to others based on personality alone fall into the category of Pansexual, while Asexual refers to a group of people who are not sexually attracted to others. Sexual orientation includes a person's feelings and sense of identity; It may not be something that others recognize. Gender identity is used to describe the internal sense in which a person self-identifies, male or female. Gender expression is how a person presents their gender identity to others through "male" or "female" behavior, dress, and other external personal characteristics. A person's gender identity may or may not match with their biological sex at birth. For example, a transgender person's gender identity does not match his or her birth sex. A transgender person may have been born male when examined anatomically, but may have a gender identity as female psychologically. A cisgender person's gender identity corresponds to their birth-assigned sex. For example, a person who is male at birth identifies himself as male and lives as such. The sex characteristics refer to the physical characteristics of each individual associated with sex, including sex hormones, chromosomes, genitalia, gonads, and secondary physical characteristics that occur at puberty.

The above-mentioned SOGIESC criteria form the basis for LGBTIQ+ classification. LGBTIQ+ is an acronym for Lesbian, Gay, Bisexual, Transgender, Intersex, Queer and

Asexual. Also, individuals with different SOGIESC who describe themselves using any other term not included are represented by a plus sign. A lesbian is a woman who feels physical and emotional attraction to other women. Similarly, the term gay refers to men who feel this attraction to another man. A bisexual is a person who can develop emotional attractions with people of the same or other sex. People may experience this attraction in different ways in their lives. Transgender is a term that represents a group of individuals whose gender identity differs from the sex assigned at birth, usually in the sense of identity. Intersex refers to a person born with reproductive anatomy different from the definitions of male or female. Questioning or queer refers to those who question their gender identity and gender orientation, who do not want to stick to the terms "woman" or "man". And asexual refers to a person who does not feel sexually attracted to another person. As mentioned earlier, the + sign is used to add all categories that are not included in any of the given terms.

Diverse SOGIESC is an inclusive term for people outside the mainstream society who exhibit various sexual orientations, gender identities, gender expressions and sexual characteristics. SOGIESC persons have all the rights and all the responsibilities of any ordinary citizen. Among the SOGIESC rights, the most important is equality before the law. Every person should have equal rights and legal protection as offered by the governing structure. This applies both to the protection and the penalty for wrongdoing. There must be freedom to express one's identity, to live as a family, and to choose food, religion, and dress, and legal recourse for violations thereof. Another important right is the right to education and employment. Discrimination on the basis of SOGIESC factors of an individual is not desirable in any educational institution. Every person has an equal right to study, get a job and live a quality life. Stereotypes and discriminations based on gender should be avoided from workplaces and educational institutions. All persons have the right to travel and find accommodation in a new place. Denial of accommodation or cancellation of travel based on someone's SOGIESC orientation is a violation of their rights. Key to this is ensuring the right to live and travel with one's partner or family. As human beings, everyone has the right to health care. Age, gender and socio-economic background should never be a barrier to it. Human rights fundamentally include the right to health. To ensuring everyone has access to good physical and mental health is one of the priorities of the World Health Organisation (WHO). LGBTIQ+ persons in particular should receive this protection equally. It is also necessary to pay more attention to their mental health when they have to go through many situations like sex reassignment surgery, hormone treatment etc. In addition to all the general rights prescribed by the Constitution, special consideration should be given to persons expressing different SOGIESC and efforts should be made to bring them to the limelight till the society accepts.

The Delhi High Court and the Supreme Court have dealt with the rights of the LGBTIQ+ community in some of their judgments. Focusing on the right to equality under Articles 14 and 21, the Court has highlighted the rights of the LGBTIQ+ community based on their religious beliefs against discrimination and human trafficking under Articles 15, 19, 23 and 25. A study by the National Organization for Human Rights found that about 99% of transgender people had experienced social rejection on multiple occasions. The solution to this is the TRANSGENDER PERSONS (PROTECTION OF RIGHTS) ACT, 2019. Apart from

protecting them from sexual violence, it also emphasizes that a transgender certificate should be issued to any person who applies for it (*Country Report on SOGIESC Rights In India*, 2022). Several studies are underway to identify the issues faced by LGBTIQ+ individuals in society. Kerala is the first state in India to frame a welfare policy for the transgender community and in 2016 the state government introduced grants for free gender reassignment surgeries in government hospitals. The Kerala High Court' directed to include sex education in the school curriculum to create awareness against sexual violence. Laws and organizations exist here to encourage them to work, study and experience better services without discrimination in employment and education. They can legally deal with derogatory words or looks based on dress, body language, etc. And their basic rights include being able to meet their basic needs such as shelter and food.

Conclusion

There have been various developments in the last decade on the rights of LGBTIQ+ people. Many people have been openly able to identify themselves as LGBTIQ+ and the acceptance of LGBTIQ+ people in the society has improved. But LGBTIQ+ people are not still recognised as equal in most of the educational, employment and public institutions. Though the Indian constitution formed in 1950 promises equal rights for its citizens, cases like preventing sexual changing surgeries and giving punishment for involving in sex with consent among homosexual people has happened in few states in India. Also, SOGIESC rights like the right to live in a person's self-identified gender, find a partner and live as a family, the right to respond to discrimination based on criteria such as dress, body language, health care, education and the right to use public services enables LGBTIQ+ individuals to develop self-esteem and contribute to societal progress.

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EDUCATION AND CULTURAL DEVELOPMENT WITH SPECIAL REFERENCE TO SCHEDULED TRIBES

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Abstract

Culture and education can be regarded as two sides of a coin. Cultural development occurs when it is transformed and preserved. A well-educated citizen can contribute much to the society and for its development. When cultural transformations occur as a result of the provided education, it will lead to positive social changes. This social change brings needy transformations in the moral values and ethics. Education plays a key role in the attempt to provide cultural and economic prosperity of tribes. While the literacy rate of common population is 29.34%, literacy of tribal population is 6%. Even though the curriculum, school calendar and year plan are organized considering tribal culture they are not being implemented properly. Teachers are forced to ignore tribal students' daily habits, festivals and beliefs because most of them are not among the tribal citizen. Many projects have been started by government of India and state governments for the upliftment of Scheduled tribes. This paper describes the importance of education in cultural development of tribal section of the population. Problems regarding the education system and various programs for the upliftment of tribal people have been included.

Keywords: Education and Culture, Challenges faced by the Scheduled Tribes , Education aspect, Government Schemes.

Introduction

Education is the key to success. Scheduled tribes are the most marginalized section of Indian society. Education of marginalized section of a society needs urgent changes and developments. It plays a key role in the attempt to provide cultural and economic prosperity of tribes. Although there are many programs and policies being implemented for educational reformation of tribes, they are not running desirably. To revamp tribal education there should be a grass root level analysis of their culture, traditions, strengths and weakness. Meaningful teacher pupil relationship should be ensured for proper classroom transactions. Since tribal sector have wide and rich cultural heritage they need to be preserved and transmitted. Undesirable tradition and beliefs should be manifested in a proper manner. Education assures all these and proper education have the power to eradicate imbalances, thus mainstreaming of tribal population will happen. Proper educational facilities and amiable learning environment promoting their culture will help the tribal students to come out of the circle.

Need and significance

Education plays a keen role in cultural development. Culture impacts the education system of a nation. It is strongly bonded to the teaching methods and the student behavior (Sabuj Ahamed 2022). A study conducted by Bhuriya in 2010 reveals that many tribes were forced

to be part of the general culture of the society. It will not be practical. They should be given awareness about the general population and the problems they are facing today. Proper education should be provided to eradicate these differences. This article deals with the importance of culture, education and the major challenges faced by the tribal population.

Objectives

- To analyze the contribution of education to the cultural development of a nation.
- To understand major challenges faced by tribal education sector in India.
- To identify major programs and policies implemented by the government for the development of tribal population in our country.

Education and Culture

Culture and education can be regarded as two sides of a coin. Cultural development occurs when it is transformed and preserved. A well-educated citizen can contribute much to a society and for its development. When cultural transformations occur as a result of the provided education, it will lead to positive social changes. This social change brings needy transformations in the moral values and ethics, social orders, cultural norms and traditions. The educational ideas contribute to cultural transmission, promotion, personality development, cultural diffusion and eradication of cultural lag. Without education cultural development cannot take place and without understanding the culture, education cannot be provided as per the need of each individual.

Importance of cultural norms and values are to be introduced from the elementary level itself. Each and every one in this world acts a part of the society from birth itself. It is the culture that helps them to live as a member of the society in cooperation and peace. Education helps an individual to live in harmony with the nature. Education helps in decision making process to acquire a positive attitude towards the changes in the society. Formal education through schools, universities and colleges along with informal education from parents, neighbours, life experiences and society help in cultural changes. These changes may be transmitted from one generation to other also.

Culture is a complex whole which constitutes art, music, customs, values, beliefs, tradition and old tradition. Cultural development contributes to economic growth of a nation as well. As education and culture are inseparable, it contributes to the whole round development of a nation especially marginalised sections. There is a need of preserving the good elements of existing cultural and transmit it to the next generation. Desirable changes are to be happened for cultural backwardness as well. Education can play all the roles by providing good curriculum and curricular experiences. (Soumya & Arulsamysavarimuthu, 2020)

Education of the Scheduled tribes

Tribal education is a matter of concern. For their development tribes should be educated and should be made self-sufficient as they are facing exploitation from the mainstreamed section of the society. Their lands have been taken away and forced to live in the remote areas with no basic facilities. The problem is that it will not be easy for such a group to be mainstreamed without changes in their cultural norms, beliefs and tradition.

Education plays a key role in this attempt it will provide cultural and economic prosperity of tribes. While the literacy rate of common population is 29.34%, literacy of tribal population is 6%. All the governments have spent funds for tribal education but still they are not visible as a development. The scheduled castes and scheduled tribe's commissioner have postulated that no improvement in tribal sector can be visible unless they are being provided with suitable education. It is found that there is no scarcity of tribal schools, scholarships, basic facilities in schools and lack of incentives. But to attract tribal people to these and educating them is difficult.

Challenges Faced by tribal students' Education

It's an alarming fact that even teachers are not able to see tribal students as mainstreamed. The difference in attitude, culture, tradition, personality etc. are not seemed to be adjustable by the teachers basically from the main streamed section of the society. Even language plays as a barrier for the teacher pupil interaction. These are coming out as discrimination among class mates also.

Even though the curriculum, school calendar and year plan are organized considering tribal culture they are not being implemented properly. Teachers are forced to ignore tribal students' daily habits, festivals and beliefs because most of them are not among the tribal citizen.

Learning environment plays an important role in creating mental readiness among children. Most of the tribal schools do not provide amiable environment for proper learning experiences. so child dropout rate is very high in tribal schools. The situation is not different in tribal youth education and their employment sectors.

Article 350 A postulates the importance of mother tongue in classroom transactions. The language of instruction has become a problem for tribal students, because their native language is entirely different from those of the teachers in the classroom. As a result, they are not interested in the classroom activities. It is to be appreciated that efforts have been started now a days to educate Gonds, Bhils, Santals and other groups in their own language and they are responding well. (Bhuriya,2010)

Government sponsored programs for tribal development

Many projects have been started by Kerala government for the upliftment of tribes in collaboration with kudumbasree. Special project for sustainable development of tribes is intended to provide jobs under kudumbasree and decrease the poverty among tribes. It was started as a pilot project in Idukki, Wayanad, Palakkad and Kasargod districts. In the second and third phase it has been expanded all over Kerala. A program for providing food in Paniya colonies have been started. It was a 100 days program. The food will be made as per tribal people's requirement. MLP (micro level planning) is a program for tribal peoples social, economic cultural and sustainable development. It ensures peoples participation and making them aware of their prevailing problems. Food support program (FSP) if for providing food grains and to meet the malnutrition and poverty among tribes. women headed families are given priority in this program. (Kudumbasree kerala,2023)

Parents are provided with funds to meet the marriage expenses of girls, especially daughters of widows and incapacitated parents. *Van bandu kalyan yojana is an India govt program for tribal upliftment. (Scheduled tribes development department,2023)*

Adivasi Mahila Sshaktikaran Yojana, AdivasiShiksha Rinn Yojana, Micro credit schemes, Tribal Forest Dwellers Empowerment Scheme and Teak Growers Scheme are some of the India government programs for tribal development.(Ministry of tribal affairs government of India,2023)

Conclusion

There are lots of issues facing by the tribes in India. Education eradicates all the drawbacks of a system by confronting it and providing practical solutions for problems. Apart from school education, awareness programs should be conducted among tribes such as literacy campaigns and health campaigns. It is found that language used by the teacher for curricular transactions is not grasped by the tribal students easily. Therefore, effective materials for learning experiences may be provided in schools in their mother tongue also. Schools and educational opportunities should be easily accessible Allocation of proper scholarships should be ensured. Social security, which is a matter of concern for tribes should be provided. Policies and programs should be implemented in a desirable and tribal friendly manner to ensure the mainstreaming of tribal people.

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