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Editorial

Journal of education & culture is an attempt to reflect the research in education in printed form to encourage both the researchers & the concerned teachers for enrichment of Education as a discipline and societal benefit too. In our country so many research and the other contemplation is somewhat hidden due to lacking of some exposure, the present journal will act as an catalyst to highlight those extracts.

As it is the first volume the no of papers are limited. Mode of publication is biannual. The purpose of the publication is completely research centric and to develop the field of Education both from the foundation side and also from specialized side.

Thanks to all the contributors & the members of the board of the journal for contributing their effort in their first volume.

No of contributors are limited as it is our first effort to publish the journal. We are keenly interested to continue its publication as the research in education can not have had its path without research & publication, Thanks to Dr, Dibyendu Bhattacharyya for his kind inspiration & the most of the contribution as we are not able to reach other experts too.

Though it has some limitations expecting it will serve better in future for research in education with the necessary permission of the authority having ISSN .

C o n t e n t s

A Study on Intra and Inter cultural determinants in a School Environment in Global Perspectives

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

Introduction

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

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

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

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

(A) Intra-cultural determinants.

(B) Inter-cultural determinants.

Each of these determinants may present bridge to change long lasting implementation of school environment as well as the societal development. It bears repeating, however that the interrelatedness of these facts of the school most strongly affects of those seeking to improve schools and obstacle of educational success. So it is mentioned that cultural determents are directly related the academic atmosphere ending to academic achievement.

Objectives of the Study
1) To study the Intra and Inter Cultural determinants in a school environments at higher secondary level.
2) To study the urban and rural school environment at higher secondary level.
3) To find out the relationship between cultural determinants and academic achievement.
4) To extract factors relating Intra Cultural determinants.
5) To find out factors relating to Inter Cultural determinants.
6) To study the impact of Intra and Inter Cultural determinants on education.

Review of Related Studies
Julia Kaufman (New York University-2001) shows the Interplay between social and cultural determinants of school effort and success reveals that the difference in student's perceptions of their own effort and success in school may depend greatly on the social environment in which students find themselves as well as the culturally driven actions available within those environments.

According to Weinstein-2004, from his study on 'Culturally responsive classroom Environment' it is found that a culturally responsive classroom specially acknowledges the presence of culturally motivated students and the need for the students to find relevant connections among themselves and with the subject matter and the task teachers ask them to perform. In such programmes teachers recognize the different styles of their students and develop instructional approaches that will accommodate their demands. He suggests five components which essential to culturally responsive classroom environment :
a) Recognition of one's own biases.
b) Knowledge of student's cultural backgrounds.
c) Understanding of the broader social economic and political context of our educational system.
d) Ability and willingness to use culturally appropriate classroom environment.
e) Commitment to building caring classroom communities.

According to Banks, Wool folk, 1995- The Dimension of Multicultural Education Application in Classrooms & Similar Settings are :

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

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

Prejudice Reduction : The attitude of students' towards the physical world to be modified.

The Knowledge Construction Process : Cultural Determinants within a productive framework where knowledge is constructed within the system are described by the following points : a) Family background and structure, b) Education, c) Interpersonal relationship styles, d) Discipline, e) Time and space., f) Religion, g) Food, h) Health and Hygiene, i) History, traditions and holidays.

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

a) Concerned about students active involvement in the learning process.

b) Avoid feelings of isolation by developing social and professional networking with colleague and others.

c) Seek advice on teaching from colleague and consultants. Avoid being critical and negative about students.

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

a) Professional leadership.

b) Focus on teaching and learning.

c) Purposeful teaching.

d) Shared vision and goals.

e) High expectations of all learners.

f) Accountability.

g) Learning communities.

h) Stimulating and secure learning environment.

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

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

- School culture does affect the behavior and achievement of elementary and secondary school students.

- School culture does not fall from the sky; it is created and thus can be manipulated by people within the school.

- To the extent that it provides a focus and clear purpose for the school, culture become the cohesion that bonds the school together as it goes about its mission.

- Though we concentrate on its beneficial nature, culture can be counterproductive and an obstacle to educational success; culture can also be oppressive and discriminatory for various subgroups within the school.

- Lasting fundamental change requires understanding and, often, altering the schools, culture change is a slow process.

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

- Common language and conceptual categories- If members cannot communicate with and understand each other, a group is impossible by definition.
- Group boundaries and criteria for inclusion and exclusion- One of the most important areas of culture is the shared consensus on who is in and who is out and by what criteria one determines membership.
- Power and status- Every organization must workout its packing order, its criteria and rules for how one gets, maintains and loses power, consensus in this area is crucial to help members manage feelings of aggression.
- Intimacy, Friendship and Love- Every organization must work out its rules of the game for peer relationships between the sexes and for the manner in which openness and intimacy are to be handled in the context of managing the organization's tasks.
- Rewards and Punishments- Every group must know what its heroic and sinful behaviors are; what gets rewarded with property, status and power and what gets punished in the form of withdrawal of rewards and ultimately ex-communication.

Methodology

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

Population

The populations of this study on the students of class eleven grades in Bengali Medium H. S. Schools are situated the district of Cooch Behar, Jalpaiguri, Uttar Dinajpur and Malda in West Bengal.

Sampling for the Study

Selected Schools has been used for sampling. Various techniques have been devised for obtaining sampling, which is representative of the population having number 450. Here the nature of sampling is purposive type.

Description of the Test

The test has been administrated under normal conditions in familiar classrooms of the students during school hour. Written direction has been given through questionnaire in Bengali language. In each questions there are fine options of which one is to be selected. Extracted factors are very much relevant for seeking quality in one hand and making education sustainable for the betterment both the physical and non physical world for its existence and betterment too.

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Inclusion of Philosophical Motives for the Development of values in our Education System

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Introduction

Philosophical crisis is a global problem of human society. It is basically focusing into lime-light in respect to the crisis of world scenario of values and concept. Educational world have no crisis of information but they are now and in future will have to face the philosophical crisis for their self development. Education has updating its field with the help of concepts came from philosophy. Therefore knowingly or unknowingly we are guided by those concepts of philosophy. What is shocking is that our education system and teaching learning system gradually guided by only information rather than the concept of life. Society and the world. Naturally education system is guided by mostly quantitative side of evaluation system. This type of quantitative development of life isolated students from their qualitative aspect of life and actually affects their attitude, personality, social interaction and other developmental aspect. A student without philosophical motives can never be attained highest goal of life in academic discipline. Apart from this many no. of students isolated themselves from their academic activities on the basis of philosophical crisis. Inclusion of philosophical motives in our educational system help students for the development of their different mental abilities as well as their academic achievement also go hand in hand with the enrichment of philosophical motives. Without philosophical motives teaching learning system can never be fulfilled. Philosophical motives motivate students to the higher level of academic field. Actually what we say devaluation is specially caused by crisis of philosophical concept among learners. As a result different learning styles do not have upgraded into its highest level. In education system this crisis effects differently for their developmental programme. They are grouped as i) Student-Teacher relationship, ii) Parental relationship, iii) Behavioural aspect of student, iv) Cultural activity of institution, v) Motivational factors for higher education, vi) Development of attitude, vii) Development of value, viii) Development of social interaction. Therefore inclusion of philosophical motives is an urgent need in our teaching-learning system. Education could not be fulfilled without the application of philosophical motives. A student with motives has no barrier for spontaneous development in any way.

Purpose of the Study

1) Philosophy with its conceptual world have had its applied field through which learners are influenced. We are trying to seek those dimensions in our research.
2) Philosophical crisis is a global issue in our present age. We are trying to investigate its effect upon teaching – learning system.
3) There is a lag between quantitative and qualitative aspect of life in today world. Philosophical crisis is the reason behind it. How this crisis effect our abilities in education system that is to be searched.
4) The main purpose of this study included to find out relationship between Philosophical crisis and teaching – learning system. Simultaneously how this crisis effects our academic achievement that is also to be investigated.
5) To study the influence of philosophical crisis on the attitudes of learners.
6) To study the effect of philosophical crisis on cognitive development of learners.
7) We try to find out that philosophical crisis how to effect on conceptual world.

What is Philosophical Motives?

Philosophical motives are highly complex process that involves a wide range of variety of learning's. These are i) Awareness, ii) 2. Understanding, iii) Appreciation, iv) Sensitivity, v) Willingness, vi) Commitment to Action, vii) Problem solving Ability, viii) Enlightenment

A philosophical motive is therefore a programmed method of teaching process to particular goal for the attainment of those qualities. Actually Philosophical motives means to develop a insight through which we can realize or internalize the education.

Significance of Philosophical Motives

Philosophical motives are highly related to the developmental aspects of students. Philosophy helps us to structure students and enable them to develop their inner movements. We already classify different developmental programmes, which are effected by philosophical crisis. The classification may be rearranged in the following dimension :

1. Philosophical Dimension :

i) Development of value, ii) Development of culture.

2. Social Dimension :

i) Student teacher relationship, ii) Parental relationship, iii) Development of social interaction.

3. Psychological Dimension :

i) Motivational factors for higher education, ii) Development of attitude, iii) Behaviour aspects of student Philosophy determines the way of life. It effects us philosophically, socially and psychologically too. Our values, cultural actually came from philosophy. What we say devaluation actually came from philosophical crisis and even different psychological crisis. Actually resulted from philosophical crisis as because setting of structure of mind can never be up to the mark unless philosophy is there. Mind is well consulted and structured by philosophy. Similarly different social determinates are also effected by philosophical motives. Student-teacher relationship, parental relationship actually based on some basis values came from philosophy. In ancient time parent and teacher are well respected and transfer of different values, ideas are cultured in society and education system very smoothly. Development of attitude and different motivational factors are developed from different philosophical practices. Psychology is the science of mind and its inner senses are developed through philosophical motives. The national policy on education 1986 and the National Curriculum Framework for elementary and secondary education have referred to these as the components of value education. These are : i) Our Cultural Heritage, ii) The Democratic Way of Life, iii) Social Equality, iv) Scientific Temper, v) Secularism, vi) Our Environment, vii) Gender Equality, viii) Social Cohesion, ix) National Unity, x) Work Culture, xii) Population and Quality of Life.

The purpose of the intellectual analysis of these values is to raise the consciousness and the betterment of Quality of life & society. Sometime value is reflected through the national interest of country. Like in a democratic country, democratic rights and responsibilities are the value. In 1994 from the Declaration of Human Rights of United Nations Values of life are : i) Liberty, ii) Equality, iii) Property, iv) Well-being v) Peace, vi) Tolerance, vii) Reason.

In education system to develop these values we should have a democratic set up so that there should be a balance between rights and responsibilities as being prescribed in our constitution. According to the classical Indian philosophical thought, attainment of purushartha is the ultimate value. Purushartha explain what constitutes the right way of living or what is generally referred to as 'the good life'. Literally purusartha means, "what men live for" and that attainment is the higher values of life.

Methodology of Philosophical Motives
Methodology I :
Learning based on activities discussion, Role play type. – Applied learning

Methodology II :
Learning based on Creative Thinking – Reflecting learning

Methodology III :
Learning based on "Artistic faculty" on mind – Selective learning

Role of the Teacher
The teacher in relation to the student could develop philosophical motives in different ways. The teacher shall.

1) Treat all students with love and affection and be just and impartial to all, irrespective of cast, creed, sex, status, religion, language and place of birth.
2) Help the student in their intellectual, physical, social, emotional development and intrinsic values and character.
3) Promote scientific temper and a spirit of inquiry, creative-self expression and aesthetic sense, leadership qualities right concepts and right attitudes towards environment among the students and encourage them to ask questions to satisfy their curiosity.
4) Develop in the students love for creative work.
5) Enable the students to appreciate our rich cultural heritage and unity in its diversity.

Conclusion
Now in the world has been suffering tremendously from value crisis. Only value-oriented education can resist it. The ways are :

1) Enhancement of quality of life.
2) Betterment of Society.
3) Development of insight within the individual.
4) A journey towards perfection
5) Enlightment of inner senses.
6) Development of democratic personality.
7) Awareness and understanding.
8) Instrument to attain the qualities for right way of life.

Therefore education is a technique which leading ourselves towards perfection in context to individual and social stand point. It is true ultimately philosophical orientation should result in the transformation of individual personality based on the internalization of value education and their application in life and society.

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A STUDY ON THE CURRICULUM LOAD IN ENGLISH AND ITS IMPACT ON THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOLS IN WEST BENGAL

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Introduction

One of the most alarming problem of the present educational system in India is the problem of high drop-out rate and a suicidal tendency among the failures as a consequence of their work pressure which certainly has its origin in the curriculum scenario. If the present education system is critically analyzed, one would certainly unveil various reasons behind the poor academic performance of students at the secondary level which forms a vital stage in the educational edifice. One main cause perhaps is that the little children are burdened with the loads of education i.e. a lot is taught , but a little is learnt . Secondary stage is a period of formation of identity. At this stage the students develop the ability to reason with abstraction, use logic, explore new ideas. But on account of emphasis on bookish knowledge in the present era of knowledge explosion there is a tendency to crowd the curriculum with dry facts. This prevent them from enjoying the opportunity of learning meaningfully and joyfully inviting the problem of overloaded curriculum. The curriculum dynamics demand that the victimized students are shut out of the real world with experiences and lock themselves up in the world of books. This rat race of rote learning should be stopped at an early hour before it crosses the optimum level otherwise it would prove detrimental.

Performance Drop with Cognitive Overload
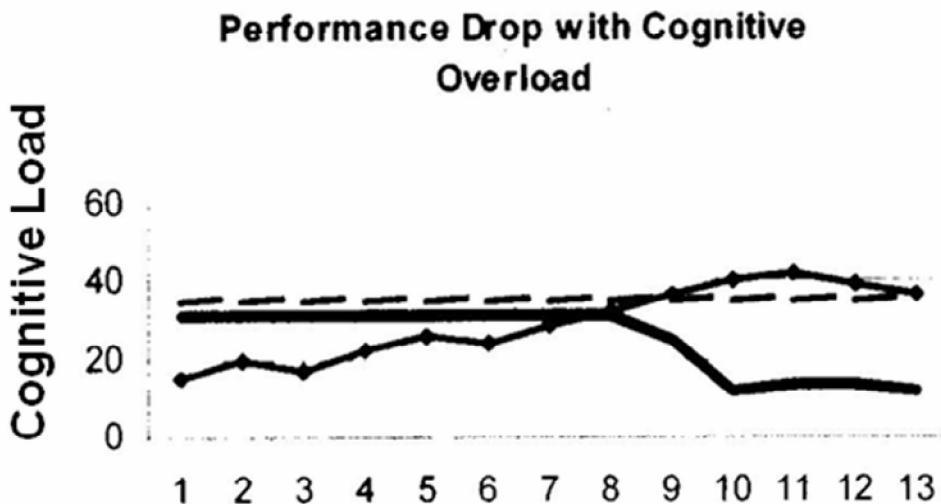
Performance

Fig. 1. When the cognitive load level (increasing line) crosses the overload threshold (dotted line), the performance (heavy line) abruptly drops off.

The failure of a large number of students in Class X examination on account of English which is a compulsory school subject at secondary level has been thought-provoking. With the advent of globalization the world is now considered as a global village where English serves as the link language – an unifying force. English occupies a substantial position in the educational field of India. English made inroads into Indian educational system as a second language. English is here taught as a skill subject and not as a knowledge subject. It enable the pupils to attain a good working knowledge of the language from the utilitarian point of view. But unfortunately, there is a steady and gradual decline in the competencies of the students in respect of using English as a language of learning and communication. Majority of the students are experiencing failure in English as a result there is a tendency either to drop-out of the school or to commit suicide for not being able to live up to the expectation of the parents and the society. In order to combat this situation arising from this over-riding aspiration of both the parents and the society one has certainly to dig out the root cause behind it and try to eradicate it as soon as possible. This cause is perhaps the problem of curriculum load.

What is curriculum load ?

Different people mean different things by the term "curriculum load". Some imply more subjects, others more subject content and some others speak of more text books. While there are others who speak of the limits of mental ability of the learner. Another view point is bad teaching. There are some others who suggest that lack of understanding of how language functions in the linguistic and communicative network poses the real burden. Missing the inter-disciplinary inter-dependence is another concern regarding curriculum load. Again there are some who speaks volume of irrelevance as the primary cause of burden. In a nutshell, if one cannot enjoy the fragrance of learning and be benefited by the values imparted by education, then one is bound to feel it as a load. Meyer, 2000 identified 4 loads as barriers to meaningful instruction : Cognitive load, culture load, language load & learning load.

Objectives of the Study
- To study the curriculum load of English at secondary level of W. B. B. S. E.
- To identify the various components that contribute to the load of English curriculum at secondary level of W. B. B. S. E.
- To calculate the relation between the components of curriculum load in English and the academic achievement of students at secondary level .
- To develop and standardize a questionnaire measuring curriculum load of English.

Review of Related Indian Literature
1. In 2005, National Curriculum Framework proposes five guiding principles for curriculum development –
   ❖ Connecting knowledge to life outside school;
   ❖ Ensuring that learning shifts away from rote method;
   ❖ Enriching curriculum so that it goes beyond textbooks;
   ❖ Making examinations more flexible and integrating them with classroom life; and
   ❖ Nurturing an overriding identity informed by caring concerns within the democratic policy of the country.

2. On 30 Oct., 2004 Prof. Krishna Kumar, the new Director of the National Council for Educational Research and Training (NCERT), and a member of the Yashpal Committee (1991) asserted that the burden on children was not so much as physical as it is the burden of incomprehensibility because it has been designed irrationally without keeping in mind the psychological capacity and needs of children. It simply focuses on the child's memory power. Most programmes are not imaginative, but entirely based on mugging . This results in increasing burden on the children.

3. In 2006 Gupta Rumki, Ph. D., Psychology Research Unit, Indian Statistical Institute, Kolkata conducted a research on factors underlying marks in Madhyamik examination of West Bengal, 2000. Multistage stratified clustered sampling design was adopted in this study. Factor analysis was done by considering 8 subjects and it was found that the average score and SD is minimum in English. English appeared to be the most difficult subject in Madhyamik Examination. The reason behind it are :
a)The students consider English as foreign language.
b)Since Bengali is their medium of instruction they can easily avoid English.
c)The other discrepancy lie with the educational system and teaching-learning   procedure.

4. In July 1993, The National Advisory committee, under the chairmanship of Prof. Yash Pal put forward the following view regarding curriculum load :
A curriculum proves heavy for children when :
❖ it is too lengthy to be completed in time by an average teacher under normal conditions;
❖ there is mismatch between the difficulty level of the concepts of course content with the mental level of the pupils;
❖ the language used in the textbooks is incomprehensible and the style of presentation is verbose and rhetorical rather than simple and straight forward;
❖ the basic assumptions underlying curriculum development are not fulfilled.

Review of Related Foreign Literature

On 7 June, 2006 a Presentation at *UNESCO* MTT Training Workshop, Beijing on Reflections on *Curriculum* Change – International Conference. The common problems in the conventional curriculum were studied as under :
• Out-of-datedness and irrelevance of the learning content
• Discrepancy between general and vocational, and between science and humanistic education components
• Low level of teacher participation in decision- making and inadequate professionalism in curriculum development
• Crowdedness and over-loaded subject content
It also investigated the causes of curriculum load as under :
• Lack of definition of basic competences and their structures.
• Fragmented approach to responding to new demands / needs.
• Adding new topics without removal.
• Competing for content and teaching hours.

In 2009, Wang Jinhao, Tello Maria, Vina Laura De la, and Slate John R investigated the gaps Between Secondary Schools and Higher Education as Perceived by South Texas Secondary English Teachers. The

survey was conducted on a total of 70 secondary school English teachers from 4 districts in South Texas. 7 themes were perceived as gaps included in secondary schools.

    (a)   too much emphasis on standardized testing,

    (b)   lack of rigor in curriculum and instruction,

    (c)   insufficient focus on critical thinking, analytical thinking, and research skills,

    (d) insufficient practice on writing and sentence skills,

    (e) problems with students' motivation and maturity level,

    (f) lack of qualified teachers, and

    (g) heavy work load and big class size. Findings about the perceived gaps corroborate previous studies about the gaps.

Statement of Hypotheses

- Ho_1 : There is no significant relationship between curriculum load of English and academic achievement of secondary school students in respect to the difficulty level of curriculum.
- Ho_2 : There is no significant relationship between curriculum load of English and academic achievement of secondary school students in respect to joyless learning .
- Ho_3 : There is no significant relationship between curriculum load of English and academic achievement of secondary school students in respect to the examination system.
- Ho_4 : There is no significant relationship between curriculum load of English and academic achievement of secondary school students in respect to the mode of transaction.
- Ho_5 : There is no significant relationship between curriculum load of English and academic achievement of secondary school students in respect to the incomprehensibility.
- Ho_6 : There is no significant relationship between interest and positive attitude towards the English curriculum at secondary level and academic achievement of students.
- Ho_7 : There is no significant relationship between load of English curriculum at secondary level and the academic achievement of students in respect to the lack of integrated curriculum.
- Ho_8 : There is no significant relationship between curriculum load of English and academic achievement of students at secondary level in respect to the nature of text book.
- Ho_9 : There is no significant relationship between curriculum load of English and academic achievement of students at secondary level in respect to their psychological anxiety.
- Ho_{10} : There is no significant relationship between curriculum load of English and academic achievement of students at secondary level in respect to their proper exposure to the learning environment.
- Ho_{11} : There is no significant relationship between curriculum load of English and academic achievement of students at secondary level in respect to the excessive parental expectation.
- Ho_{12} : There is no significant relationship between curriculum load of English and academic achievement of students at secondary level in respect to the irrelevance.

Dimensions :

Altogether 12 dimensions were selected by the present researcher for the determination of the load of English curriculum at secondary level in West Bengal. These twelve dimensions are :

- Difficulty level.
- Joyless learning.
- System of examination.
- Mode of transaction.

- Incomprehensibility.
- Lack of interest
- Lack of overall integration
- Nature of text book.
- Subject phobia / Psychological anxiety.
- Lack of proper exposure to English learning environment.
- Excessive expectations of the parents.
- Irrelevance.

Target Population

In the present research work, the researcher proposed to study all the students of Class IX under the West Bengal Board of Secondary Education.

Nature of Sample

The researcher selected her sample through purposive sampling. The samples of students and teachers were collected both from rural and urban schools situated in 4 districts of West Bengal namely 24 Parganas (North), Nadia, 24 Parganas (south) and Howrah.

Sample Size

For the present study the researcher has collected 200 samples from class IX students both from rural and urban areas through purposive sampling. There were 45 rural boys, 53 rural girls, 48 urban boys and 54 urban girls respectively.

Types of Research Undertaken

The investigator has employed Descriptive Inter-relationship studies in conducting the present research work and adopted survey approach for that. Among the four types of inter-relationship studies the present researcher has adopted the correlation and prediction studies.

Tools Used

The tool used to serve the purpose of the study is questionnaire. Two questionnaires – one for the teachers and the other for the students has been constructed and standardized by the researcher through expert's view and item analysis.

Determining Objectivity of the Tool

In the present study, content area was analysed, objectives were determined and item were developed against each objectives. Thus objectivity in construction was maintained.

In the present study, a scoring key was prepared on the basis of Likert's five point scale, and the responses were scored on the basis of the key. Thus evaluation of the items of the questionnaire was made impersonal and objectivity in scoring was assured.

Determining Validity of the Tool

Content Validity : The present researcher only focussed on the content validity of her tool. She designed the tool in such a manner which actually measures the traits for which it was designed. The content Validity of the questionnaire has been done on the basis of careful analysis by a number of scholars and subject experts.

Determining Reliability of the Tool

    In the present study the researcher used only Test-Retest method to determine the reliability of the tool. She administered the same test after an interval of 20 days. The product moment correlation co-efficient of test-retest scores of 50 students is 0.85 at 0.01 level of significance. Thus, the questionnaire is quite reliable.

Testing Of Hypotheses

    There were all total 18 Null hypotheses.

Ho_1 : There is no significant relationship between curriculum load of English and academic achievement of secondary school students in respect to the difficulty level of curriculum.

<center>

Difficulty Level

</center>

Variables Entered 18,1   **Dependent Variable: Academic Achievement**

<center>

Model Summary

</center>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.432[a]	.186	.178	15.7409

a. Predictors: (Constant), 18, 1

<center>

ANOVA[b]

</center>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11185.655	2	5592.828	22.572	.000[a]
	Residual	48811.925	197	247.776		
	Total	59997.580	199			

a. Predictors: (Constant), 18, 1

b. Dependent Variable: Academic Achievement

<center>

Coefficients [a]

</center>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	67.008	3.318		20.194	.000			
	1	-4.760	.818	-.376	-5.818	.000	-.394	-.383	-.374
	18	-2.088	.764	-.177	-2.734	.007	-.216	-.191	-.176

a. Dependent Variable: Academic Achievement

    From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Difficulty level" is significant. The value of Partial correlation of individual items is also found significant. Both the 't' value and the 'F' value as shown in the ANOVA table are significant at 0.01

level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of English and academic achievement of secondary level students in respect to the difficulty level of the curriculum.

Ho$_2$: There is no significant relationship between curriculum load of English and academic achievement of secondary school students in respect to joyless learning .

Joyless Learning

Variables Entered 11.16.29   Dependent Variable: Academic Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.424[a]	.180	.167	15.8448

a. Predictors: (Constant), 29,16,11

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10789.984	3	3596.661	14.326	.000[a]
	Residual	49207.596	196	251.059		
	Total	59997.580	199			

a. Predictors: (Constant), 29,16,11

b. Dependent Variable: Academic Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	50.704	2.749		18.444	.000			
	24a	3.672	2.662	.284	1.379	.169	-.061	.098	.098
	24b	-4.068	2.370	-.314	-1.717	.088	-.103	-.122	-.121
	24c	-.870	1.600	-.067	-.543	.587	-.074	-.039	-.038

a. Dependent Variable: Acad Achiev

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Joyless Learning" is significant. The value of partial correlation of most of   the

individual items are also found significant. The 'F' value as seen from the ANOVA table is found to be statistically significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of English and academic achievement of secondary level students in respect to joyless learning.

Ho$_3$: There is no significant relationship between curriculum load of English and academic achievement of secondary school students in respect to the process of assessment.

System of Examination

Variables entered 18, 21   Dependent Variable: Academic Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.239[a]	.057	.048	16.9448

a. Predictors: (Constant), 21,13

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3433.830	2	1716.915	5.980	.003[a]
	Residual	56563.750	197	287.126		
	Total	59997.580	199			

a. Predictors: (Constant), 21,13

b. Dependent Variable: Academic Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	50.704	2.749		18.444	.000			
	24a	3.672	2.662	.284	1.379	.169	-.061	.098	.098
	24b	-4.068	2.370	-.314	-1.717	.088	-.103	-.122	-.121
	24c	-.870	1.600	-.067	-.543	.587	-.074	-.039	-.038

a. Dependent Variable: Acad Achiev

From the above findings it is clear that the value of multiple regression 'R' of different items included in the dimension of "System of Examination" is somewhat significant. The partial correlation of the individual items is also found significant. Both the 't' values of the individual items and the 'f' value are significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and strongly

establishes the relationship between curriculum load of English and academic achievement of secondary level students in respect to "System of Examination".

Ho$_4$: There is no significant relationship between curriculum load of English and academic achievement of secondary school students in respect to the mode of transaction.

Mode of Transaction

Variables entered: 33,27,8   **Dependent Variable: Academic Achievement**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.209[a]	.044	.029	17.1096

a. Predictors: (Constant),33,27,8

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2620.898	3	873.633	2.984	.032[a]
	Residual	57376.682	196	292.738		
	Total	59997.580	199			

a. Predictors: (Constant), 33,27,8

b. Dependent Variable: Academic Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	50.704	2.749		18.444	.000			
	24a	3.672	2.662	.284	1.379	.169	-.061	.098	.098
	24b	-4.068	2.370	-.314	-1.717	.088	-.103	-.122	-.121
	24c	-.870	1.600	-.067	-.543	.587	-.074	-.039	-.038

a. Dependent Variable: Acad Achiev

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Mode of Transaction" is significant. The partial correlation of most of the individual items are also found significant. The 't' values of most of the items in this dimension are significant at 0.05 level of significance and the 'F' value is significant at 0.05 level of significance. This indicates the rejection

of Null hypothesis and strongly establishes the relationship between curriculum load of English and academic achievement of secondary level students in respect to "Mode of Transaction".

Ho_5 : There is no significant relationship between curriculum load of English and academic achievement of secondary school students in respect to the incomprehensibility.

Incomprehensibility

Variables entered. 10,2,24,19,14   **Dependent Variable: Academic Achievement**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.380[a]	.145	.123	16.2653

a. Predictors: (Constant), 10,2,24,19,14

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8672.649	5	1734.530	6.556	.000[a]
	Residual	51324.931	194	264.561		
	Total	59997.580	199			

a. Predictors: (Constant), 10,2,24,19,14

b. Dependent Variable: Academic Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	45.989	2.644		17.394	.000			
	19a	.527	2.596	.037	.203	.839	.050	.015	.014
	19b	-1.261	1.951	-.089	-.646	.519	.021	-.046	-.046
	19c	1.401	2.048	.101	.684	.495	.065	.049	.049

a. Dependent Variable: Acad. Achiev

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Incomprehensibility" is significant. The partial correlation of most of the individual items are also found significant. From the ANOVA table it is evident that the 'F' value is significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the

relationship between curriculum load of English and academic achievement of secondary level students in respect to "Incomprehensibility".

Ho$_6$: There is no significant relationship between lack of interest and alien attitude towards the English curriculum at secondary level and academic achievement of students.

Lack of interest and alien attitude towards the subject

Variables entered. 30,23,12,17   Dependent Variable: Academic Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.420[a]	.176	.159	15.9226

a. Predictors: (Constant), 30,23,12,17

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10559.505	4	2639.876	10.413	.000[a]
	Residual	49438.075	195	253.529		
	Total	59997.580	199			

a. Predictors: (Constant), 30,23,12,17

b. Dependent Variable: Academic Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	45.989	2.644		17.394	.000			
	19a	.527	2.596	.037	.203	.839	.050	.015	.014
	19b	-1.261	1.951	-.089	-.646	.519	.021	-.046	-.046
	19c	1.401	2.048	.101	.684	.495	.065	.049	.049

a. Dependent Variable: Acad. Achiev

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Lack of interest and alien attitude towards the subject" is significant. The partial correlation of the individual items is also found quite significant. Both the 't' values of all the items and the 'F' value are significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and

strongly establishes the relationship between curriculum load of English and academic achievement of secondary level students in respect to "Lack of interest and alien attitude towards the subject".

Ho$_7$: There is no significant relationship between load of English curriculum at secondary level and the academic achievement of students in respect to the lack of integrated curriculum.

Lack of overall integration in the curriculum
Variables entered. 6, 42, 43 Dependent Variable: Academic Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.214[a]	.046	.031	17.0922

a. Predictors: (Constant), 6,42,43

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2737.670	3	912.557	3.124	.027[a]
	Residual	57259.910	196	292.142		
	Total	59997.580	199			

a. Predictors: (Constant), 6,42,43

b. Dependent Variable: Acad. Achiev.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	45.989	2.644		17.394	.000			
	19a	.527	2.596	.037	.203	.839	.050	.015	.014
	19b	-1.261	1.951	-.089	-.646	.519	.021	-.046	-.046
	19c	1.401	2.048	.101	.684	.495	.065	.049	.049

a. Dependent Variable: Acad. Achiev

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Lack of Overall integration in the curriculum" is significant. The partial correlation of the individual items are found significant. The 'F' value is significant at 0.05 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of English and academic achievement of secondary level students in respect to "Lack of Overall integration in the curriculum".

Ho[8] :   There is no significant relationship between curriculum load of English and academic achievement
of students at secondary level in respect to the nature of text book.

Nature of Text Book

Variables entered. 28,9,34,35,2 ,32   Dependent Variable: Academic Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.305[a]	.093	.065	16.7889

a. Predictors: (Constant), 28,9,34,35,26,32

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5597.322	6	932.887	3.310	.004[a]
	Residual	54400.258	193	281.867		
	Total	59997.580	199			

a. Predictors: (Constant) 28,9,34,35,26,32

b. Dependent Variable: Academic Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	45.989	2.644		17.394	.000			
	19a	.527	2.596	.037	.203	.839	.050	.015	.014
	19b	-1.261	1.951	-.089	-.646	.519	.021	-.046	-.046
	19c	1.401	2.048	.101	.684	.495	.065	.049	.049

a. Dependent Variable: Acad. Achiev

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Nature of text book" in the curriculum is quite significant. The partial correlation of most of the individual items are significant. The 'F' value is significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of English and academic achievement of secondary level students in respect to "Nature of text book".

Ho[9] : There is no significant relationship between curriculum load of English and academic achievement of students at secondary level in respect to their psychological anxiety.

Psychological Anxiety/ Subject Phobia

Variables entered: 31,4,15,3,25, 20 Dependent Variable: Academic Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.431[a]	.186	.161	15.9074

a. Predictors: (Constant), 31,4,15,3,25,20

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11159.736	6	1859.956	7.350	.000[a]
	Residual	48837.844	193	253.046		
	Total	59997.580	199			

a. Predictors: (Constant), 31,4,15,3,25,20

b. Dependent Variable: Academic Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	45.989	2.644		17.394	.000			
	19a	.527	2.596	.037	.203	.839	.050	.015	.014
	19b	-1.261	1.951	-.089	-.646	.519	.021	-.046	-.046
	19c	1.401	2.048	.101	.684	.495	.065	.049	.049

a. Dependent Variable: Acad. Achiev

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Psychological Anxiety" or "Subject Phobia" is significant. The partial correlation of most of the individual items is also found significant. From the ANOVA table it is evident that 'F' value is significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of English and academic achievement of secondary level students in respect to "Psychological Anxiety".

Ho$_{10}$: There is no significant relationship between curriculum load of English and academic achievement of students at secondary level in respect to their proper exposure to the learning environment.

Lack of proper exposure to learning environment

Variables entered: 22,40,41   Dependent Variable: Acad. Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.258[a]	.067	.052	16.9023

a. Predictors: (Constant), 22,40,41

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4002.682	3	1334.227	4.670	.004[a]
	Residual	55994.898	196	285.688		
	Total	59997.580	199			

a. Predictors: (Constant), 22,40,41

b. Dependent Variable: Academic Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	68.846	3.663		18.795	.000			
	39	-1.839	.845	-.153	-2.177	.031	-.278	-.154	-.141
	40	-3.677	.795	-.322	-4.626	.000	-.388	-.314	-.299
	42	-.735	.777	-.065	-.946	.345	-.189	-.067	-.061

a. Dependent Variable: Academic Achievement

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Lack of proper exposure to learning environment" is significant. The partial correlation of the individual items .The 'F' value is significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of English and academic achievement of secondary level students in respect to "Lack of proper exposure to learning environment".

Ho$_{11}$: There is no significant relationship between curriculum load of English and academic achievement of students at secondary level in respect to the excessive parental expectation.

Excessive Parental Expectation

Variables entered. 7,,37,36   Dependent Variable: Academic Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.142[a]	.020	.005	17.3179

a. Predictors: (Constant), 7,36,37

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1215.047	3	405.016	1.350	.259[a]
	Residual	58782.533	196	299.911		
	Total	59997.580	199			

a. Predictors: (Constant), 7,36,37

b. Dependent Variable:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	50.704	2.749		18.444	.000			
	24a	3.672	2.662	.284	1.379	.169	-.061	.098	.098
	24b	-4.068	2.370	-.314	-1.717	.088	-.103	-.122	-.121
	24c	-.870	1.600	-.067	-.543	.587	-.074	-.039	-.038

a. Dependent Variable: Acad Achiev

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Excessive Parental Expectation" is insignificant because both the 't' value and the 'F' value shown in the ANOVA table is insignificant both at 0.01 and 0.05 level of significance. The partial

correlation of only one item is found significant. This indicates the acceptance of Null hypothesis and strongly denies the relationship between curriculum load of English and academic achievement of secondary level students in respect to "Excessive Parental Expectation".

Ho$_{12}$: There is no significant relationship between curriculum load of English and academic achievement of students at secondary level in respect to the irrelevance.

Irrelevance

Variables entered. 5,38,39 **Dependent Variable: Acad. Achievement**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.081[a]	.007	-.009	17.4388

a. Predictors: (Constant), 5,38,39

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	391.817	3	130.606	.429	.732[a]
	Residual	59605.763	196	304.111		
	Total	59997.580	199			

a. Predictors: (Constant), 5,38,39

b. Dependent Variable: Acad. Achiev

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	68.846	3.663		18.795	.000			
	39	-1.839	.845	-.153	-2.177	.031	-.278	-.154	-.141
	40	-3.677	.795	-.322	-4.626	.000	-.388	-.314	-.299
	42	-.735	.777	-.065	-.946	.345	-.189	-.067	-.061

a. Dependent Variable: Academic Achievement

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Irrelevance" is insignificant because both the 't' value and the 'F' value shown in the

ANOVA table is insignificant both at 0.01 and 0.05 level of significance. The partial correlation of none of the item is found significant. This indicates the acceptance of Null hypothesis and strongly denies the relationship between curriculum load of English and academic achievement of secondary level students in respect to "Irrelevance".
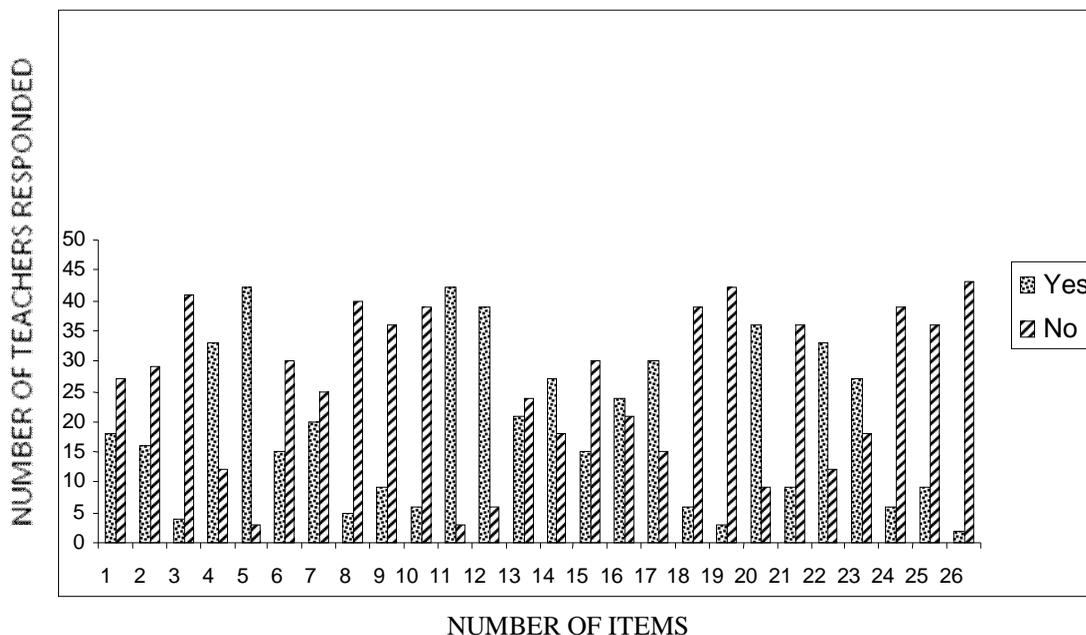
Graph. 1. Graphical analysis of the responses of the teachers towards different items included in the questionnaire meant for load analysis of the English curriculum at secondary level.

A sample of 45 professionally qualified secondary school teachers of English from different districts (Nadia, South 24 Pgs, North 24 Pgs, Kolkata and Howrah) expressed their views on the prevailing curriculum of English under WBBSE. The teachers responded to an open- ended questionnaire determining the cause that contribute to over burden the curriculum and gave a face-to-face interview on the same subject. From the graph it can clearly be analysed that according to the opinions of most of the teachers , the curriculum of English at the secondary level is quite loaded for an average student and so it is needed to be pondered upon.

Findings and Conclusion
From the statistical calculation it can be concluded that the basic contributing components towards the curriculum load are difficulty level (17.8%), joyless learning (16.7%), system of examination (4%), mode of transaction (2%), Incomprehensibility (12.3%) lack of interest (15.9%), lack of over all organisation (3%) Nature of Text Book (6%), Subject Phobia (16.1%), lack of proper exposure to learning environment (5%). Thus, it has been found that the curriculum of English at secondary level under WBBSE is heavier and the reasons which accounts for this load are that the English text is moderately difficult, the learning of

English is not made joyful, the system of examination is quite unsatisfactory, mode of transaction is stereotyped. English texts are stuffed with stylized vocabulary. The students still treat English as a second language and hence of secondary importance. Moreover, the English curriculum lacks an overall organization and correlation with other subjects of the curriculum. The text book does not inculcate the spirit of innovative project work rather the leaning of English creates phobia among the students because they lack proper exposure to the learning of English both & home & school. But English curriculum at secondary level is quite relevant for the students and parental expectation does not have any effect on overloading the curriculum of English at secondary level. Thus, it can be concluded that the English curriculum at secondary level in West Bengal Board of Secondary Education, need to be made more student-friendly and enjoyable by eliminating the burden of learning to ensure more fruitful result.

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A Study on Structuring Philosophy of Education in Indian Context

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Introduction

Philosophic endeavor was initiated primarily in Indian context to promote quality of life, which came to metaphysical questions to ultimate target of human being for attaining perfection and in some cases a continual progress towards perfection within the limits of present life where epistemology makes a bridge between the two. We can consider philosophy is a constant source of knowledge aiming at solving problems with its specific methodology. Bergson rightly observes that philosophy "does not only facilitate speculation, it gives us also more power to act and live" which is integrated with humanity and the Nature where causality and intuition are equally necessary.

In Rutledge International Companion to Education, Bob Moon, Miriam Ben-Peretz, and Sally Brown (New York: Rutledge, 2000) viewed philosophy of education broadly as philosophical reflections on education but not as a separate discipline or branch of philosophy. Similarly in the opposite direction of the theory-practice dialectic, what presently is called "philosophy of education" has also along been regarded as continuous sources with the serious reflections of practicing educators, curriculum theorists, and educational policymakers. Philosophy of education in this regard, is simply a phrase for the process as well as a product in which educational thinkers can extract thoughtful and systematic contributions for their educational practices through the concern of philosophical context:

1) Philosophy of Education is a comprehensive search for exposing theory and practices in present situational context. It is the sources through which polices and practices of Education are filtered to have a better output.
2) Broudy gives us a direction that educators have a right to expect from philosophy of education, including attention to the problems of education in general and schooling in particular, clarification of educational concepts and issues, and rational discourse and freedom of inquiry.

Perspectives for Building a Philosophy of Education

A philosophical perspective makes education more meaningful as it helps us to see the interaction among students, curriculum, administration, and goals more seriously. Moreover, educators need a philosophical perspective in order to give depth, and breadth of meaning and direction to their personal and professional endeavors. The approach suggested by Charles Marler, (1975) may be cited below.

1. Becoming aware of Education as more than School or Classroom Activities :

As a branch of social philosophy education signifies not only classroom activities, it is interrelated with holistic development and direction of a society and in the broadest sense education involves essentially two things :

i) Cultural heritage including social and cultural transformation.

ii) Providing the skills, abilities and understanding in a changing condition for developing a philosophical perspective.

2. Becoming aware that Philosophical provides a Comprehensive View of Education :

i) Philosophy as a disciplined study is concerned with developing a coherent, logical, and comprehensive outlook. ii) It also embraces within it a wide range of issues and problems where education has been

important to most philosophers. When education becomes aware that philosophy embodies comprehensive perspective and tools for developing organized and structured views, the basic groundwork for a philosophical perspective on education has been actualized.

3. Studying the Historical Development of Philosophical Ideas and their Relation to Education :
i) Philosophy of education must provide a chronological and systematic body of knowledge one can find helpful in understanding what has happened in educational thought up to the present. It must depict and explain how aims, objectives, and practices of education have evolved and what departures in aspects of education came in and how those were reconciliated.
ii) It may also help one to develop an appreciation of educational traditions and offer a more intelligent and critical evaluation of such traditions. Further, it does give us continuity; it provides a basis for developing new ideas and a vantage point from which to evaluate new aims and practices.

4. Studying the Philosophical Treatment and Analysis of Specific Issues in Education :
Concerned problems and issues may focus on particular problems like equality of educational opportunity, moral education, inclusive education, professionalism, from various standpoints of psychology, economics, management, etc. But it may look at such problems in a critical, holistic, and ethical fashion. It extends to the wholeness of life in a civic society. Philosophy helps us identify and express problems in clear and logical way. Derivatively, a philosophy of education must attempt to explain and solve various broad and narrow problems and issues in education both logically and without ambiguity.

5. Engaging in continuing Personal Research, Reading and Study in Philosophy of Education :
This means that one must appreciate in using philosophical thinking and must be a committed in continuing study. Such doing may involve creating new outlook through combining, interrelating, and drawing conclusions from philosophical ideas. Likewise, an educator must have scope to enhance educational perspective. Philosophy of education should not be a self-contained body of knowledge; rather it shall be open to criticism, experimentation and renovation.

Structuring a Philosophy of Education
Building a Philosophy of Education looks applied philosophy which gives the philosophical treatment of educational problems at various levels such as emotional, factual or information, explanatory or theoretical and philosophical. Natural, building philosophy of education must touch upon the major fields of classical philosophy – metaphysics, epistemology, logic, ethics and aesthetic. Broudy has raised his philosophy of education building taking three vital stands: **Man, Society, and the School, Values in the Educational Enterprise and The Good Life and the School** which hold as the three broad frameworks in which the educational problems lie and the solutions can be envisioned:

Man, Society and the School
1. A philosophy of education must embody definition and the nature of philosophy of education.
2. It should deal with aims of education, attempts to explain ultimately the good life as the aims of education and must give meaning of a good life – subjectively and objectively.
3. It must go on exploring education with proper elaboration of the structure and dynamics of personality. This means the strength, limitation of the learner, his appetite for learning, his abilities, etc. In this way the evolving philosophy of education would deal with natural and reflective freedom, self-realization and self-integration of the educand.

4. It must take into consideration and also attempts to highlight education and its social perspectives including autonomy for freedom in education. Hence, it is imperative that philosophy of education and sociology of life of man should come together for sharpening education as a tool for comprehensive human development.
5. A philosophy of education can not overlook the theme – Reality and Knowledge. The emerging philosophy of education must attempt to hints on solutions to be adopted meanings of 'being' and 'becoming'. How far knowledge is stable? What is relationship between science and metaphysic? What is valid knowledge? Relative importance of sensation, perception, and intuition.

Values in the Educational Enterprise

As a branch of social philosophy at its operational level, the problem pertaining to human values has been the central concern in education for explaining valuing in the educational enterprise:
1. The philosophy of education must deals with human values and take cues from General value theory: experimentalist theory of values, emotive theories of values, values as objective, the value areas, intrinsic and instrumental aspects of values, positive and negative values, higher and lower values. It must tackle the problems and difficulties of values in education.
2. The envisioned philosophy of education must embrace problems and their solutions related to the economic, health, associational values, recreational values and aesthetic values very critically.
3. Further, the philosophy of education should be concerned in the moral and religious (if admissible). It must set the criteria of Moral Values, Moral Education and Moral Development.

The Good Life and the School

1. In this aspect the philosophy of education must look critically the curricular issues, contexts, and concerns; curriculum approach, curriculum modalities, and subject matters in great details so that their successful operationalization modes lead to ultimately the envisioned good life.
2. Another problem in education is what method of instruction is to be used for curriculum transaction. This issue is strongly related to the theory of knowledge – epistemological arm of philosophy. Hence, a good philosophy of education must be straightforward to solve the problems of knowing and it should relate method and the theory of knowing.
3. The organization of an educational system is another area. It embraces several issues and also faces many headed problems concerning grouping in formal schooling, progressive development of the structure of education and institutions for learning, adult continuing education, professional education of teachers, in-formal education, role of mass-media in education, etc. Socio-political ideology related organizational problems, etc. A good philosophy of education must understand those issue and problems and strives to give solutions.

A good life means a good life of Man who is describable by his personality, the most general feature of human life. Four major principles seem to describe the essential working of the human personality – these are appetitive principle, self-determination, self-realization and self-integration. For education, each of these principles implies acquisition and use of knowledge. Knowledge of Self, knowledge of society, and knowledge of nature are gymnasia where we practice the skills and perfect the habits needed for self-determination, self-realization and self-integration.

Naturally, different theories of values, various kinds of values, concern about negative and positive values must come forward in determining aims and objectives of education. Specifically, economic, health, recreational, affectional values, moral values, democratic / humanistic values, secularism, aesthetics and education, etc. must be dealt in the emerging philosophy of education for a particular nation.

For the inculcation of values good life in the formal school and solving problems pertaining to it must be affected with curriculum development, curriculum re-design and curriculum transaction. Curriculum may take many approaches. It may find rationale in subject matter centric curriculum, problem centered curriculum, or any type of curriculum grounded on the contemporary paradigm shits in learning, instruction or pedagogy. Curricular issues and contents are always problematic as much of these are both philosophy and social philosophy grounded the nature of knowledge to be integrated in a curriculum. For example, to Dewey curriculum is a process as much as a distinct body of subject matter; while the Reconstructionists favour 'world' curriculum with emphasis on truth, brotherhood and justice effecting multicultural education.

Naturally, a philosophy of education in its emerging state must take hold of general skills, competencies, efficiencies, etc. to be developed and inculcated in the individuals taking cues from the metaphysical, epistemological, axiological views which are held important for a nation or a society. From an appropriate deduction of the foundations of the curriculum specific cognitive, psycho-motor, meta-cognitive, affective tasks to be included as the subject matters or activities which have high probability for all the attainment of attributes, characteristics, qualities, role-playing, etc. – all contributing to the journey towards good life. Not only, these, other aspects of education should be integrated in the curriculum structure, such as methods of teaching, learning styles, mode of assessment, principles of placement and classroom organization administration management, etc.

Consequently, the philosophy of education must give clues, directions, through curriculum grounded on metaphysics, epistemology, and axiology to the advancement to good life – personal, vocational, social, and even spiritual. Not only these, this philosophy should be powerful and functional enough to solve ever-emerging changes in the waves of human life and to adjust curriculum accordingly.

Building a Philosophy of Indian Education
The Perspectives :

Education is basically considered as a natural process in Indian philosophy where some basic urges revels the following :

1. Potentiality within the individual is the key sources for developing education in a very natural condition according to the Indian Schools philosophy. In Indian context education is not instrumental rather is a gate way of promoting oneself to a higher order of life.
2. In Indian aspect education is a constant source for exercising philosophical truths. There is no basic difference between philosophy and education as philosophy is being practiced through educational means and the target for both the concern is the highest development of human being.
3. Axiological values are rooted in Indian philosophy by the attainment of the quality of self where education is one of the tools for acquiring the essential requirements and that is the uniqueness of Indian philosophy amalgamated with education and life too.
4. Another characteristic of Indian philosophy is equality– a commitment to equality of all. It is essentially an ethical quality far more real and profound in the social context.
5. "Enlightenment of inner senses'' is the highest priority given to the Indian philosophy. Humanity is not here externally exposed but will have to develop through internalization of knowledge.
6. Philosophy of Education, as a branch of social philosophy, is concerned with the problems of education. It is an activity deals with educative processes and problems for the welfare of the society.
7. The dependency of the society on education has been explained by Cole in the following way: "must depend on the kind of society we mean to live in, on the qualities in men and women on which we set the highest value, and on the estimates which we make of the educability of both of those who are endowed with the higher intellectual or aesthetic capacities and or ordinary people" As a democratic

way of life it implies freedom, flexibility, rationality, justice, creativity, and many more qualities of life.

Building the Indian philosophy of education therefore does matter the resultant philosophy in Indian context has been associated with our cultural heritage and value systems reflected through the significant contributions of Swami Vivekananda, Gandhi, Rabindranath, Sri Aurobindo, etc. where classical Indian philosophical truths and ideas are being applied for inclusion of new knowledge and wisdom in educational systems and practices.

Conclusion :

The perspectives of Indian philosophy of education to be built so far are looked axiological but that is the ultimate ends and the way in which it will be materialized is the way of epistemological hierarchy. It might be able to understand that attainment of higher quality of life is possible only by attaining knowledge resulting the characterization of human being. A synopsis depicting relationship between objectives and related activities may be drawn as :

Objectives	Activities
Perception – action of senses on the sensible objects	Development of sense organs or training of senses
Inference – anumana / induction	Cause-effect relationship
Comparison – analogy	Comparing subject matters
Non-perception – immediate cognition of non-sensible objects	Conception of non-perceptible objects
Postulation – necessary supposition of an unperceived fact to explain conflicting phenomena	Problem solving
Testimony – hold as valid as stated by some trustworthy person or script	Verbal knowledge

Therefore, an Indian philosophy of education should take into consideration of the above taxonomy of cognitive objectives in the matters of curriculum development and its transaction thoroughly. However, a careful temper of eclecticism should be kept always in mind so that the evolving system of philosophy of Indian education with the following dimensions which uphold the basic foundations of Indian philosophy:

1) Capacity building to enhance quality of life.
2) Humanizing the social forces.
3) Development of values.
4) Methodological sources of education.
5) Perceptual development through senses.
6) Philosophy as sources for construction of knowledge.
7) Philosophy as a source of Learning Style.
8) Moral development through cognition.
9) Creative Self Expression..

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A Study on Some Factors of Effective Leadership and its Impact on Academic Achievement at Secondary Level

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Introduction

Effective leadership are signified the growing emphasis on school outcomes measures and the growing acceptance of leadership as a key constituent in effective school. Leadership functions are related goal achievement and to the maintenance and Strengthening of the group. It is widely accepted as being a key constituent in achieving school improvement .contexts have revealed the powerful impact of leadership in securing school development and change highlights the centrality of transformational and instructional leadership practices in achieving school improvement in school facing challenging circumstances. The literature reveals that leadership and principals who manage change in schools in difficult circumstances are far from uniform in their leadership styles.

Objectives of the Study

- ❖ To study the different aspects of leadership on rural and urban students.
- ❖ To construct a standardized questionnaire on effective leadership.
- ❖ To find out factors regarding effective leadership.
- ❖ To analyze the relationship between leadership and academic achievement in educational institutions.

Principle of Leadership

- ❑ Seek improvement.
- ❑ Be technically proficient.
- ❑ Seek responsibility and take action.
- ❑ Make sound and timely decision.
- ❑ Use the full capabilities of students organization.

Factors of Leadership

- ❑ Internal stimuli's.
- ❑ External stimuli's.
- ❑ Follower.
- ❑ Leader.
- ❑ Communication.
- ❑ Situation.
- ❑ Environment.

Review of Related Studies

Camille Wilson Cooper (1Dec, 2009),: 'Performance cultural work in demographically changing school : Implication for expanding Transformative leader Framework .' Finding emphasize contradiction between the principal equity oriented stances and their exclusionary belief and practices, school community member's notions of cultural difference and the biases, segregation and brooding tensions affecting the

schools. The transformative leadership are discussed the value of explicitly infusing notion of cultural work into transformative leadership frameworks. Leithwood, K,Seashore Louis, K.Anderson S,D Wahistorom.K. (2004), Leadership influences student learning, that Empirical research in effective practices in school leadership and the resulting effect on student learning was reviewed. Effective leadership was described as context specific, dependent on organizational student population and policy, context. Leadership was viewed as central to student learning but was mediated by multiple factors including state and district policy and practices, leadership preparation school and conditions, stakeholder views, teacher etc. Fullan, M. (2002, May) "the change Leader on Educational Leadership" .59(0) 16-20, Leadership is needed at every level of school, culture and during times of change. An organization cannot flourish on the actions of the top leader school and districts need leaders at every level. This article describes the skills leaders must possess and the challenges they must face in order to provide for protect, develop and enhance their school environments. Richard Elmore (2000) studied the impact on school quality and student achievement , developing effective leaders of schools and districts is considered a top priority among researchers and policy makers. Many school Leaders are not adequately prepared to carry out the tasks of improving instruction.

Methodology
a) Types of Research
Descriptive research method are non-experimental because they deal with the relationship among non-manipulated variables. The researcher selects the relevant variables for an analysis of this relationships. Survey research are used in this study which seek information from a large formal of population . A survey is a detail and quantified description of population and design used in order to measure attitude, beliefs, values or tendencies to act of a group of people regarding any social phenomenon. Sample is almost the extending to population here. Survey research is a used nature of sampling is able to produce external validity of source.

b) Nature of the Sample
Purposive sample may be useful when the selected sample is constituted of represent the public opinion of that area. The present study, the researcher has performed her investigation four secondary schools in Kalyani Municipality in district of Nadia.

Selection of the Sample
A sample of two hundred students was selected from class IX of four secondary schools considering two different strata of the society –sexes and strata. Out of the one hundred boys ,fifty were urban boys and fifty were rural boys and out of the one hundred girls, fifty were urban girls and fifty were rural girls. 200 hundred sample are used here.

Table 1 : **Particulars of the sample chosen**

Area	Name of the School	Boy	Girl
Urban	Experimental High School	25	25
	Swarawati Trust High School	25	25
Rural	Janekalyan High School	25	25
	Charsarati High School	25	25

Tools
Tools are essential elements of any kind of research. Questionnaire is a prepared and distributed to secure responses to questions. It is an important instrument in normative survey research being used to

gather information from widely scattered sources. The researcher collected urban and rural students of those classes to mention the necessary leadership factors to be possessed by academic achievement in the secondary schools. The researcher designed a number of question for each dimensions.

Dimension for Effective Leadership

Various leadership theories have suggested the following effective leadership in a successful leader. Decision making, Responsibility, Intelligence skill, Appearance, Creativity, Stress Appraisals, Verbal activity, Stress activity, Motivation, Social responsibility, Cooperativeness, Apprehensive, Task specific activity, Religion adoptability, Social participation, Sociability, Popularity, Monitoring, Democratic outlook, Honesty, Transformational in structure, Emotional support.

Formation of Hypotheses

H_1 : There is no significant difference in factors of effective leadership between urban and rural student.

Leadership factors

Urban student(Ub+Ug) N100 Mean144.47 SD7.00

Rural students(Rb+Rg)N100 Mean 140.58 SD9.11

't' value is 3.39 +value is significant at the 0.01 level. The 't' value for the scores of the Urban student and rural student in the effective Leadership factors in schools. T value is at 0.01 Level=2.60, 0.05 Level=1.977

H_2 : There is no significant in factors of effective leadership between boys and girls.

Measure

(Ub+Rb)boy N100 MEAN143.23 SD6.99

Girls(Ug+Rg) N100 MEAN141.82 SD9.4 't'value is 2.78 +value is significant at the 0.01 level. The 't' value is importance for the scores of Boys and Girls in the effective Leadership factors. T value at 0.01 Level = 2.60

H_3: There is no significant difference in factors of effective leadership between rural boys and rural girls.

Measures

Rural boy(Rb) N50 MEAN141.90 SD6.48

Rural girls (Rg) N50 MEAN139.26 SD11.05

The 't' value is 1.46 for the scores of the rural boys and rural girls in the factors of effective Leadership. 'T' value is not significant at the 0.01=2.63 and 0.05=1.98 Level.

H_4: There is no significant difference in factors of effective leadership between urban boys and urban girls.

Measures

Urban Boys (Ub) N50 MEAN144.56 SD7.28

Urban Girls (Ug) N50 MEAN144.38 SD 6.77

The 't' value is significant at 0.05 level for the scores of the Urban boys and Urban Girls in factor of effective Leadership is more strong. 'T' value is 2.60 , 0.01 Level=2.63, 0.05 Level=1.98

H_5: There is no significant difference in factors of effective leadership between urban girls and rural girls.

Measures

Urban Girls (Ug) N50 MEAN144.38 SD6.77

Rural Girls (Rg) N50 MEAN139.26 SD11.05

'T' value is 2.79 and significant at 0.01 Level. 't' value is at 0.01 Level=2.63, 0.05 level=1.98. The 't'

value is for the scores of the Urban girls and rural girls in factors of leadership.

H_6 : There is no significant difference in factors of effective leadership between urban boys and rural boys.

Measures
Urban Girls (Ug)   N50   MEAN144.26   SD7.28
Rural Girls (Rg)   N50   MEAN141.90   SD 6.48

The 't' value is 1.93, is not significant at 0.01 and 0.05 level   for the scores of the Urban girls and rural girls in factors of effective Leadership.

H_7 : There is no significant relationship effective leadership and academic achievement in schools. It is significant at 0.05 level by correlation method. There 'r' value is .154, significant value is .029. The decision making and academic achievement is highly correlated. So, the null hypotheses was rejected. So, here the decision making and achievement is highly correlated at .05 level.

H_8 : There is no significant relationship effective leadership and academic achievement in schools. It is significant at 0.05 level by correlation method. Here significant an d 'r' value is .039 and .614 respectively. So, the null hypotheses was rejected. The leadership score item responsibility is highly correlated with academic achievement at 0.05 level. So, the null hypotheses was rejected.

H_9 : There is no significant relationship intelligence skill and academic achievement in schools. By the statically method found that this item are correlated moderate. so the r value is significant(.192 and .006) at 0.01 level. The null hypotheses was rejected.

H_{10} : There is no significant relationship appearance and academic Achievement in schools. Here r value is .069 and .331(Pearson correlation and sig.2-tailed).Correlation is insignificant at 0.01 level so the relationship between appearance and academic achievement is not highly correlated.

H_{11} : There is no significant relationship creativity and academic achievement in schools. Here r is significant at the 0.05 level by (Pearson Correlation, Sig.(2-tailed) .722 and .049. so the relationship between creativities and academic achievement is highly correlated.

H_{12} : There is no significant relationship stress appraisal and academic achievement in schools. By correlation this item is not significant at 0.01 and 0.05 level respectively. Here r value is not significant. 104 and .141 respectively. Here, stress appraisal and academic achievement are not correlated. So, null hypotheses was accepted.

H_{13} : There is no significant relationship verbal activity and academic Achievement in schools. It was found through the analysis, this item is more significant. The r value is .143 and .044 respectively at the 0.05 level.

H_{14} : There is no significant relationship stress activity and academic achievement in schools. Here r value is .111 and .118 respectively. So, this relationship is insignificant at the 0.01 level and 0.05 levels.

H_{15} : There is no significant relationship motivation and academic achievement in schools. Here r value is (Pearson Correlation, Sig.(2-tailed) .823 and .048. The correlation is significant at 0.05 level between the motivation and academic achievement in schools.

H_{16} : There is no significant relationship social responsibility and academic achievement in schools. Here r value is .541 and .008 respectively. This is correlated between social responsibility and academic achievement in schools. so null hypotheses is rejected.

H_{17} : There is no significant relationship cooperativeness and academic achievement in school. Here r value is .697 and .036 respectively. The calculation is significant between the cooperativeness and academic achievement at the 0.05 level.

H_{18} : There is no significant relationship apprehensive and academic achievement in school. Here r value is .185 and .009. So, the correlation is significant at the 0.01 level between apprehensive and academic achievement in schools. Null hypotheses was rejected.

Reliability and Validity of the Test

Test-Retest method was employed for determining the reliability of the questionnaire. Content validity refers to the care with which the items of the test are selected and arranged. It is employed in the selection of item of question in educational achievement test, the validation of content through competent judgment is most satisfactory when the sampling of items is wide and adequate standardization groups are utilized. Validity test is determined experimentally by finding the correlation between the test and independent variance criterion. The content area of the test was analyzed in terms of expected behavioral objectives. Validity can be a demonstrated best by try-out after the test has been constructed.

Particular showing the statistics of the scores obtained by the students in the factors of effective Leadership. (Sex wise and strata wise)

Effective Leadership of student

Urban Boys, Girls Rural Girls, Boys

Number   (50+50+50+50)
Mean   144.56,144.38,139.26,141.90
Median   145.00,145.00,140.50,142.50
Mode   143,147,150,141,146
Skewness   -1.106,-.240,-.266,-.428
Kurtosis   -2.303,-0.822,-.713,-.303
Co-efficient of variance   5.04,4.69,7.94,4.57
Standard Deviation   7.28,6.77,11.05,6.48

Particular showing the statistics of the scores obtained by the students in the academic achievement of student (sex wise and strata wise)

Academic achievement of students

Urban Girls, boys Rural Girls, Boys

Number (50+50+50+50)
Mean   531.50,488.24,437.02,432.26
Median   554.00,508.50,421.00,429.50
Mode   530,560,600, 550, 300,350,390,477, 450
Skewness   -.498,-.250,.633,.668
Kurtosis   .766,-1.138,-.514,.484

Coefficient of Variation   19.55,23.99,25.03,19.20
Standard Deviation   103.90,117.10,996,650,109,40,83.01

Interpretation of the Results

Factor analysis is a specialized mathematical technique widely used and highly important in modern test construction .Hence the researcher selected the item by factor analysis method. Here the 22 dimensions are shown by the 39 items of questionnaire. Within the 15 items of dimension (1-15) are significant by the factor analysis. These item's of questions are 2 that is Decision making = 2 item questions, Responsibility indicates = 6 item, Intelligence skill shown = 11 items question. Appearance = 15, creativity = 16 stress appraisals = 18, Verbal activity – 23, Motivation – 24 social responsibility = 2, co-cooperativeness = 27, apprehensive = 31, Task specific activity = 34. Religion adoptability and lastly social participation 38, 6,11,15,16,18,21,23,24,26,27,31,34,35, and 38 also.

Scree Plot
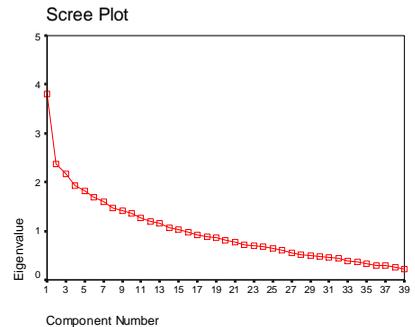
Main Findings

- The study suggests that teachers adopt this approaches is particular stage for school's development. This effective leadership approaches was least likely to lead to sustain school improvement .
- There were relationship parent's economic, social status, education ,occupation and student leadership qualities.
- From the study effective leadership empowered others to lead and distributed achievement activity throughout the school's examinations. It approaches has democratic rather than transformational principle at its core.
- A shift from maintenance functions on activities that promote school improvement and explicitly seek to raise standards of academic achievement. Emphasis being given to the development of individual trainee as well as educational headship.
- From four schools research found that various types of student leadership influenced problem solving and monitoring. So the student leaders gave monitoring their performance of academic result in their organizations.

Conclusions

The paper concludes by identifying a number of implications arising from the earlier analyses, review role responsibilities and levels of administrative support for principals to ensure that their priority is educational leadership; consider appointing school leadership for fixed periods; greater attention be paid to the context in which school leaders operate, especially in relation to school size, and the home educational environments of its students; consider conferring greater professional autonomy to teachers; encourage more teachers to extend their work as educators beyond the classroom to the entire school; build the attractiveness of leadership roles in schools in 'challenging circumstances'; find more space in all professional development programmes for school leaders leadership values in action and moving beyond management to relationships and school improvement; build on the preference by educators to learn from each other by developing and refining quality network learning communities, acting leadership roles and mentoring; seek evidence of the effects on schools.

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