

Research papers 2018

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INSECURITY AMONG IRULAR TRIBAL WOMEN

Social Science

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ABSTRACT

The tribals in India constitute 8.08 % of the total population. Irulars are a tribal community who live in Southern India mainly in Tamil Nadu and Kerala. Generally, Irular women were highly exploited and are inhumanly treated, cheated and terrorized by the rich people and surrounding landlords. Among the total population above 90% of female make significant contribution to the family income. Although they contribute 90% to their family income a sense of insecurity was seen in them. The reason of insecurity needed to be explored upon and hence the paper with this objective in mind. The insecurity scale was standardized to study the level of insecurity of the Irular women. It was found that there was a significant relationship between age at marriage and insecurity feeling.

KEYWORDS

Tribals, Irula women, Insecurity Feeling

INTRODUCTION:

India is home to a large number of tribes with population of about 70 million and currently there are over 706 scheduled tribes in India according to census of India 2011 and are found in almost all the states of country. In terms of geographical distribution about 55% of tribals live in central India, 28% in west, 12% in North-East India, 4% in South India and 1% elsewhere. Each tribal community is rich in their culture, folk tales, folk songs and folk stories. Tribals constitute 8.6%, respectively, of India's population (according to the 2011 census).

The tribals in India constitute 8.08 per cent of the total population. (Singh, et.al, 1996: 16) The main demographic characteristics of tribals in India are – in some state and Union Territories they constitute an overwhelming majority; e.g. Mizoram (94.75%). Lakshadweep (93.15%), Nagaland (87.75%) and Meghalaya (85.53%). The States of Madhya Pradesh, Maharashtra, Orissa, Bihar, Gujarat, Rajasthan, Andhra Pradesh and West Bengal account for 13 per cent of the total tribal population (Planning Commission, 2004).

Irulars are a tribal community who live in southern India, mainly in Kanchipuram, Nilgiris and Villupuram districts of Tamilnadu. Ethnically they belong to negritos race and their language is Irula which is a mix of Tamil and Kannada. These tribes are behest with problems of land alienation, displacement and political disempowerment, harassment, basic rights violated, bonded labourers. One of the tribes present in various parts of India. Their main occupation was snake and rat catching and at present they also work as laborers do fishing. These groups have been traditionally economically and socially marginalized, illiterate, lacking of income earning skills and were in general not accepted by the larger society. The term Irular is derived from the word Irul, meaning black or dark. Irulars are one of the most backward tribes who are facing innumerable challenges. The name Irular bear a reference to the dark jungles they live in.

Irulars are classified into various subgroups based on linguistic and social variations. These are Malenadu Irular, Kasaba, Vettakkara Irular, Urali Irular and Villiyans. The first four subgroups share similar ethnic and linguistic features but with slight variations, and are mostly found in Nilgiris and so referred to as Nilgiri Irulars. Villiyans (villu meaning bow -a reference to hunter) are ethnically and linguistically different. They speak Tamil dialect, and are also referred to as pambukaran (snakeman). They are the one found in Chengalpetu region.

Every clan among the Irular has its own chief called Naatamkar, who also doubles up as medicine man and priest. Irulars are known for their expertise in snake bite treatment and used powdered mixture of eight types of plants for snake bite. The bark of the tree (Kuruvi or Kodachaali) is given to the bitten person to chew if the patient gets sweet taste then it is identified as poisonous bite while if it tastes bitter then it is non poisonous.

Generally Irular women were highly exploited and are inhumanly

treated, cheated and terrorized by the rich people and surrounding landlords. They are ignorant and illiterate; unable to avail the basic facilities provided for their benefit from various resources. But women have to take care of the family because most of the males are dependent on alcohol (Illicit liquor) and do not bother about their family responsibilities. Irular women have to lead their life by collecting forest produces and working in farm lands. Mostly in tribal areas women share abundant responsibilities and perform multiple duties in running the family and maintaining house hold, attending to farm labours, tending domestic animals and poultry birds. But to discharge all these activities she is an unpaid servant to man whose labour is measured in economic terms. In agriculture tribal women perform a number of significant roles. They participate in harvesting, weeding, planting, seeding, manuring and storage of grains. They also help in rearing of livestock, poultry keeping; besides they manage the house and bring up their children. Irular women living in poverty have the least access to power to shape the policies of poverty.

Tribal women, in general, have higher labor force participation. Among the tribal population, above 90% of females make significant contributions to the family income. In many tribal societies, "a woman is considered an economic asset and considerable value is placed on a hard-working, industrious and dutiful wife," (Chaudhuri, 1978).

Much of the infant and child rearing is done by adult females, which also includes the elderly extended family members in their homes. Older siblings of both sexes play an important role in the care of their younger brothers and sisters.

Tribal women, in general, play an important role in all economic, social and cultural activities (Mithra.A., 2007). They also have a much higher work participation rate than non-tribal women. The women flocks are an interesting blend of strong and brave but still subtle in taking decisions. Mostly women head the families. Although they head families major decisions are taken by the men. Working with the women was a challenge for me. The women were very strong in their decision making. Decisions regarding marriage, fertility, and divorce on the women's part are severely constrained.

REVIEW OF LITERATURE:

Bindu (2005) in her study found that Irular were an endogamous tribe innature. Average family size of Irular is 3.15, the female sex ratio is 1000:966. 8.37% of the irulars were aged above 60 years. 64% of the Irula men 56% of irula women in Kerala were literates.

The study by Ebenezer (2007) from Bharadhidhasan University, Trichy, and he studied about the Irula people of Nilgiri. This review is about the Nilgiri Irulas and their life style. This research abstract is relevant to the current study. Most of the areas covered by Ebenezer are about their social life and social contribution. This review gives related unknown information about Nilgiri Irulas. Irulars are one of the largest groups among the tribes in south India.

Santhosh et al(2012) in their study on social life of Irula women of

Chengalpet, Tamil Nadu found that 13% of Irular women completed high school education, 62% of women were illiterate. 61% got married at young age (<20 years), remarriages were common. Among 48% of the respondents age difference between husband and wife is above 10 years. Most of the Irular women engage in agricultural work as coolies. 81% reported that they have habit of savings. 71% saved through self-help groups. Polyandry and polygamy prevailed in Irulars of Chengalpet. 78% of Irular women reported they do not practice divorce.

OPERATIONAL DEFINITION INSECURITY FEELING

Insecurity feeling in this present study means the level of security/insecurity felt by the women measured by security-insecurity inventory by Govind Tiwari and Singh (1975). It refers to the prevalence of emotional instability, feeling of rejection, inferiority complex, anxiety, isolation, jealousy, hostility, irritability, inconsistency.

PILOT STUDY

The researcher visited various villages of the Irular community at Kancheepuram district to finalize the setting of the study. The researcher along with the NGO ASSET (Adivasi Social Service Educational Trust) visited the hamlets from where the women were selected for the study. During the visit the researcher interviewed few women to understand their problems. The pilot study enabled the researcher to finalize various important aspects, which was incorporated in the study. The researcher went for pre-testing with 22 Irular married women in order to find the suitability of Interview schedule. These pre-tested respondents were included for the final analysis. Hence the study population covers 252 Irular married women.

RESEARCH DESIGN

This study intends to portray the various adjustmental problems faced by the Irular women and the causes of these problems, and the feeling of insecurity because of these problems, are also analyzed within the framework of the study.

SAMPLING DESIGN

The Census method was adopted with complete enumeration of all the items, since the research study covers all the 252 married Irular women. The present investigation made use of the entire population and the census method of sampling.

UNIVERSE FOR THE STUDY

The universe for the present study consists of 252 Irular married women from 122 villages of Kancheepuram district Tamilnadu covered by ASSET (Adivasi Social Service Educational Trust) and NGO working for their cause.

SOURCES OF DATA COLLECTION

The researcher for the present study used the primary sources of information acquired through direct administration of the self-prepared interview schedule and standardized rating scales. Besides secondary sources such as the Planning commission reports, Department of Social welfare and Department of Adiravidar and Tribal welfare department records were looked into for details on statistics.

INSTRUMENTS OF DATA COLLECTION

The following self-administered interview schedules and scales were included in the package for the purpose of collecting information for the study. Tamil translated versions of all Interview Schedules were used to collect data.

1. Interview Schedule: A socio-demographic information form constructed for this study.
 - a) Personal details b) Social status c) Health status d) Economic status e) Job status
2. Data collection was done for Security and Insecurity variable with a standardized scale developed by Govind Tiwari and Singh (1975), was used to find out the level of insecurity feelings among the respondents. This inventory was also reduced to 20 questions based on the relevance of the study.

SOCIO-DEMOGRAPHIC FINDINGS & DISCUSSION

The above table shows that 38.1 percent of the respondents come under the age group of 18-28 years, 96.8 percent families have the female as the head of the family, 87.3 percent of the respondents are illiterate and the remaining 12.7 percent are literate (highest education is completion of 4th standard).

Absolute majority 70.6 percent of the respondents have 2 children and below and 74.4 percent of the respondents got married below 18 years, the rationale behind this is that the community married their adolescent girls as soon as they reached their puberty. 3.2 percent of the respondents got married below 12 years and 2.3 percent above 18 years. While it was shocking to know that child marriage existed in the community in families although the percentage is less. These findings are similar to the study done by Santhosh Sasirega (2010) where the researcher observed that 68 percent of the respondents in the study are of Chengalpet got married below 16 years of age. This finding also coincides with the finding of Santhosh et al (2012) who reported that 62 percent of women were illiterate and 61 percent got married at young age (<20 years). Geethanjali (2012) in her study reported that despite the opportunities, special initiatives and case by the government for tribal education, the achievement of tribal women education is not as per expectations due to several factors.

The above table reveals that 27 percent of the respondents were employed and the remaining 73.0 percent were not employed. Majority 63.3 percent of the women were daily wagers and were involved in building construction work, road laying work, agricultural work etc. 17.5 percent of them were fisherwomen and were involved in catching and selling fish and collecting worms for prawn hatchery, 10.3 percent of the women were domestic workers and were involved in housekeeping, gardening, working in neighborhood houses and the remaining 9.1 percent were vendors and were involved in selling fruits, vegetables, grocery items, flowers either in their houses or at market place in their leisure time and which is not on a daily basis. Similar findings are reported in a study by Santhosh Sasirega (2010). The study reported that 60-68 percent of the Irular women are working as coolies and work in agriculture farm and the remaining women were collecting forest produce, are herbalist, construction, brick kiln and some of them were not working anywhere. This also coincides with the findings of Santhosh et al (2012) most of the Irular women engaged in agriculture as coolie.

FINDINGS RELATED TO SECURITY-INSECURITY SCALE:

- There is no statistically significant difference between education status of the respondents with regard to the insecurity feelings of the respondents.
- There is a significant relationship between age at marriage of the respondents and the in-security feelings of the respondents
- There is no significant difference among type of family with regard to in-security feelings of the respondents.
- There is no significant difference among profession of the respondents with regard to in-security feelings of the respondents.
- There is no significant association between monthly income of the respondents and in-security feelings of the respondents
- There is no significant association between spouses Profession and in-security feelings of the respondents

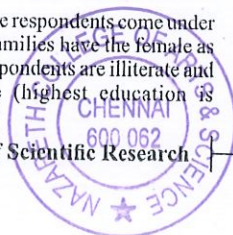
DISCUSSION:

PSYCHOLOGICAL MODEL DERIVED FROM THE STUDY ON IRULAR WOMEN

The psychological model derived and depicted indicates the relationship among the five variables, namely, personality, adjustment problems, insecurity feeling, perceived quality of life and life satisfaction. It can be perceived that the Irular woman as a core variable other five variables are drawn into an association with each other. It is understood that the person/woman with neurotic personality has negative relationship with perceived quality of life. It is also observed that adjustment problem has positive relationship with life satisfaction, insecurity feeling and perceived quality of life. The in-security feeling has a positive relationship with perceived quality of life and life satisfaction. Hence it can be observed and concluded that Irular women with neurotic personality faced high adjustment problem high insecurity feeling decreased quality of life and unhappy with their life satisfaction.

The present study investigated five basic and very significant factors that lead to psycho social problem such as adjustment problem, insecurity feeling, perceived quality of life, and life satisfaction. The relationship of these variables among themselves as well as their association with socio-demographic background variables of the respondents was also investigated.

Major findings of the study and conclusions drawn from them indicate that the tribal women have problem in adjustment. Also the women exhibited high level of problems in the physical dimension of quality



of life. Their life satisfaction is also very less and they expressed insecurity feeling because of finance problem.

INTERVENTION IN THE PERSONAL DIMENSION:

The purpose of the intervention is as follows:

- increasing life skills or changing behaviour to increase life options
- promoting independence and inter-dependence
- working with conflicts in relationships
- stabilising or slowing down deterioration and loss of independence
- coping with changed life situations and transitions
- supporting individuals' development to enable them to participate in groups, use local community resources or to move to mainstream services.

INTERVENTION IN THE ECONOMIC DIMENSION

Access to employment for women is a major concern in India. Fruitful employment for tribal women to be planned and implemented based on the available resources and skills. Employment opportunities to be given to these women in such a way that they do not lose their identity as a tribal but still gain economic independence. A major initiative that is needed for changing the current situation is to increase the flow of capital in the lives of tribal women. When she is financially empowered the more is the chance of her overall development and progress and adjustment live, better quality of life, there is life satisfaction and she feels secure. Stable income, choices in saving her earning, spending her money will lead to financial independence and increase her decision making process and also has a positive effect on the choices she makes in her personal life.

INTERVENTION IN THE PSYCHOLOGICAL DIMENSION

A women feels or experiences psychological well being if her self esteem is high. She becomes psychologically strong when she has a collective awareness of injustice happening around her. She is said to be psychologically strong when if she possess the potential of mobilisation of entitlement she should receive and fights for it. But what does it mean to possess psychological well being for a tribal woman. She needs acceptance from her family, community elders to take care of the psychological problem. Various factors right from poverty, maintenance of household with meager income, performing multiple duties, bonded labour, educational and potential rights affect their psychological; and social status. This generally affects their mental health status, life, work and domestic life.

The social worker recommends a model of psychosocial support in order to provide a better understanding of the different needs of the Irular women. It is envisaged that the understanding of these needs by the communities, aid agencies, NGO and the government will assist in better meeting them, and so eventually improve the womens psychosocial well-being. The model of Maslow's theory of needs emphasises the importance of balance in acquiring the basic skills needed for survival. The model will have these skills form a wheel comprising five elements, but asserts that none of the five elements would be adequate if provided for without input from the others.

INTERVENTION IN THE SOCIAL DIMENSION

Social empowerment of women will include free movement, lack of discrimination against the daughters at home. It will also include the commitment that the community or family has to educate their daughters. A shift in patriarchal norm is also expected for socially empowering them. The need to educate the daughters can be encouraged by small incentive from the government. Since majority of the respondents remain illiterates, education should be given importance. To increase the female participation at the community level and to give more decision making power it is needed to understand the existing traditional pattern of tribal community in more details which would help in formulation of more effective developmental polices and it will also help to bring out the lacunae lying within present policies. Women empowerment does not signify increasing the numbers of women in decision making position. There should be measures to improve the quality of participation. The quality of participation signifies taking initiatives in new projects, identifying problems and providing suggestion towards effective solution. Tribal population in this study has poor health outcomes, because of inaccessible health care delivery system that does not cater to their needs. The Irular women should have control over her life. She is not allowed to take major decisions their finances, saving their income, spending their income, decision regarding their children's education,

children's marriage, participation in festivals, participating in panchayat meetings, political meetings, and participation in festivals.

CONCLUSION

When women are psychologically empowered, there will be a change in attitude, cognition and behaviour, which most assuredly will lead to a positive change in value orientation, increased patriotic actions, ability to postpone gratification of one's desires, improved Self-esteem, self-efficacy, self-consciousness as well as better psychological well-being which will culminate in a peaceful and developing society.

When women are empowered whole family benefits and these benefits often have effects on the future generation. Empowered women are able to adjust in health, social, work, emotional, psychological dimension. These make a change in her quality of life. Economic and social empowerment increases her security feeling and life satisfaction. This also leads to women with strong personality and their psychological and social status is good.

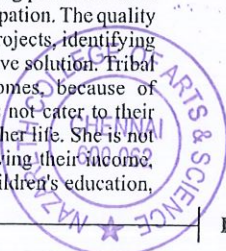
When a tribal woman is empowered she enjoys psychological well being. Therefore the above said interventions and suggestions can be used as guidelines by a social worker in order to help the tribal women to cope with her problems in the personal, economic, psychological, social and legal dimensions. Interventions can foster psychological well being in the individual.

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Development of Critical Thinking as an Innovative Pedagogy among Undergraduates

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ABSTRACT: Globalization continues to shape the National and International jobs, and employer's needs are constantly changing. In the present job market employers prefer employees who have strong problem solving and critical thinking as a competence. The present curriculum which is more subject centric has to be changed to meet the expectation of the employers in the job market. Critical thinking is fountain head of informed decision and the ability to solve the problems. It also discusses the role of education and academician to innovatively apply critical thinking with their present syllabus and prepare students for a competitive global market. The paper brings out recommendation to create a base for innovation in pedagogy and their implementation at the college. To ensure derived outcomes in learning the teachers should motivate to apply critical thinking in their delivery plan. It also focuses the areas where critical thinking can be adopted. The primary purpose of this paper is to present the role of critical thinking as an innovative pedagogy to produce high quality learning outcomes in the undergraduate educational system. The study is based on literature survey and author research.

KEYWORDS: Development, critical thinking, Innovative pedagogy, Undergraduate.

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I. INTRODUCTION

The value of a college education is not the learning of many facts, but also the training of the mind to a higher order skill which are essential for absorbing knowledge as well for work performance. It is an ongoing thought process that promotes, questioning, investigation and analysis. The ability to think critically is considered as one of the desirable outcomes of an undergraduate education (Facione et al, 2000). Critical thinking development in modern college students allow prospective specialists to successfully master the bases of their future profession and be prepared to live and work creatively in the 21st century. Preparing the undergraduates for the future in the key to any education

Critical Thinking: An Academic Perspective

Creative thinking involves creating something new or original. It involves the skills of flexibility, originality, fluency, elaboration, brainstorming, modification, imagery, associative thinking, attribute listing, metaphorical thinking, forced relationships. The aim of creative thinking is to stimulate curiosity and promote divergence.

While critical thinking can be thought of as more left-brain and creative thinking more right brain, they both involve "thinking". When we talk about HOTS "higher-order thinking skills" we're concentrate on the top three levels of Bloom's Taxonomy: analysis, synthesis, and evaluation.

Heiman (1985) describes critical thinking as an internal dialogue, whereby a person ponders and dissects the material that is being learned. Critical thinkers internally apply the knowledge that they receive devise specific questions that need further contemplation, and brainstorm relevant examples that help illuminate the material.

Critical Thinking Across The Curriculum

Critical thinking enhances the learning process wherein the person uses exploratory and imaginative methods to understand. Meyers (1986) maintains that coursework should contain critical thinking elements across the curriculum. Critical thinking can be said as "thinking outside the box" which leaves a lasting and complex impression by merging objective material with the learner's subjective and hypothetical reasoning.

Critical thinking is a disciplined, self-directed and self-regulated thinking, which illustrates the thinking perfections, correspondent to the specific way or field of thought. Critical thinking presents in two forms. If it has been trained (disciplined) to provide for the interests of a specific individual, excluding other appropriate people or group, it is called sophistical or weak essence of critical thinking. If it has been trained (disciplined) to take into account the interests of various people or groups, it is called rightful or strong essence of critical thinking.

Modern pedagogic studies show (Stukalenkoetal, 2016) that the problem of critical thinking development in students during the education process is highly multi-aspect. Each student uses meanings, ideas, paradigms, analogies, metaphors, models, theories and explanations even for expressing the flow of their own thoughts. This they do it in order to understand, think and regulate their own thoughts. They also use meanings and concepts in order to deny, contradict, distort, create stereotypes, etc. Psychologists note that often the way of thinking might be described in such criterions as vivid, accurate, adequate, successive, deep and honest. But often thinking may also be inaccurate, undefined, inadequate, shallow, trivial and biased.

Critically reading and evaluating information are seen by some as the most important skills to developed. Thinking critically can provide broader perspectives, creative solutions, multiple pathways and scope for more self regulation [4]. Critical thinking can be taught where the learners engage achieves with teacher as facilitation.

Students can even develop transferable thinking skills through focused critical appraisal activities. Various tools have been proposed for teaching critical thinking skills, these include but are not limited to; written assignments, problem based learning, analysing case studies, work-integrated learning on placement, and the use of simulations [14].

Academic writing has been recognised to help learners develop critical thinking skills as the complexity of writing skills necessary increases from undergraduate to post-graduate level [15,16]. Scientific writing can encourage the development of self-expression, organisational skills, and both descriptive and observational

II. METHODOLOGY

The purpose of the study is to describe and recommend critical thinking and also to uncover the benefits of critical thinking among the underprivileged.

Critical thinking at undergraduate level:

At undergraduate level, critical writing typically refers to the way in which a logical argument is developed and presented. The cognitive process of critical thinking brings to light and questions 'accepted' views and assumptions and can offer alternative perspectives. Critical thinking is a process that challenges an individual to use reflective, reasonable, rational thinking to gather, interpret and evaluate information in order to derive a judgment.

Critical thinking as an Innovative Pedagogy:

"Critical thinking is at the core of most intellectual activity that involves students in learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Examples of thinking skills are interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising."

III. DISCUSSION

Teaching students to be critical thinkers presumes an environment

Model of Critical Thinking Classroom:

What does a typical class period look like? - (accommodates 20 minute attention spans)

- Introductory phase
- Review previous day, homework assignments
- Bridge new material with advanced learners
- Lecture or presentation through questioning
- Small group discussions and tasks
- Period of reflection or exercises in applying new material,
- or review Reports
- Summaries/exercises/developmental/application/demonstration activities

Areas of Critical thinking:

Increasingly, learning and innovation skills are being recognised as the skills that separate learners who are prepared for increasingly complex life and work environments in the 21st century. A learning and teaching focusing on the skills of critical thinking is essential to prepare learners for their futures.



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There are four key areas of critical thinking:

1. Understanding perspectives

Thinking critically is about being able to understand the differing perspectives and to accept the validity of each. The illustration of the Vase is a good example of how each of us brings our own perspective to our thinking. Some will see a vase while others will see two faces looking towards the centre.

2. Evaluating evidence

Gathering and evaluating evidence is an important feature of critical thinking. Evidence is nothing but data on which we base our judgements or decisions. But, learners often make two common mistakes:

a) Learners base their views or decisions on no evidence or wrong evidence led by their emotions.

(eg) The current controversy around the issue of global warming – yet evidence that supports global warming as a significant issue is irrefutable.

Learners dismiss evidence that conflicts with their pre-existing views.

3. Non-routine problems

A routine problem can be solved using methods familiar to learners by repeating previously learned methods in a step-by-step fashion. Non-routine problems are those where there is no predictable, well-rehearsed approach or pathway explicitly suggested by the problem, Whether this is a routine or non-routine problem depends on the learner.

4. Looking for deep structure

Deep structure refers to a principal that goes beyond specific examples. Surface structure refers to the particulars of an example meant to illustrate deep structure.

Techniques used for Critical thinking

1. Questioning - Strategies for using questioning in the classroom
2. Problem-based learning- An active learning technique
3. Thinking aloud-Demonstrate thinking through problems and develop the process of developing ideas, solutions, etc.
4. Active listening
5. Cooperative conflict resolution
6. Concept mapping is an alternative to outlining or environment for brainstorming
7. Learning portfolios/records of progress ;Develop opportunities for individuals and groups to develop documents that reflect learning progress over time (minutes/journals; blogs/media productions; speeches/presentations)
8. Classroom space accommodates interaction between small and larger groups of students as well as the teacher
9. Seize the moment/Gestalt/ah ha
Intentionally deliberate on a current controversy or issue. Help them strive to develop mutual understanding of the issues on both sides as well as the alternative processes of arriving at resolution(s)
10. Illustrate concepts with examples out of the students' own experiences to correlate concepts and applications
11. Provide feedback to the learner; considerations:
 - Were the objectives and standards understood?
 - What external events influenced behavior/outcome?
 - What will feedback contribute to the learner's self-understanding and development?
 - Is feedback based upon the results/answers/etc. or how they were developed (process)?

Critical Thinking Tools That Help Learners Remember – BENJAMIN BLOOM 1956

Critical thinking, as it pertains to teaching and learning, can be considered an open-minded process of discovery and understanding, analysis and application, synthesis and evaluation.

The following six components reflect B. S. Bloom's (et al-1956) hierarchical taxonomy or breakdown of cognitive educational objectives.

Benjamin Bloom (1956) created this taxonomy or classification system for categorizing "competencies" in educational settings, as defined by skills demonstrated by learner type or intelligence. This breakdown provides a useful, incremental framework of complexity in demonstrating mastery of a subject or topic. The verbs include the skills that demonstrate each:

The levels of this taxonomy are:

1. Remembering: Remembering, Recognizing, Listing, Describing, Identifying, Retrieving, Naming, Locating/Finding

2. Understanding: Interpreting, Exemplifying, Summarizing, Inferring, Paraphrasing, Classifying, Comparing, Explaining.
3. Applying: Implementing, Carrying Out, Using, Executing, Doing
4. Analyzing: Comparing, Organising, Deconstructing, Attributing, Outlining, Structuring, Integrating.
5. Evaluating: Checking, Hypothesizing Critiquing, Experimenting, Judging, Testing, Detecting, Monitoring
6. Creating: Designing, Constructing, Planning, Producing, Inventing, Devising, Making, Building.

Expertise needed by the teacher for training students to think critically:

- Have a sound knowledge base of the subject matters deeply.
- Remain open to challenge by students.
- Encourage students to look at the big picture
- Be prepared to listen to voices that originate in the classroom
- Encourage students to question and challenge existing beliefs, structures, and practices
- Avoid offering 'how to do it' approaches
- Encourage students to be sensitive to the feelings of others
- Provide opportunities for inquiry by giving students time for planning, processing, and debriefing
- Structure lessons so that students can work safely and co-operatively and develop creative forms of shared responsibility
- Encourage students to take critical action.

Responsibilities needed for students:

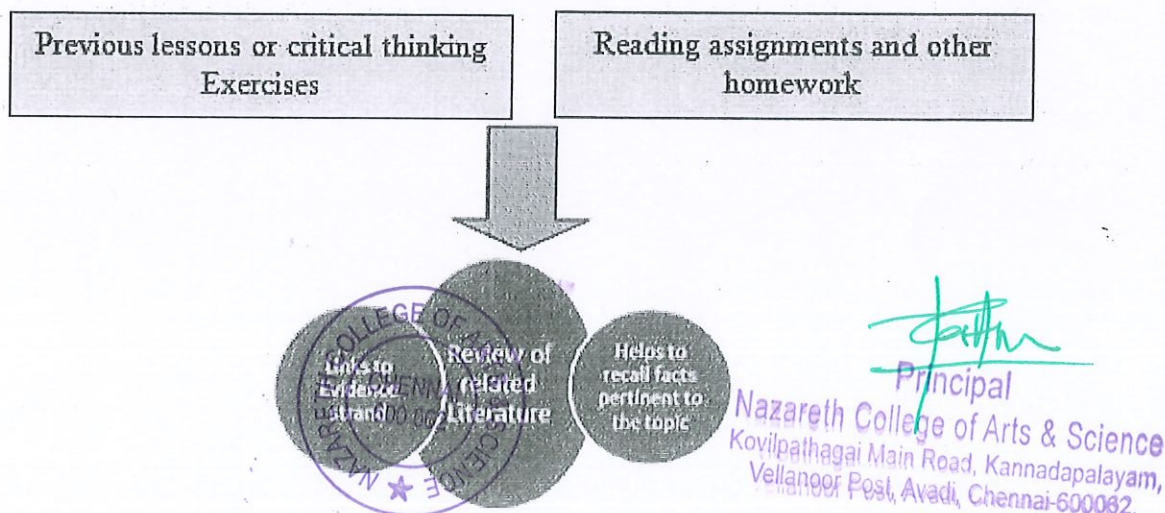
- learning to take responsibility for analysing and evaluating information
- giving each other feedback about their analyses, evaluations, and actions
- questioning and challenging each other's assumptions in a non-threatening manner
- learning to identify any inequalities and power relationships within contexts in health education, physical education, and home economics, focusing on how these positions are sometimes reinforced through organisational structures and through certain forms of language
- reflecting on people's assumptions, beliefs, and behaviours, taking into account a range of factors
- generating alternative solutions and accepting them or critiquing them in a sensitive manner
- developing the confidence to work with others in taking critical action

Approach:

The study discusses the critical thinking as an innovative Pedagogy through a model by Benjamin Blooms. It also gives a few strategies to develop critical thinking among students.

Strategies for Developing Critical Thinking in students:

1. Begin with a question :This is the simplest opening into critical thinking.
 - Encourage brainstorming
 - Have big open discussions
2. **Create a foundation:**Learners cannot think critically if they do not have the information they need.



3. **Reconstruct a text:** This activity can be done at the end of the lecture topic if the learners have had a good understanding of the information shared by the teacher.
4. **News Analysis:** This can be always be done for that analysing a situation by 2 groups on the positive and negative aspects. The learners can be divided into pairs or small groups to find a minimum of two current news articles that show different perspectives on the same topic or situation.
5. **Mastering Use of information:** Critical thinking is knowing when to pursue and when to discard information. Learners must learn to amass the appropriate knowledge to inform that thinking. Mastering the proper use of information is very essential if a student has to succeed in his studies and life.
6. **Utilise peer groups:** The present-day learners like environments where critical thinking skills develop through teamwork and collaboration. The learners must be made to understand that their peers are an excellent source of information, questions, and problem-solving techniques.
7. **Try 'one sentence':** The following exercise can be practised in your lessons: form groups of 8 to 10 learners and instruct each student to write one sentence describing a topic on a piece of paper. The student then passes the paper to the next student. The next student will add their understanding of the next step in a single sentence. This time, though, that student folds the paper down to cover the first sentence. Now only their sentence is visible, and no other. Each time they pass, learners can only see one sentence. They must keep adding the next step of their understanding. This teaches them to really hone in on a specific moment in time. They learn to critically apply their knowledge and logic to explaining themselves as clearly as possible.
8. **Role-playing:** Pair learners up and have them research an historical conflict political leader / eminent person it should involve an interaction between two famous people which leads them to decide which character they will each choose to play. They will each have opposite points of view in this interaction. The learners discuss it until they can mutually explain the other's point of view. Their final challenge will be to each suggest a compromise.
9. **Speaking with a sketch:** Visual display is a very important and most derived method in communication. The present day learners benefit and can effectively communicate through visual display. Effectively communicating through visual means is challenging and the learners can translate their thoughts into picture which encourages critical thinking.
10. **Change their misconceptions:** Most of the learners have misconceptions and assumptions that hinders their learning process. Critical thinking involves intensive work and concentration. When the learners start concentrating on their learning on their own they can clear their misconceptions and assumptions.

IV. CONCLUSION

Teaching professionals should start including critical thinking skills in their lesson plan. Every subject in the syllabus offers opportunities for critical thinking. The teacher can check for understanding and create room for discussion. Demand for critical thinking skills in new graduates has risen the teachers can start building on critical thinking as a culture in their classrooms which will bring richer lessons, deeper exploration, and better lifelong learning.

Every day, we face complex issues about which we must weigh evidence and come to conclusions. These issues involve many arguments on all sides of difficult debates. But they also involve understanding those arguments and having the ability to make objections and provide rebuttals to those objections. Recently, there's been a focus on the increasing importance of critical thinking skills for future employment. A major purpose of a university education—regardless of subject matter—is to teach students how to read, understand, and respond to complex arguments. The ability to do this makes for highly employable, adaptable, and reflectively critical individuals.

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Resilience building among the underprivileged youth pursuing higher education in India

Mary Angeline Santhosam

Resilience is a term used to describe a set of qualities that foster a process of successful adaptation and transformation despite risk and adversity (Benard, 1995). Among the underprivileged youth only a few bright students are lucky enough to graduate from school and even college. But these students face lot of challenges in adapting themselves in higher education campus. Higher education institutions must play a critical role in fostering resilience for underprivileged youth students. The admission of disadvantaged groups to educational and training programmes is part of the wider concern of promoting their resilience building. There are various factors that hinder their promotion in educational institutions like attitude of other students, mental hurdles, inability to balance tradition and modernity, social factors, environment of family, communication, low academic inability etc. While resilience is a necessary attribute of the successful higher degrees students, resilience is an issue and shared responsibility for students, educators, institutions and communities alike. The educators in higher education institutes can use the "Resiliency wheel" model by Nan Henderson and play the role as agents of protective factors. Educators can create higher education institutes that are havens in which resilience can flourish. Such institutes boost the success of the youth from a under privileged class as they encounter the inevitable adversities in the campus. Providing opportunities for students to feel successful, valued, needed, empowered, and hopeful can be accomplished in ways that enrich required academic studies. This paper is all about the various factors that hinder their resilience, with a few suggestions of resilience building that higher educational institutes can train the educators to follow. With educational institutions involvement as an indicator of resilience, this study explores the ameliorating effect of protective factors on competence and mastery in the educational domain in the presence of risk factors. Suggestions for a proactive approach adopted by educators to build resiliency will be addressed, by emphasizing and strengthening the environment, and not fixing students.

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I. INTRODUCTION

Education is fundamental to every constituent of the society irrespective of gender, physical, racial, economic, geographical, cultural, or linguistic differences and its efficacy in human development can never be understated. A developed nation is inevitably an educated nation and India as a developing nation has been systematically progressing on the educational front since its independence. It has seen an appreciable surge in reaching out to all the classes of its society. The improvement on the country's economic front, the up scaling of communication technology and the advent of the internet, have vastly leveraged the promotion of education across all verticals.

The 'Right to Education Act' which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years. The educational movement has been receiving tremendous government support through comprehensive planning in its various five year plans.

Additionally the active involvement of the private sector has begun to demonstrate significant reach and improvement in the Indian education system. The involvement of private sector in higher education has seen drastic changes in the field. Today over 60% of higher education institutions in India are promoted by the private sector. This has accelerated establishment of institutes which have originated over the last decade making India home to the largest number of Higher Education institutions in the world, with student enrolments at the second highest. While the focus of the government has largely been on school education, in the context of post secondary and higher education, consistent and quality growth however has become debatable. An overwhelming demographic divide still persists in the access to quality higher education with several communities (Underprivileged) still remaining under represented, contradicting the very objective of equity within the social

growth of the country. However the government has been making tremendous efforts to do away with this divide through several initiatives and by encouraging public private partnerships in promotion of quality higher education

Higher Education in India-Current Status:

The government in the current i.e. the 12th five year plan (2012-2017) has made ambitious plans and has proposed initiatives to ensure reach of quality higher education to every nook and corner of the country. There are several formidable challenges that need to be addressed in promotion of higher education in India.

India's higher education system stands third in size in the world after the US and China with nearly 26 million students in over 45,000 institutions in the country. In the last decade the country has witnessed a particularly high growth rate in student enrolment at a CAGR of 10.8% and institutions at 9%. The University Grants Commission (UGC) which enforces its standards is the main governing body at the tertiary level and advises the government, coordinating between the centre and the state. Accreditation for higher learning is monitored by twelve autonomous bodies established by the UGC. Indian higher education has been progressing at a fast pace adding over 20,000 colleges and about 8 million students between the ten year period 2001 - 2011. As of 2011, Indian higher education system is spread over 42 central universities, 275 state universities, 130 deemed universities and 90 private universities. Additionally 5 institutions were established functioning under the State Act, along with 33 Institutes of National Importance.

Enrolment of SC/ST Students

As per All India Survey of Higher Education (AISHE), Ministry of Human Resource Development (MHRD), the Gross Enrolment Ratio (GER) in higher education of Scheduled Caste (SC) and Scheduled Tribe (ST) students over the last four years is as under:-

GER in Higher Education (18-23 Years)

Year	SC Students	ST Students
2011-12	14.9	11.0
2012-13	16.0	11.1
2013-14	17.1	11.3
2014-15(P)	18.5	13.3

P – Provisional. (Source – AISHE, MHRD)

It can be seen from the above table that there is an increasing trend in GER of SC/ST students in higher education over the last four years.

The goals of the higher education, for that matter any education system of any country is " expansion with inclusion, ensuring quality and relevant education. To meet these challenges, there is a need for policy to identify the key issues involved, to build up on the earlier policies, and to take a step ahead.

II. CHALLENGES IN HIGHER EDUCATION

1. Higher dropout and low enrolment in rural areas

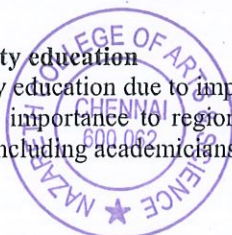
Due to various socio-economic reasons, many are unable to finish their studies. In the rural areas with the changing times the number of scholarships has either not increased with the times or they failed to transmit the benefit to the lower strata. Same can be said for the reservation, first of all the reservation is unable to percolate to the needy masses. And even if somehow it's reaching, then it's unable to translate into larger good, as, after higher education, the reservation is largely taken up by those who could do without it.

2. Outdate, outmoded government institutions and out of reach private institutions

Most of the government institutes have not evolved with the times, they still have archaic syllabus and outlook. Of the total number of 712 universities that we have, a large share belong to the private universities. The education cost is higher in these institutions and hence these are out of reach from the poor masses pursuing higher education.

3. Unequal access of quality education

The issue of quality education due to improper physical infrastructures, poor academic reforms, non quality text books and less importance to regional languages. It can be improved by ensuring good amount student to teacher ratios, including academicians in policy making and importance to regional language.



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4. Poor quality of infrastructure

5. Lack of relevance in education to economy and society.

The higher education is facing many challenges as pointed above, most the challenges are difficult but are not impossible to resolve. In our goal to be a world power, the resolving and restructuring of higher education is must, then only we will be able to harness the human potential and resources of nation to the fullest and channelize it for the growth of the nation.

6. Access & Inclusion

The National level enrollment into high education is a mere 20%.The access to education among various groups such as castes,religions produces a dismally poor picture.While Upper castes,Christians,Jains fare significantly higher than others.Muslims,SC,ST rank way below national averages.The poor among all groups are the worst affected with abysmal enrollments.The rural-urban,female-male divide are starkingtoo.Private un-aided universities are out of reach to majority of Indians.

7. Low level of achievement

The low level of achievement in higher education among them is mainly due to reasons like failing in examinations, heavy drop-outs and stagnations caused by their socio-economic background and educational training, lack of proper guidance, etc. Even most of those who stay in colleges and universities usually do not do well in their studies secure comparatively poor grades or percentage marks in examinations. In recent years some quantitative but not much qualitative changes have occurred in their educational performance of student of those communities depending upon variations in their socio-economic background, nature, nature of institution they join, and type of course they opt for. Thus, the factors broadly relate to the social background of these students and their social and academic environments.

8. Attitude of other students,

The attitude of the students vary across department and across cultures. The negative tatitude towards these underprivilegedstdentsbecause of their caste discriination can affect thier learning process and lead to dropout. The others issues include the inability to balance tradition and modernity, social factors, environment of family, communication, low academic inability etc

III. A BRIEF REVIEW OF UNDER REPRESENTED GROUPS (UNDERPREVILEGED) IN INDIA

Our country suffers from several inequalities in education and employment based on caste, ethnicity and even gender. Since the beginning of Indian history, its society has been plagued by the caste system and to date precious little has been achieved against any movement towards its elimination. Although strongly identified with Hinduism, the caste system has been carried over to other religions on the Indian subcontinent, including small groups of Muslims, Buddhists and Christians. The upper castes historically look down upon the lower castes involving them only in base jobs and this divide continues even now. The lower castes have always been under represented across all sectors forcing successive governments to take initiatives to bridge the divide in the form of reservations in education and employment to help them overcome their socially perceived backwardness. The primary objective of the Indian reservation system is to increase the opportunities for enhanced social and educational status of the underprivileged communities and thus enable them to take their place in the mainstream of Indian society. This has resulted in the categorization of Scheduled Castes, Scheduled Tribes and Other Backward Classes, (ST/ST/OBCs). The central government stipulates a total reservation of 49.5% reservations for these communities which however varies from state to state with some states such as Tamil Nadu having as much as 69% reservations.

The Scheduled Tribes

A conspicuous trait of Indian culture is the survival of tribal society and culture in the midst of a rapidly changing society. Scheduled Tribes who inhabit isolated mountainous regions were not appropriated into the agriculture based kingdoms of the plains, in the absence of easy communication and transport facilities. Kosambi identifies the spread of Brahmanism and its rigid subordination of individual to social function with the spread of a more productive agrarian order. According to the Census of 2001, the Scheduled Tribes, constitute 8.1% of the Indian population. In absolute terms, this comes to some 83.6 million people, classified under 461 different communities. They are spread over the entire country but are most heavily concentrated in central, eastern and north-eastern India. Two broad types of 6 scheduling viz. area based and community based exist for tribes. Areas under the Fifth Schedule belong to nine major states of western and central region extending from Maharashtra on the West to Jharkhand in the East. Vulnerable tribal populations of some states

are left out however, such as in West Bengal, Karnataka, Tamil Nadu and Kerala. The Sixth Schedule applies to tribal areas in states of the North East.

The Scheduled Castes

The Scheduled Castes constitute around 16 per cent of the Indian population today. There are marked state and regional variations in terms of these proportions. Punjab has the highest proportion at 28 per cent. Among the larger states, (barring the North Eastern, where high tribal concentrations exist) Gujarat has the smallest percentage of SCs at 7.41%. From a sociological point of view, apart from their increasing visibility the most significant contemporary fact concerning the Scheduled Castes is their growing political assertion and identity formation as 'dalit'. As pointed out by Beteille, it is not easy to form a single consistent view of the present position of the Scheduled Castes because the regional diversity is so large and the balance between continuity and change so uncertain. Whereas in the past the social condition of the Scheduled Castes was governed strongly by the ritual opposition of purity and pollution, the calculus of democratic politics has become important today (Beteille, 2001). Urban migration, education, occupational change and religious conversion have been pursued by the scheduled castes as key strategies of socio-economic emancipation, status change and acquisition of a new social identity. They have achieved varying degrees of success. Anti caste and dalit movements have provided the bases for political consciousness and assertions of new self-consciousness and new self-respecting collective identities grounded in both moderate-reformist and radical ideologies.

IV. CHALLENGES OF THE UNDERPREVILEGED IN HIGHER EDUCATION INSTITUTES

Enrollment

Today there is a lot of competition to get enrolled to higher education. A student should secure high marks in their degree examination. However due to inequality in education system and social problems around them they are not able to pursue their higher education. Mahadevaswamy, M (2013) in her research on perception of ST/SC participating in higher education with special reference to Mysore reveals that the participation of SC/ST students is very low compared to the other section of the society. Further she concludes that inadequate finance, lack of awareness of benefits after obtaining his higher education, lack of basic infrastructure such as laptop facility, accommodation facilities and vehicle facilities are the most crucial factors affecting the SC/ST students participating for higher education. In fact, the social and educational problems of a deprived population are interlinked and inter-related. Although education has proved to be the best means for their development, it has not reached to its majority of the scheduled castes. Besides, education carries inherent handicap, both structurally and functionally. In this sense, social problems obstruct the motivation level, quality and utility of education.

In fact, the enrolment of SCs has not increased much in higher education in the last two decades. In fact, the SCs of today are also facing a lot of problems so far as the policies and practical situation is concerned. In fact, the situation is more worrying in higher education. In fact, the SCs of today are also facing a lot of problems so far as the policies and practical situation is concerned. In fact, the situation is more worrying in higher education.

DROUPOUT RATE

Drop out among ST continues to be high. A majority of ST children who enrol in lower classes drop out within a few years of entering school. Official dropout rates of tribal children from school.

UNEQUAL DIFFUSION AND PROVISION OF HIGHER EDUCATION

Education of both the Scheduled Castes and Scheduled Tribes has been adversely affected by the ubiquity of unequal diffusion and provision of schooling. For several decades after independence, their habitations were not adequately provided with educational facilities due to paucity of resources and the gap between the massive scale of the required operation and the political will equally of state and society. The situation improved over the years, yet inadequate provision continues to serve as the most fundamental of educational deterrents to educational participation of underprivileged students. What is most alarming is the reversal today of earlier policy of equitable provision under the impact of structural adjustment.

RESILENCY BUILDING AMONG THE UNDERPREVILEGED:

Resilience is the capacity to withstand stress and it develops as people grow up and gain better thinking and self management skills and more knowledge. It also is not something that you're either born with. Resilience has roots in its Latin word *resilio*, meaning "to jump back" (Klein, Nicholls, and Tomalley 2003). Resilience according to Berkes, Colding, and Folke 2003; Walker et al. 2004 consists of three capacities that respond to different degrees of change or shocks.

- Absorptive capacity covers the coping strategies individuals, households or communities use to moderate or buffer the impacts of shocks on their livelihoods and basic needs
- Adaptive capacity is the ability to learn from experience and adjust responses to changing external conditions, yet continue operating
- Transformative capacity is the capacity to create a fundamentally new system when ecological, economic, or social structures make the existing system untenable

While resilience is a necessary attribute for the successful higher degree students, resilience is an issue and share responsibility for the students, educators, institutions and communities. The educator in higher education institutes can use the “resiliency wheel” model by Neil Henderson (2003) and play the role as agents of protective factors.

RESILIENCY MODEL

Neil Anderson presents the resiliency model, based on the research findings of individual and environmental protective factors and mechanisms. She has designed the resiliency wheel, a set of strategies that can be implemented in various circumstances to foster resiliency. She considers the caring and support factor to be the most valuable and fundamental of all of the protective factors in the resiliency wheel, as it enables the creation of the relationships and environments that genuinely care for the child. It represents the base from which all the other five factors emerge: high but realistic, expectations for success: Opportunities for a “meaningful contribution” to others: Positive bonds and connections: clear boundaries: and life skills. The caring and support dimension is strongly connected with the learning engagement, efficiency and competence gathering. We can agree that the resiliency wheel seems logical and in full accordance with modern education curricula, but the evidence of the low learning motivation, low efficacy, numerous mental health problems among young students, bullying, school dropouts, etc., this appear so frequently in everyday school practice does not reflect this logical accordance.

UNDERSTANDING THE RESILIENCY MODULE BY NEIL ANDERSON MITIGATING RISK FACTORS IN THE ENVIRONMENT

- Increase bonding or connectedness
- Strengthening connections between the individual and pro-social persons or activities, e.g. in schools increase in family involvement, create engaging afterschool programs
- Set clear and consistent boundaries:
- Be consistent and fair in implementing policies and regulations; this might be most effective in combination with youth participation
- Teach life skills:
- Teaching such as conflict resolution and cooperation will help young people navigate environmental challenges. Provide care and support: caring relationships are the elements promoting resiliency

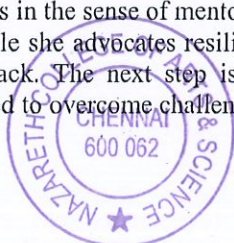
BUILDING RESILIENCY IN THE ENVIRONMENT

- Provide opportunities for meaningful participation
- This strategy views young people as resources and involves them as active participants they take on the responsibility by making decision, planning, evaluating and implementing projects
- Set and communicate high and realistic expectations:
- High and realistic expectations are excellent motivators; cooperative and interest –based learning strategies such as service learning are effective

The resiliency model emphasizes the process and aspires to create and provide quality environmental conditions within the school context, that promote equality, inclusion, learning efficiency, the importance of acquiring life skills and key competences for lifelong learning. When these environmental protective factors and mechanisms for students.

Resiliency wheel may serve perfectly as a guideline for rethinking educational practices, aims and priorities and creating connections in the sense of mentoring, counseling and support.

Instead of labeling people she advocates resiliency based belief that everyone irrespective of age, has an innate capacity to bounce back. The next step is to identify and expand individual patterns, so-called resiliency builders that can be used to overcome challenges.



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EDUCATORS AS RESILIENCY BUILDERS IN HIGHER EDUCATION INSTITUTES:

The educators' in higher education institutes can use the 'resiliency wheel' model by Neil Henderson (2003) and play the role as agents of protective factors, providing opportunities for students to feel successful, valued, needed, empowered, and hopeful can be accomplished in ways that enrich required academic studies can boost the success of the youth from an underprivileged class as they encounter the inevitable adversities in the campus.

Teachers and higher education institutes have the power to transform lives. Teachers as mentors can provide the model three protective factors that enable positive development by meeting the underprivileged youth's basic needs for safety, love and belonging, respect, power, accomplishment and learning.

These factors are :

Caring relationships

There are numerous ways in which the educators can convey loving support to students by listening to students and validating their feelings, and by demonstrating kindness, compassion, and respect (Higgins, 1994; Meir, 1995)

Positive and high expectations.

Educators can be student—centered: they use the student's own strengths, interests, goals and dreams as the beginning point for learning, and they tap students' intrinsic motivation for learning

Opportunities to participate and contribute.

Educators can help students express their opinions and imaginations, make choices, problem solve, work with and help others, and give their gifts back to the community in a physically and psychologically safe and structured environment

V. STRATEGIES FOR BUILDING RESILIENCE

Understand student behavior and learning

Students from the privileged community have special needs that exhibit an array of behavior in response to the demands, stimuli, and relationships in the college environment. This behavior can indicate a need in the communications, sensory, academic, physical, medical, social, or emotional areas, or in a combination of these areas. The educators need to match our expectations for the student's behavior to the unique circumstance of the student.

Identify unique strengths

With a keen eye, we can observe the interests and strengths of our students and when possible, we can consider these to plan learning opportunities for students. By providing choice and respectful tasks, we can provide meaningful literacy experiences.

Use strength to address problems

A strengths approach is a specific method of working with and resolving problems experienced by the presenting person. It does not attempt to ignore the problems and difficulties. The educator rather can attempt to identify the positive basis of the person's resources (or what may need to be added) and the strength that will lay the basis to address the challenges resulting from the problems.

Encourage meaningful participation

The students may be given the responsibility of making decision, planning, evaluation, and the implements thereby involve them as active participants.

Provide challenges and support

The educators can provide challenges and support by constantly making them understand "you can do it "I'll be there to help".

Teach life skills

Life skills have been defined as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO). Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking termed as 'thinking skills', and the skills related to dealing with others termed as "social skills". Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

The educators must concentrate on the below mentioned ten core skills as laid down by WHO

- Self-awareness
- Empathy
- Critical thinking
- Creative thinking
- Decision making
- Problem solving
- Effective communication
- Interpersonal relationship
- Coping with stress
- Coping with change

Teaching life skill such as resolution and cooperation will help young people navigate environment challenge

Provide care and support

Caring relationships are elements of promoting resiliency, research increasingly points out that supportive environments and climate are essentials of learning. Connect learning, interests, strengths, experience, dreams and goals. When a teacher uses students' interests, curiosity, and areas of confidence as starting points in planning instruction, learning is more productive,. Teachers who are cognizant of these issues reflect on how to use them as strengths upon which they can build-ensure that all students have access to the content. The educator should try to connect the interests, experience and learning of the underprivileged students and help to achieve their goals and dreams.

REACH BEYOND THE RESISTANCE

Increase bonding

Sustained relation-ships and lose bonds form one of the fundamental conditions in the fostering resiliency. The students connection them and the stakeholders like parents, educators and community ca be strengthened

Consider culture as a asset

Many students have strength that are reorganized and neglected in tradition schooling. Students in underrepresented minority groups have culturally relevant knowledge that teachers ca use to promote learning

How can you help to develop resilience in underprivileged youth?

As a teacher or other significant adult life of a young person, it is important to encourage and be aware of the advantages of resilience the words and actions of the teachers help in promoting resilience in young people by providing safe, supportive, nurturing relationship/environment.

The key skills that young people need to be resilient are

- Self-esteem
- Social skills
- Self control
- Problem-solving skills
- Realistic expectations
- Optimistic thinking

STRATEGIES TO HELP PROMOTE THESE KEY SKILLS

Manage difficulties:-

Simple behaviors that assist in managing stress can help foster resilience in the youth by ensuring that they are getting enough sleep. Regular physical activity; spend time outdoors to clear their mind, able to ask for help if they need it. Young people need to be thought how to look after themselves and generate their own sense of self-worth.

Improve social skills and building optimism

- Helping young people to develop their social skills and build optimism will improve their ability to connect with others about to ask for assistance when they need it. This can be done asking for their opinion so they get good practice at communicating their views.
- Encouraging them to develop friendships with others to improve their social skills
- Teaching them how to handle disagreements and interpersonal difficulties effectively

- Helping them sense of them with more positive ones their own feelings to avoid jumping to negative conclusions.
- Teaching them to handle negative thoughts by showing them how to challenge unhelpful thinking patterns and replace

Improve problem solving skills and self control

You can encourage young people to develop their problem solving skills and sense of self control by:

- Setting and adhering to reasonable boundary and expectations
- Providing opportunities for young people to challenge themselves and improve on their current skills
- Increase a young persons level of independence and autonomy appropriate to their age and level of development t give them practice in making decisions for themselves

Being a role model for youth

Positive role models boost young people's motivation by modeling a guide to achieving success. For example, they likely have 1) an ability to inspire others, 2) a clear set of values, 3) a commitment to community, 4) an acceptance of others, and 5) an ability to overcome obstacles. They illustrate for youth a way of achieving successful goals and a sense of self-worth. Youth who have a growth mindset are likely to gravitate toward these types of positive role models.

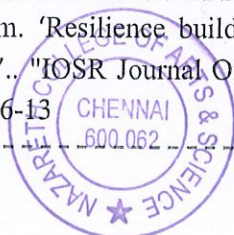
VI. CONCLUSION

The above study the education of the underprivileged students propels the conclusion that state policy and bureaucracy together serve to provide quantitatively the most inadequate and qualitatively the most inferior education. Grossly unequal provision, accompanied by an alienating curriculum and disinterested and discriminatory teaching learning process seem to add to thier woes. SC/ST students are largely "cooled out" at the primary level itself. There occurs an effective physical exclusion of SC/ST students or they achieve low levels of academic outcome, which do not necessarily reflect learning. Given the present scenario, the educators and the educationist can play a vital role in their success. It is all about changingones mind set and helping them to row as succesful youth.

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