

Research on the Impact of Family Environment and Counselling on Occupational Aspiration of Class 11 Students

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Abstract – The present research was conducted with the intention of examining the educational expectations of secondary school students in relation to their school environment and of defining the discrepancy between the educational expectations and the school environment of secondary school students on the basis of their locality. The school atmosphere is almost as critical as the home environment. Parental preferences and the complexities of social relationships have developed as central influences in educational ambitions. The school climate shapes the actions of the infant. Therefore, the relationship of children with friends or peers almost often has an effect on the whole world that affects them. The definitions of technical ambitions and job goals are very similar. On the basis of the study, the Career Counselor will guide the student towards a particular career, suggesting possible alternatives and options.

Keywords – Educational Aspiration, Factors Affecting Educational Aspiration, Occupational Aspiration, Counseling

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INTRODUCTION

Past research has found that educational expectations—the essence and degree of student academic ambitions—have an effect not only on students' school and job choices and results (Eccles, 2009; Schoon & Parsons, 2002), but also on their general well-being later in life (Ashby & Schoon, 2012). Work has also established a variety of academic and motivational specific influences that play a role in the phase of the development of educational aspirations. Guidance and therapy, in accordance with the goals of schooling, helps to promote the full professional growth of children in all aspects of existence. With an effort to address the expectations of all pupils, instruction and therapy render college a positive and rewarding activity. Learning and thinking about oneself is just as important as learning about specific school subjects. Any child has the ability to establish self-comprehension, including comprehension of talents, desires, habits, attitudes, beliefs, disagreements, anxieties, likes, dislikes, impulses / emotions, aspirations, positions in community, etc. The Job Advisor must consider the temperament of the client and will research his / her qualities, talents, desires and limitations. On the basis of the report, the Job Coach would then direct the applicant into a future occupation, discussing potential alternatives and

opportunities. Career Counselor will help you identify potential approaches that are right for you. That could entail shifting your direction after class 11, such as switching from research to business, or taking a path not connected to your direction, etc.

Educational Aspiration

Education is a procedure and a type of human operation. This is a constant effort to build all the capacities of students to monitor their neighboring world and to satisfy their needs. Although education is part of human life, which cannot help the pursuers unless they have the requisite amount of educational aspirations. The word expectation degree is better described as a frame of reference concerning self-esteem. When the degree of ambition is based on the area of education, we should refer to it as the stage of educational ambition. It is perceived to be a term that refers to the attitude against educational goals, arranged in a scale of complexity and social status, and structured in an educational hierarchy.

Garg et al. (2002) examined the effect of family influences on the influencing of student expectations by their effects on behaviors, extra-curricular reading of assignments, learning, and students' impressions of their parent's educational

ambitions. Koa et al. (2003) examine that educational expectations are a major indicator of future educational attainment. Singh (2011) looked at the educational ambitions of high school students and noticed that girls had fewer educational expectations than youth.

FACTORS AFFECTING EDUCATIONAL ASPIRATION

Parent's education and parental expectations:

Parents' education, parental aspirations and the complexities of family relationships have arisen as crucial influences in their educational ambitions. Hossler et al. (1993) and Macbrayne (1987) say that children's own ambitions are shaped by the desires or perceptions of their parents. If children see their parents as having strong educational standards for them, they are close.

Parental involvement: Henderson (1994) focuses that the level of parental involvement in child education is linked to the educational aspirations of children. Strong parental engagement leads to the greater success of all school pupils, not just the offspring of certain parents who are involved, leading to an elevated sense of achievement.

School environment: The school environment is almost as critical as the family environment. Wilson and Wilson (1992) suggest that a successful school would be a place to lift the student's expectations. Quaglin (1989) argues that the student's desire is not a gender-based portion. Father ambition standard of students is at the standard of students is at the root of student success and productive school environment. Children are the best wealth of a country, and they read that they are so structured and established by specifically tailored socialization mechanisms at home and specifically organized social learning experience in educational institutions that they fulfill the changing demands of the worlds of competitiveness and excellence. The school atmosphere has a major role to play in affecting and shaping the child's actions and feelings, particularly in the production of motivation and attitude. The school climate shapes the actions of the infant. Therefore, the relationship of children with friends or peers almost often has an effect on the whole world that affects them. Growing student wants a comfortable environment that will nurture them with love and caring. Goel (2004) examined the effect of the home atmosphere and class on educational aspirations. Results have shown that girls have a high educational aspiration than boys. Boys feel more discouraged at home in the environment relative to girls who have had more caring interaction than boys.

Moreover, Wilson and Wilson (1992) studied educational expectations identified by male high

school students that were substantially higher than female classmates. Conversely, Mau et al. (1998) observed that male students have slightly fewer educational expectations than female students in both grades 10 and 12. In addition, Mau and Bikos (2000) observed that while the educational and vocational aspirations of high school students grew during high school and two years after high school, female students recorded higher educational and vocational aspirations than their male classmates. Robinson et al. (2003) explored that school impact, ambitions, minority, academic performance, and psychological well-being are more important to low SES students than to peers, families, or to that educational expectations.

School Environment

Human beings are constantly submerged in a school setting that not only changes the inner nature of a human being, or actually causes him to become acquainted with reality, but also provides him something useful with a ready-made sign language. It places a variety of responsibilities on him. Home and school have separated a common wind of children's whole life, and there is a special balance of the two. In 1972, 'Kaplan' is, by its very existence, a socio-biological unit which has the greatest effect on the production and preservation of the actions of the person. After the home, school is a very significant event in the growth of babies. When an infant reaches the school setting, he or she is provided different possibilities in terms of socialization and cognitive growth. Such programs are offered in various schools which can have a significant effect on students' cognitive and emotional behaviour. The essence of this impact may be appreciated if we commit our study efforts to figuring out which environmental factors are most successful in fostering the optimum growth of increasing child's ability. Dewey (1921) argues that school is a very unique atmosphere in which a certain standard of life and a certain form of operation and career are offered with the goal of ensuring that the child grows along appropriate lines. Dave (1965) described the school atmosphere or educational environment as environments, psychological factors and processes that affect the child's educational attainment. Watson et al. (2002) analyzed that the high achievement of adolescent girls in career aspirations was investigated by contrasting them to adolescent boys in career aspirations, as well as by looking at the effect of the degree of achievement.

CONCEPT OF OCCUPATIONAL ASPIRATION

The definitions of technical aspirations and occupational goals are somewhat close. Throughout the APA Psychology Dictionary, occupations are classified as occupations or

careers, and vocations are identified as occupations. Career ambition is characterized as long-term person work-related goals (Vanden Bos, 2007). It can be derived from these concepts that personal ambitions, technical goals and job ambitions are virtually synonymous. This is therefore worth remembering here that goals and standards are separate terms. Aspirations are characterized as an individual's desire to attain a status object or objective, such as a certain profession or degree of education. Expectations are an individual's estimation of the probability of fulfilling certain aspirations, intentions, desires or dreams. The conceptualization of these concepts is due to Kuvlesky and Bealer (1966) in their effort to describe an occupational option, which they find to be a representation of the individual's expectations or desires with respect to job position.

Labor is necessary for living; there is no location on earth where existence can be sustained without employment. Employment is the sole way of supplying the needs, warmth and enjoyment of life. The value of work in an individual's existence can hardly even be measured, employment is the state of existence and all its pleasure. The value of research should be recognized and appreciated not just in an impersonal way, but in a personal and social context as well. Occupation is a series of duties undertaken to compensate in any structured manner, since some choose to get them completed. If we speak of achievement in life, we think first of all of career performance. Occupation thereby is something more than a simple way of providing needs, convenience and leisure. Different individuals aim for various vocations in keeping with their desires, skills, beliefs, rank, etc. The economic expectations in any nation are dependent on human and financial resources, including the schooling system, the technical training program and so on. This is why schooling is not perceived to be a good today's use, rather than an expenditure in human capital. The standard of human beings is improved by education, yet there is a increasing inadequacy of the education system to completely address the needs of developing nations. Developing countries will look ahead to their college and career programs and follow acceptable strategies for coping with people, social classes and nations. Stereo-engineered structures in the schooling, technical realms offer little good and greatly hinder development.

Education is a powerful way of getting all sorts of knowledge required, of planning for suitable college and technical training courses and of bringing about good job choices. It encourages innovative innovations and teaches more effective approaches. Controls tolerance to beneficial shifts. It allows analysis and makes effective choices. It 2 creates specific desires, concerns, goals and aspirations and tries to keep up with changes in the different fields.

CAREER COUNSELLING FOR SCHOOL STUDENTS

Secondary graduates have a lot of possibilities expected of them. From Scientists to Engineers to Chartered Accountants to Entrepreneurs to Artists, we should do what they want. Moreover, the vast number of opportunities open to them allows things more complicated and frustrating for the cycle of selecting a course stream and ultimately a profession.

Some students end up choosing their path streams and occupations purely on the basis of what their parents and peers choose to do. And those who think for themselves typically select a job path based on how famous they are according to current trends. What they don't know is that even because a certain choice is perfect for their mates doesn't mean that it's going to suit them. As a matter of fact, it could also lead them to a job and a lifestyle that they're going to hate.

The truth is that each student has a distinct temperament that can excel in different situations and occupations, but not so much in others. All you need to do is find those job prospects that you can excel and flourish in, while still ensuring that they fulfill your needs and desires. That is where the Job Coach is coming in. The Occupational Advisor must consider the temperament of the client and will research his / her qualities, talents, desires and weaknesses. On the basis of the report, the Job Coach would then direct the applicant into a future occupation, recommending potential alternatives and choices.

The First Decision

Typically, students make their first career choices after finishing the 10th level, i.e. to select between the Humanities, Technology or Business streams. This choice significantly eliminates their job choices; from needing to pick between a wide variety of professions, such as Author, Designer and Director, they only simply have to select between occupations within their experience (often involving specific qualifications and skills) including Architect or Designer.

Ideally, this decision can only be made after recognizing the particular strengths and limitations of a person. In real words, though, this choice is always influenced by peer and parental coercion, or by misleading ideas such as the one that states that clever children go into the Scientific line, that mediocre children go into the Business line, and that the remainder go into the Arts system.

Not because, but it must realize that the option of a stream for most students is focused on some other decision, i.e. selecting a profession. In fact, you don't select the Science stream unless you like the

subjects it provides, but also because selecting that stream lets you push towards a career target that you have already determined whether to become a Doctor, an Engineer or an Architect.

That's why it's not enough to agree on a path, but you can at minimum have a good understanding of the profession you'd like to pursue before you move into the 11th tier. It's not quick. Some students actually cannot agree on the overwhelming amount of opportunities accessible, and others only settle on one path and fail to consider any other prospect that essentially restricts their perspective.

In order to stop making these major decisions for the inappropriate reasons, it is really important to contact your career advisor at this point in your life. A successful Career Counseling should help you to consider your strengths, limitations and interests. He / she will recommend careers / streams that would match your personality style as well as inform you if you are eligible for job plans that you already have in mind, if any. Taking an educated choice while holding the advice of the Job Counsellor in mind would significantly raising the risk of needing to rethink it later in life.

Students who tend to make wise choices before reaching Class 11 can consider it simpler to prepare their path to college and finally their future, including understanding and coaching lessons to take for their course (C.A., Technology, etc.), and courses to follow, concentrating on the right topics, preparing for entrance exams in time, choosing the right colleges, etc. In fact, if things don't go as per plan, for example, not score enough in your 10th Science / Commerce line, or not score enough in the 12th for your ideal college / course, the Career Counselor can help you look for possible options that are suitable for you. Can can involve shifting your direction after class 11, such as switching from research to business, or taking a path not connected to your direction, etc.

LITERATURE REVIEW

Pattanayak and Naik (2014) planned to discuss potential paths in life, a consideration that would affect career choices, a number of problems, and a booster that was supposed to be accomplished among tribal secondary school students in Jangal Mahal's Salboni Square. The study used the center to collect interviews for the purposive sample size of the ninth and tenth norm 400 tribal graduates. The age of the study varies from 13 to 16 years. Participants have been presented with some details about their potential goals, their justification of selecting them as significant targets in their careers, parental relationships, financial considerations, and the assurance that they need to accomplish their targets by surveys. Between them, 46,375 per cent responded that they wanted to do a skilled job and 27,50 per cent wished to try an professional

profession in the future. The most popular rational thinking technique was to hold discussions with companions. The study showed that the ambitions of tribal students are influenced by sexual preference practice, socialization, parental expectations, instructor mentalities, as well as the gendered occupational scene in which they live. The analysis concluded that there is a large need for a tremendous amount of research from policy agencies, guardians and educators to support tribal students by deconstructing the generalizations about sex labor or stereotypes about occupations that culture considers suitable for young ladies or young people.

Kanwaljit Kaur (2018) The primary explanation for this examination is to agree on the investigation of the job ambitions of secondary school students. An illustrative summary technique for the study is included in the present analysis. Present review requires addressing the career ambitions of high school graduates. The research group consists of 200 students (100 male and 100 female) from the 11th class of Amritsar locale. The unit used in the Workplace Ambition Scale right now. This was founded by J.S. Grewal (1998). The knowledge is obtained and calculated. This investigation shows that there is no significant contrast between the mean occupational aspiration scores of male and female secondary school students.

The study by Debasmita Paul (2013) aimed to examine the career ambitions of young people. A major attempt was made to discover the causes that had an effect on the desire for the practice or the career organisation of young people in universities. The analysis concentrated on core determinants of the consequent specialist judgment of the youth, the extent of ability and the potential scheme. Based on stratified unusual inspection methods, 208 students have been selected to use the tools of sociologies, sciences and expert courses. Equivalent numbers of male and female have been selected for every sequence. Aspiration in the field of business foresaw a blended model, and its associated component, the educational institution had a standardized, constructive methodology. Be this as it might, there is an exceptional variety in the ambition of undergraduates, both male and female, as well as students in technical and traditional courses. It has been shown that the female source is especially unique to their profession. Again, male students have a variety in their career decisions. Throughout the entirety of their professional ambitions, they were closely associated with their present courses. The study indicated that students with good knowledge regarding their professions are not so much disconcerted, but instead more excited regarding developing their jobs. They are trying to extend their capacity to carry out their objective careers.

Shanta Astagi (2013) has made an effort to inspect the connection between the decisions of workers, Arts, Commerce and Science, via understudy and their financial base, with possible implications for career aspirations. Information was obtained via the management of the last year / last semester undergraduate study in the urban areas of Gulbarga and Bijapur. The discovery of the head implied coordination between the student financial base and the judgment of the workers. To be clear, a more remarkable degree of under-study from higher ranks, groups and institutional structures has been identified in business and science courses. It indicates that emotionally and financially prosperous groups tend to reap the benefits of higher schooling.

Megha Aggarwal (2012) supervised an examination for 12 students in a single locale, each in Rajasthan, Chhattisgarh and Karnataka, in order to improve their comprehension of understudy expectations, knowledge rates, data sources, main collaborators and variables that affect their preparation and career decisions. The outcome revealed that 82% of all respondents indicated that they had a common task as a top priority after they finished their study. Nonetheless, when questioned to be increasingly transparent, only 73% of those respondents gave clear answers as to what this operation would be. The investigation established an apparent correlation between student understanding and parent preparation. Such findings illustrate the growing preferences of students in India, the breakdown of position-based occupations and the rising creative power of occupations that constrain the utility of generational knowledge movement. The findings have been relatively consistent through genders. Reactions will not shift dramatically across specific financial structures or across policy and school-based institutions. Clearly, the expectations of parents and communities are the most significant consideration in the decision-making of post-school professions. 63 per cent of respondents "unconcerned" and another 28 per cent "concerned" that their parents' and family's wishes are the reason behind their decisions.

Cheng Mun Yee, Sandra (2012) organized an investigation into the educational and career aspirations of young people using the Social Cognitive Career Theory (SCCT) system, and selected factors with experimental and hypothetical support for their conceivable centrality to the career aspirations of Hong Kong secondary school students. Two separate investigations have been conducted. The four interventions were accepted utilizing a study of 677 Secondary Four students in Study I. Data was obtained from 729 Secondary Four students in Study II. Studies have shown that age and family financial stability are not linked to instruction expectations or job expectations. The evident scholarly accomplishment of the students has influenced the advancement of teaching both explicitly and in a roundabout way by scholastic self-reliance or work self-reliability. Be it as it might, the

perception of scholastic success was not linked to job performance expectations. Career-related parental support influenced the continuity of preparation and work achievement goals, both genuinely and in a roundabout manner by scholastic self-reliance or work self-reliance, in expectation of more preparation and career achievement ambitions.

MONIKA SHARMA et al (2014), Current paper implies focusing on the effect of sex and academic nervousness on the orientation needs of students in the Shimla District of Himachal Pradesh government secondary schools. The Path Needs Inventory (GNI) compiled by Dr. J.S. Grewal (1999) and Academic Anxiety Scale for Children (AASC) compiled by Dr. A.K. Singh and Dr. A. Sen Gupta (1999) contained a survey of 160 young people chosen through random population selection methods from 16 central Shimla government schools in Himachal Pradesh. The criterion for the degree of scholarly nervousness was determined from the scores of scholastic uneasiness using the Mean \pm 1/2SD methodology. Measurable fluctuation analysis methodology (2x2 factorial structure) was used to break down the need for thousands of young people and young women with high and low levels of scholastic anxiety. Studies also shown that students with high levels of scholastic nervousness require more guidance as opposed to students with reduced rates of academic anxiety. A notable difference was often created in terms of the desires of young people and young women in high schools.

Karendra Devroop organized an analysis (2011) to examine the job ambitions and employment expectations of 211 undergraduates studying jazz concentrated in the United States. The Jazz Workplace Prestige Survey has measured workplace expectations and wishes. Studies have shown that students are finding progressively revered professions that are often supposed to be found in less regarded jobs without ignoring the actual factors of the profession. A low percentage of students (4.7 per cent) wanted to learn while a larger proportion (15.8 per cent) planned to be able to teach as a request. The analysis of the linkages between variables showed a low positive link between professional ambitions and the encouragement of noteworthy others.

Patton, Wendy A, guy. And Creed Peter (2007) found the work ambitions and expectations of Australian youth (169 females and 164 males) over the five years of secondary school. A research that considers job expectations and ambitions and examines the ties between such traditional constructions and main career advances is underway. In comparison, the proportions of job growth, work uncertainty, self-esteem, career goals and school achievement have been achieved. Inconsistencies between professional goals and expectations have been taken into consideration and the value of incorporating job progress in such assessments has been accepted. Occupational

status expectations were related to school achievement, confidence, and career growth. Students who showed admirable achievement at school, had more career development, and had greater confidence, were bound to seek professional status occupations than students with talented status aspirations, and students with semi-aspirations with more career information than students with talented aspirations.

The study by Hasan (2006) intended to examine specifically how self-idea, vocational ambition and sexual preference function separately or in contact with each other, to establish a gap in career growth if Hindi medium schools in Raipur Town, Chhattisgarh Region, and Indian adolescents in Class X were to emerge. Using an ex post facto, non-factorial structure (fixed model) of two degrees of self-, for example, high and low, two degrees of occupational aspiration, for example, practical and hopeful, and two degrees of sexual orientation, for example, male and female, were controlled in the investigation. Test used the J.S. Workplace Aspiration Scale. Grewal's estimation of the degree of workplace ambition. Using a stratified random sampling method, a minimum of 480 Class X students (240 males and 240 females) aged 14 to 16 years have been randomized. Both three free variables have been seen as incentive enough to make a transition in career development. Research findings have provided conceptual translations that, under the Indian social system, the illustration of socialization for males and females is exceptional. In our way of life during a child raising the understudy of a man, it is relied upon to choose a suitable occupation for his future, while for a female marriage it is important to be of their primary concern. As a consequence of this fact, males have shown more extraordinary career growth than females.

CONCLUSION

Secondary school students vary enormously in their stage of parental encouragement, in their school environment and in their educational aspirations. It is evident from this analysis that parental schooling and their strong involvement and participation in their children's education have a significant effect on the child's career ambitions, and that children live in more developed areas have higher expectations. It is clear that the social environment and living standards also have a positive impact on the high level of job aspiration among young people. The Job Advisor must consider the temperament of the client and will research his / her qualities, talents, desires and weaknesses. In the basis of the report, the Career Counselor would then direct the applicant into a future occupation, discussing potential solutions and choices.

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