

Peer reviewed Journal

Impact Factor: 7.265

ISSN-2230-9578

Journal of Research and Development

A Multidisciplinary International Level Referred Journal

September 2021 Volume-12 Issue-5

CHANGING PERSPECTIVES OF EDUCATION

Chief Editor
Dr. R. V. Bhole

'Ravichandram' Survey No-101/1, Plot
No-23, Mundada Nagar, Jalgaon

Executive Editors
Dr. Deepa B. Kshirsagar
Principal

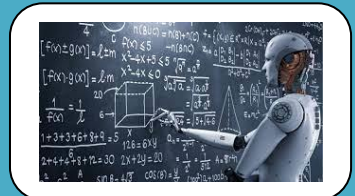
Sow. Kesharbai (Kaku) Sonajirao Kshirsagar
College Beed.

Executive Editors
Dr. Sanajay K. Tupe
IC Principal

Kalikadevi Arts, Commerce & Science College,
Shirur (Ka.) Tq. Shirur (Ka.) Dist. Beed

Co- Editors

Dr. Donglikar C.V.
Dr. Korde R.C.



8 Organizations That Are Changing
the Way We Look at Education



Address

'Ravichandram' Survey No-101/1, Plot, No-23,
Mundada Nagar, Jalgaon (M.S.) 425102

Journal of Research and Development

A Multidisciplinary International Level Referred and Peer Reviewed Journal

4th September 2021 Volume-12 Issue-5

On

CHANGING PERSPECTIVES OF EDUCATION

Chief Editor

Dr. R. V. Bhole

'Ravichandram' Survey No-101/1, Plot
No-23, Mundada Nagar, Jalgaon

Executive Editors

Dr. Deepa B. Kshirsagar

Principal

Sow. Kesharbai (Kaku) Sonajirao Kshirsagar
College Beed.

Executive Editors

Dr. Sanajay K. Tupe

IC Principal

Kalikadevi Arts, Commerce & Science College,
Shirur (Ka.) Tq. Shirur (Ka.) Dist. Beed

Co- Editors

Dr. Donglikar C.V.

Dr. Korde R.C.

Published by- Dr. Deepa B. Kshirsagar, Principal, Sow. Kesharbai (Kaku) Sonajirao Kshirsagar College Beed.

The Editors shall not be responsible for originality and thought expressed in the papers. The author shall be solely held responsible for the originality and thoughts expressed in their papers.

© All rights reserved with the Editors

CONTENTS

Sr No	Paper Title	Page No.
1	Effectiveness of Life skills training program on Emotional Intelligence in economically vulnerable, low resilient women students Patki Archana , Purandare Mrinalini	1-4
2	The Need for Education to Acquire Knowledge & Skills Dr. Chavan Ashok Daulatrao	5-7
3	Revisits, Revisions and Rewriting of India by V. S. Naipaul Dr. Rameshwar Rathod	8-10
4	A study of Dr. Chandrhas Sonpethkar's Posts related to Sanskrit Education in Social Media. Dr. Bandini Prem Khadkikar Mr. Vaibhav S. Phatangare.	11-12
5	Life Skills Education: Importance and Strategies Mr. Ramshankar Varma	13-16
6	Education is Important but Skill is Most Important Archana Kundlikrao Chavare	17-18
7	Experiencing teaching literary texts with an interdisciplinary approach Dr. Prashant Pundlik Lohar	19-20
8	COVID-19 Pandemic Situation Play a Crucial Role for Changing Teaching and Learning Scenario Form Traditional To Modern Technique - Analytical Study Dr. Sanjay Raosaheb Sawate	21-23
9	Pradan Mantri Gram Sadak Yojana and Rural Development: In Badadal GP of Karnatka Dr.Laxmiputra	24-28
10	Importance of Languages in Education Bhosale Gahininath Shivaji, Dr. T. M. Pawar	29-30
11	Essential Element of Life Skills in the Day To Day Life in the Present Education Mr. Gaikwad Deepak Devendra	31-32
12	Impact Of Globalisation On Women's Education Mrs. Vrushali Manohar Londhe	33-35
13	Formal Education A Rural Urban Divide with Streams; A Case Study of High Secondary Schools in Goa DR. C. P. HIREMATH	36-40
14	Role and Significance of Languages in Education Dr. Solunke R.E.	41-43
15	Modern Effective Innovative Teaching Methods- A New Future of Education Dr. Suhas Ganpat Gopane	44-45
16	Legal Scenario of Right to Education Ms .Preeti Tukaram Pawar/Sawale	46-48
17	Allelopathic Effect of Inflorescence Extracts of Mangifera Indica L on Raphanus Sativus L Var. Japoni and H11 Bharate S R1	49-51
18	Parents' Perception of Online Classes of Children Dr Gurumoorthi V, Dr. P. Jayakumar Mr. S.Charles Mrs. R. Rajalakshmi, Mr.D. Chinnadurai	52-56
19	Paradigm Shift in Learning Techniques Adopted During Pandemic in Indian Education Systm Dr Swati S. Ardhapurkar	57-60
20	Impact of Innovative Learning for Students Dr.Mrs. A. S. Dhoble , Dr. Mrs. Pallavi L.Tagade	61-63
21	Information and Communication Technology ICT and Education A. P. Kshirsagar	64-67
22	Vision of Education towards Rural Women Dr. Pallavi L. Tagade , Dr.(Mrs). Aparna S. Dhoble	68-70
23	An Essential Organ of the Society: Gender Equity Tanmoy Saha	71-73
24	Ethics and moral values: as core life skills for students and cadets Sunita Bhosle, Smita Basole , Kirti Desai	74-76
25	Impact of E-learning on School Education. Vishal Sudhakar Ingle	77-78
26	Challenges faced by the academicians in online teaching during the Covid-19 outbreaks. Mr. Kushaba A. Salunke	79-81
27	A study of Online Learning is the Future of Education Dr. Renuka D. Badvane (Bhavsar)	82-83
28	A study of Vocational Education and Training in Current Scenario Dr. Sunil J. Bhavsar	84-86
29	Experimental Education through Innovative Activities Anjali Dattatray Gaikwad Dr. Suhas S. Pathak	87-88
30	Gender and Caste-based Discrimination in the Context of Human Rights Education Sainath B. Waghmare	89-92

31	Importance of language in education Rajaram M. Garud	93-95
32	Seven species of Lignicolous fresh water Hyphomycetes from Ahmednagar Dist. Ahmednagar (M.S.) S.P.Ghanwat	96-98
33	Overview on Skill Based Education in India Dr. Amruta Suhas Misal	99-101
34	Impact of Contemporary Literature on Changing Perspective of Socio Economic Discrimination in Education Sonika Saini Manrai	102-105
35	Role of Moral Education in Education Process Dr. Govind Digambar Kokane	106-107
36	Innovation Methods of Teaching Strategies Dr. Sunita S. Balapure	108-109
37	Skill Based Education – Need of Present Era Dr. Sandhya Ayaskar	110-111
38	Role of Languages in Education Dr. Sukhwinder Kaur , Ms. Satvinder Kaur	112-114
39	Perception towards Gender Equality through Education Mrs.R.Rajalakshmi, Dr. P. Jayakumar, Dr Gurumoorthi V, Mr. S.Charles, Mrs.P.Meenaloshini	115-117
40	Changing Trends of Education in Global Era: Present Status Dr. Nakade Meera Murlidhar	118-119
41	Need of Environmental Education Sangita G. Katle	120-122
42	Online Teaching: Challenges Faced by School Teachers Mr. S. Charles, Dr. P. Jayakumar, Dr Gurumoorthi V, Mrs.P.Meenaloshini, Mrs. R. Rajalakshmi, Mr.D. Chinnadurai	123-124
43	Challenges Faced by the College Students during Online Education System Mrs. Shalini, Mr. K. Arun Kumar, Dr Gurumoorthi V, Dr M.Nisanth	125-126
44	Perception of College Students towards Life Skill Education Ms.P.Meenaloshini, R.Rajalakshmi	127-129
45	Right to education and current scenario Mrs. R. Rajalakshmi, Mrs.P.Meenaloshini, Mrs.N.Harini	130-132
46	Impact of online education on school going children Nuzhat Sultana	133-134
47	Education as a Weapon to Dismantle the Ideology of Gender Inequality Dr. Shrikant Jitendra Jadhav	135-136
48	Impact of Online Teaching-Learning during Covid-19 Pandemic: A Topic Modeling Study Sarang Gajanan Haribhau	137-139
49	Challenges of Online Education in Rural Areas Dr.Vandana Bankar	140-142
50	Perspective and Need of Skill Oriented Education: Comparison and Development Dr. Bijaya Thakur	143-145
51	Impact of Online Education on Higher Education Prof. Prakash M. Telgote	146-147
52	Perception and Challenges Of Online Classes Among School Students Dr. P. Jayakumar, Dr Gurumoorthi V, Mr. S.Charles. Mrs. R. Rajalakshmi, Mr.D. Chinnadurai	148-150
52	Higher Education in India and Role of Research G.L.Pachkore	151-155
53	Life Skills: The Need of Today's Higher Education Anuja Dhiraj Kandi	156-158

Effectiveness of Life skills training program on Emotional Intelligence in economically vulnerable, low resilient women students

Patki Archana¹ Purandare Mrinalini²

¹Doctoral student, Department of Psychology, SNDT Women's University Mumbai.

²Doctoral Guide, Former Head & Professor, Department of Psychology SNDT Women's University, Mumbai.

Abstract

Life Skills Education meets the twin aims of any education system, namely to facilitate optimum development of human potential and to prepare students for life. The changing perspectives of education in the light of the New Education Policy lays emphasis on enhancing the student's emotional capabilities besides the cognitive, social and ethical ones and developing life skills among students is one of the fundamental principles on which the NEP 2020 is based.

The present study was conducted to find out the effect of the Life skills Training program on Emotional Intelligence. The participants were 34 women students aged between 18-25 years studying at the Undergraduate level in the Metropolis of Mumbai. They all belonged to the vulnerable low economic strata of society and were of Low Resilience. The results showed that there was a significant improvement in Emotional Intelligence ($t=p<.01$) after the Life skills intervention. It shows that Life Skills Training would be an effective way to increase Emotional Intelligence in women students from economically vulnerable groups. The limitation of the study is that the study did not have a comparable group of students who did not undergo training in life skills during the period.

Keywords- New Education Policy, Life skills Training, Emotional Intelligence, Resilience, Vulnerability, Women Students.

Life Skills Education meets the twin aims of any education system, namely to facilitate optimum development of human potential and to prepare students 'for life'. The changing perspectives of education in the light of the New Education Policy lays emphasis on enhancing the student's emotional capabilities besides the cognitive, social and ethical ones and developing life skills among students is one of the fundamental principles on which the NEP 2020 is based. WHO's Department of mental health defines life skills education as "skills training designed to facilitate the practice and reinforcement of psychological skills in a customarily and developmentally appropriate way; contributing to the promotion of personal and social development and the protection of human rights". The ten core life skills delineated by the World Health Organisation are Self-awareness, Empathy, Effective Communication, Interpersonal relationships, Problem-solving, Decision making, Creative thinking, Critical thinking, Coping with emotion and Coping with stress. Life skills training is a kind of behaviour-based psychological learning. The term was first coined during the 'training resources for youth project' during the anti-poverty training programme in the Bedford Stuyvesant area of Brooklyn New York in the seventies by Adkins Winthrop. Emotional intelligence is the capacity to accumulate and apply information of an affective character - to feel and to respond emotionally. Emotional intelligence affects major areas of life namely Wellbeing, Learning, Behaviour and Interpersonal relationships (Schilling Dianne, 1996). The components of emotional intelligence are self-awareness, self-regulation, motivation, empathy and social skills. A number of these come under the realm of Life skills and it might therefore be of interest to see how training in Life skills would impact emotional intelligence. Resilience is defined as the maintenance of positive attitude and adaptation despite a personal experience with adversity or traumatic experience (Luthar 2000). Resilience plays a key role in developing and maintaining personal resources, having a positive outlook in life and adapting healthy coping mechanisms. Enabling and empowering low resilient girl students through life skills education would be a strategic step towards women empowerment. Vulnerable populations are the groups or individuals who have been denied access to opportunities to grow, to optimise their potential, to fast track success. Of those the most vulnerable would be the economically disadvantaged women. NEP 2020 proposes quality education for all and especially for the 'marginalised, disadvantaged and under-represented'. The current study explores whether life skills training can increase Emotional Intelligence in low resilient economically vulnerable women students.

Review of Literature

Life skills, also called life coping skills by some are a pre-planned program or a counselling method facilitating handling specific psychological or social problem, understanding the self, communicating effectively, deciding, solving issues and assuming personal responsibility (Adkins Winthrop). Life skills education and training may be a new discipline which has emerged within the twentieth century in the West. In India, Life skills as a topic of study was initiated by the Rajiv Gandhi institute of youth development in 2008. However, much before that in ancient India the aim of education was never just

acquiring of 'Jnyan' (knowledge) but 'preparation for life' (Kasturirangan, Kamat V, et al,2020). NEP 2020 recommends the development of life skills like Communication, Cooperation, Team work & Resilience. Moderate level of correlation was found between life skills and psychological well-being in teacher trainees and psychological well-being was significantly influenced by the life skills of "empathy and self-awareness", "decision-making and problem solving", "creative and critical thinking". Life skills course should be integrated with the content of the pre-school teacher education program forming its core. (Kasapoglu, K. & Didin, M., 2019). Life skills and wellbeing are associated among the female college students (Sujatha, Jayakumar K N, 2017). Emotional Intelligence is a set of skills helping the accurate appraisal, expression and effective regulation of emotion in self and in others. Feelings are used to motivate, plan, and achieve in one's life (Peter Salovey and John Mayer ,1990). Labelling emotions and observing differences between them is a vital feature of emotional intelligence. Emotions are an investment of energy. As long as emotions are positive this is often not an issue but pent up of energy for negative emotions isn't healthy. Hence, it's important to possess emotional intelligence. Highly emotionally intelligent women are assertive, express emotions appropriately, feel positive about themselves, find life meaningful, are outgoing and gregarious, express emotions appropriately and adapt well to stressors. They rarely feel anxious, guilty or ruminate. Emotional intelligence enhances the 'human' qualities in us. (Block Jack, 2013). Education is a 'great leveller' and can be an instrument for economic and social upliftment, inclusion and equality. Using life skills education to boost emotional intelligence among low resilient women students will have its advantages. Resilience is important and may well be taken as the only index of Mental health of individuals (Connor K, 2006).

Purpose- To study the effect of Life skills training Program on Emotional Intelligence in low resilient, economically vulnerable women students.

Hypothesis

The group of Participants who have undergone Life skills training Program will have a significantly higher Post-test Emotional Intelligence as compared to their Pre-test Emotional Intelligence.

Method

Sample

Low resilient Young Women from undergraduate colleges in Mumbai, belonging to economically vulnerable group.

Stage wise sampling

Stage I Survey of women students from economically vulnerable group. Resilience Scale administered to identify students scoring low.

Stage II

The sample characteristics of selected group were as follows-

Age Range: 18- 25 years.

Gender: Female.

Education level: Undergraduate students.

Economic Status: Low income group. Those students whose families were entitled to Orange Ration Cards from the State Government - Annual income level Rs 15,000/- to Rs 100,000/-

Geographical area: Urban Metropolitan - City of Mumbai.

Tools

Resilience:

Connor Davidson Resilience Scale (CD-RISC Connor Davidson 2003).

It is a 25-item scale measuring the ability to cope with stress & adversity. Alpha Reliability $\alpha=0.89$

Emotional Intelligence Scale

Emotional Intelligence Scale by Anukool Hyde, Sanjot Pethe and Upinder Dhar (2001), Vedant Publications, Lucknow. It is a 34 item Scale. It measures 10 aspects of Emotional Intelligence. Each item is to be responded to on a 5-point Likert Scale ranging from 5 Strongly agree to 1 strongly disagree. The Reliability of the scale is 0.88 and the Validity is 0.93.

Design:

One Group Design

Pre-test	Intervention	Post-test
Emotional Intelligence	Life skills Training	Emotional Intelligence

Variables

Independent Variable: One IV -- Training in Life skills

Dependent Variables: One DV -- Emotional Intelligence

Operational Definitions

Independent Variable: Training in Life skills: A training Program in Life Skills which are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands & challenges of everyday life.

Dependent Variable: Emotional Intelligence - One’s ability to understand and manage one's own and other's emotions as measured by the Emotional Intelligence Scale. Higher the score, higher the Emotional Intelligence.

Procedure

The researcher made all the preliminary arrangements and began the first stage of sampling -a survey.

A Survey - Resilience levels in young women from the age group of 18- 25 years of age studying in undergraduate colleges in Mumbai were tested using the Connor Davidson Scale. Results for Resilience were analysed using Mean as a measure of Central tendency & Standard deviation as a measure of Variability. After that young women who fall in the lowest 27% were taken for the next stage of the study. These participants were then given Training in Life skills.

Pre - Testing The study began after taking the consent of the participants and their demographic details. Emotional Intelligence was measured for the group of participants.

Intervention Program: The participants were given a Life Skills Intervention training Program. The modules included ten core life skills accepted by WHO namely - Self Awareness, Empathy, Effective communication, Interpersonal Relationships, Creative thinking, Critical thinking, Decision making, Problem solving, Coping with Emotions & Coping with Stress. The Facilitator’s manual on enhancing life skills prepared by Rajiv Gandhi National Institute of Youth development was used for the six-days training program on all ten core Life Skills recommended by World Health Organisation. The training Program was designed based on training received by the Researcher from the Indian Association of Life Skills Education & Bombay psychological Association during a Trainer of Trainers Program. Facilitator's Skill training was received by the Researcher from University Grants Commission during Trainer of Trainers Program for Capacity building of women managers.

Post - Testing – Emotional Intelligence was measured post this intervention Program. After debriefing the participants Feedback reports were taken and the study was concluded.

Ethical Concerns: The participants of this study are young girls with low resilience from the economically vulnerable group. The study followed the ethical guidelines set by the American Psychological Association namely *Institutional Approval, Participant's Informed Consent, Participant Protection* & participant’s right to leave the study at any point in time.

Results

Data Analysis-Mean as a Measure of Central Tendency.

Standard Deviation as a Measure of Variability

t- test was used to find out Significance between Means.

Tables

Table 1. Mean analysis of Group Performance on Emotional Intelligence		
	Pre-test	Post-test
Total	4216	4854.42
Mean	124	142.78
SD	17.91	9.48
t Test		7.21

Graphs

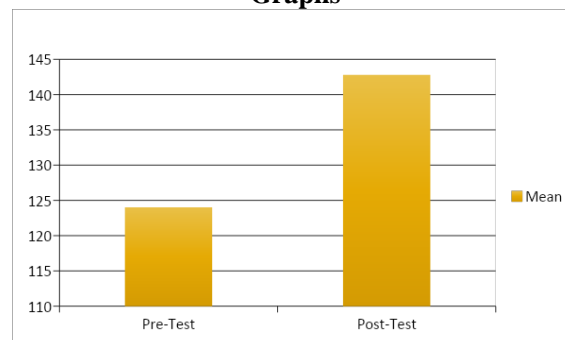


Table 1. Mean analysis of Group Performance on Emotional Intelligence

Discussion

Record of Participant's scores reveals that the Mean for Emotional Intelligence for the pre-test is 124 & for post-test performance is 142.78. It shows an rise in the average performance on the post-test. The Student t Test shows the difference is significant ($t = p < .01$) The Variability of the group measured using Standard Deviation shows 17 during pre-test and 9.48 during post-test (Table No 1) so the intervention program succeeded in reducing the variability of the group. So, the hypothesis that "The group of participants who have undergone the life skills training program will have higher Emotional Intelligence after the training as compared to before the training" is clearly supported. The Graph depicts the same result clearly. Socio-economic and political forces are rapidly changing ways in which young people need to gear up for adult life (Pandey S P, Singh A K, Shukla O P, 2012). Deficits in emotional or social competence are at the basis of severe problems and well targeted correctives or preventives would help (Goleman Daniel, 2013). Life skills training provided in educational institutions would serve the aim. Most effective leaders show one common characteristic - all of them have a very high degree of emotional intelligence (Goleman Daniel, 1998), so training in life skills during student days as a way of improving emotional intelligence would be a good step to nurture effective leaders of tomorrow too. Life skills promote mental wellbeing and competence in the youth as they face the realities of life (Bhave, 2009). Emotional intelligence predicts success in important domains, among them personal and work relationships (Salovey et al, 2005). The New Education policy too lays emphasis on Life skills education as one of its fundamental principles (Kasturirangan K, Kamat V et al 2020) This study has been a successful attempt to relate Life Skill Training and Emotional Intelligence in low resilient economically vulnerable women studying in undergraduate colleges in Mumbai. The present study demonstrates the effectiveness of Life skills training as an intervention tool to increase Emotional Intelligence.

Conclusion - The Hypothesis "The group of participants who have undergone the life skills training program will have higher Emotional Intelligence after the training as compared to before the training" is clearly supported.

Limitations The study did not have a comparable group of students who did not undergo training in life skills.

Implications Life skills training can be used for increasing Emotional Intelligence in low resilient economically vulnerable women students. It supports one of the fundamental principles of NEP 2020 .

References:

1. *Block Jack in Goleman Daniel (2013). Emotional Intelligence. Why it can matter more than intelligence Quotient. Bloomsbury Publication India Pvt Ltd. pgs. 44, 45.*
2. *Connor, K. M., & Davidson, J. R. (2003). Connor–Davidson resilience scale. PsycTESTS Dataset. doi:10.1037/t06346-000.*
3. *Goleman Daniel (2013). Emotional Intelligence. Why it can matter more than intelligence Quotient. Bloomsbury Publication India Pvt Ltd. pgs 44, 45.*
4. *Goleman Daniel (1998). What makes a leader. On Emotional Intelligence. Harvard Business Review Press.pg 6*
5. *Kasapoglu, K. & Didin, M. (2019). Life skills as a predictor of psychological well-being of pre-service pre-school teachers in Turkey. International Journal of Contemporary Educational Research, 6(1), 70-85. DOI: <https://doi.org/10.33200/ijcer.54423>*
6. *Kasturirangan K, Kamat V, Tripathy K M, Bhargava M, Sridhar M K, Kureel R S, Kathmani T V, Asif M, Shamsu S (2020). New Education Policy. MHRD. Govt of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf*
7. *Salovey Peter, Mayor John (1990). Emotional Intelligence. Imagination, cognition and personality. Sage Publication. Volume 9 (3).doi/10.2190/DUGG-P24E-52WK-6CDG*
8. *Salovey Peter, Grewal Daisy (2005). The Science of Emotional Intelligence. Current directions in Psychological Science. Vol 14 (6). <https://doi.org/10.1111/j.0963-7214.2005.00381.x>*
9. *Sujatha, Jayakumar K N (2017). Relationship between Psychological Well-being and Life Skills among Students of Women College. The International Journal of Indian Psychology. Volume 4 (4). DOI: 10.25215/0404.025.*
10. *World Health Organization. (n.d.). Springer Reference. doi:10.1007/springerreference_301104 (Placeholder1)*

The Need for Education to Acquire Knowledge & Skills

Dr. Chavan Ashok Daulatrao

Department of Commerce Late Ramesh Warpudkar Acs College, Sonpeth.

Dist: Parbhani. 431516. Maharashtra. India.

ashokchavan31@gmail.com

Introduction:

Education is the ability to acquire knowledge and skills, think analytically, apply critical thinking skills to everyday problems and to appreciate the true value of life. An educated person spreads education to every human being that he comes in contact with. There is no end to education. In each and every stage of human life, we learn something Education is life itself. As long as one is learning, one stays alert and truly alive. It helps people to understand that harm that they may be causing to the world and guides them to protect the planet from the damage caused by human beings. Education is real wealth and it can be transformed through the ages. To lead a happy and prosperous life, one needs to stay and obtain a great job or begin a successful business enterprise. If We want to see the world as a just and fair place where everyone is given equal opportunities, education is what we require. Education is a necessity if we want to whittle away the existing differences between different socio-economic classes. It opens a whole world of opportunities for the poor so that they may have an equal shot at securing well-paying jobs or saving enough capital from work to start their own business. Education plays a major role in the emancipation and empowerment of women. It makes a person wiser so that he can make his own decisions. Education affects our understanding of the nuances between right and wrong. People gain the ability to analyse issues objectively within the given socio-economic context. An educated person is well aware of the consequences of wrong actions and he is less likely to get influenced and do something which is not morally correct. Hence, education is an important factor which contributes to social harmony and peace. An educational degree is considered to be a proof of one's level of knowledge and skills. If one is educated, he will have more chances of being heard and taken seriously by others. Generally, an uneducated man will find it harder to express his views and opinions owing to a lack of confidence. Even if he does so, people may not take him seriously. Education gives a person the confidence to express his views and opinions. We all live in a society which has its own set of norms and one of them is being educated. The society expects people to go to school followed by college, get a job or start a business, settle down sand raise a family. Education helps one to become a useful member of the society. An educated member certainly has a greater chance to contribute to his community. The US, Europe, Canada, Japan and Australia are some of most renowned places with very high standards of education. These regions are prosperous and residents enjoy a high per capita income thanks to the high level of education they get. It is proven fact that education directly affects economic growth in so far as it is essential to improve human capital. In middle and low income countries, where the education system is not as well -developed as in the advanced nations, a large number of people continue to live in poverty. Education is, therefore, vital for the economic prosperity of a nation. Nobel Laureate Prof. Amartya Sen has said that investment in education and healthcare is what drives the economic performance of a country. According to another Nobel Laureate Nelson Mandela said: "Education is the most powerful weapon which you can use to change the world." Father of the Nation Mahatma Gandhi too had rightly said that "Livers as if you were to die tomorrow. Learn as if you were to live forever." Of course, seeking education in the best education in the best education hubs of the world need vast resources. But if one can afford, it is worth doing so. Here, we can take had said: "An investment in knowledge pays the best interest."

Research Methodology:-

I select descriptive and analytical the research methodology. This study mainly based on secondary data. The required data have been collected from various Reports, journals and books. For this present research paper research have selected descriptive and analytical research mythology.

Hypothesis of The Need for Education to Acquire Knowledge & Skills:

Hypothesis is the proposed explanation for an event. In order for a hypothesis to be a scientific hypothesis, a scientific method is required that an individual can test it. Although the terms "hypothesis" and "theory" are often used interchangeably, scientific assumptions are not the same as scientific theory. The need for education to acquire knowledge and skills Some assumptions have been used for this research article.¹

Education makes man self-sufficient.

Education leads to holistic development.

Education develops the country.

Objectives of the Study:The objective of the study is to highlight The Need for Education to Acquire Knowledge & Skills. I express an opinion on the following objective of the research paper.

1. To know the foundation of education.
2. To know the challenges in The Need for Education to Acquire Knowledge & Skills.
3. To know The Need for Education.
4. To know The Need for Education to Acquire Knowledge & Skills.
5. To know the education policy.
6. To know the education is long-lasting impact on global development.

Education is regarded as the panacea for all social ills and evils, exploitation, ignorance and national downturn. It has the potential to empower and enlighten not only you, but also your entire family and even your generation to come. Let's take of Chinese proverb, which rightly says that "if you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime educate people." It is rightly said that "education is simply the soul of a society as it passes from one generation to another."In India, we often tend to focus disproportionately on academic success alone, which is a subset of the far larger universe of education. Education is not about academic success alone. it is a journey of self discovery, as well as discovery of the world that we inhabit An educated person possesses a moral compass.Education, in fact, transforms an individual into a cultured human being. If we look at education broadly, it includes the entire process of acculturation where an individual is immersed in the cultural of the society that he or she happens to be living in. Philosophers have thought and written about education. In Plato's 'Republic,' education comprised the backbone of the Republic. Education acts as an integrative force in society by communicating values that unite different sections of society.Education is a foundation for the development and progress of any society. It is a base upon which the whole edifice of human development stands. Getting proper education is necessary for success in life just like food is necessary for a healthy human body.Gottfried Wilhelm Leibnitz has rightly said, "Make me the master of education, and I shall undertake to change the world." If we want to change the world, we have to focus on education and the increase of knowledge. After getting adequate education, people become professionals and steer the destiny of the nation and the world. It is these individuals who go ahead and become educators entrepreneurs, scientists, innovators, NGO leaders, military personnel, broadcasters, journalists, bureaucrats, diplomats and statesmen who work together to constitute the very structure of society. Without this pool of intellect, the economic and social framework would crumble and fall, paving the way for anarchy, degradation and violence.The Indian Vedas regard education as something which makes an individual self-reliant and selfless. According to Swami Vivekananda, Education is the manifestation of perfection that is already present in human beings. To Vivekananda, Education was not only the collection of information but something more meaningful. He was of the view that education should be man-making, life-giving and character-building. For him, education was an assimilation of noble ideas. In the words of Dr. S. Radhakrishnan, Education according to Indian tradition is not merely an means of earning a living; nor is it only a nursery of thought or a school of citizenship. It is an initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue."Education can have a long-lasting impact on global development. An educated person always works for the benefit of humanity. We all acknowledge the importance of education, knowledge, and truth for promoting a positive worldview. Education produces citizens who are men and women of intellectual and moral integrity-tolerant and wise. It aims at producing better human beings. Such people are cultured and public-spirited.Nelson Mandela said, "Education is the most powerful weapon which you can use to change the world." Education makes a positive impact on our lives. An educated person is an asset for any country or society. Education is a source of illumination for the desires of the poor. It increases the intelligence of people and provides them with the knowledge that they need to navigate the world. It removes the blanket of ignorance and enables people to know their fundamental rights.All revolutions and civil rights movements have been led globally by educated leaders like Mahatma Gandhi and Nelson Mandela. Education imparts ethical and moral values. It is a continuous process and excellence is its motivation. Education encompasses our lives. It is the foundation of our society. It stimulates our minds and moulds inquisitive minds into intellectuals. Higher learning takes the intellect to the next level, providing a deeper understanding of the world around us. Education, if looked at beyond its conventional boundaries, forms the very essence of all our actions. What we do is what we know and have learnt, either through instructions or through observation and assimilation. A truly educated person always seeks perfection. Education can help us to do everything from mathematical calculations to theatrical performances. Real Education travels from thoughtfulness to action; there is never a dull moment in a fulfilling educational process. It is within these perspectives that the idea of excellence in education is

conceptualised, approached and practised. When we talk of excellence, we must not forget the ideas expressed by thinkers and philosophers. The Dutch Philosopher Benedict Spinoza opined that "All things excellent are as difficult as they are rare" while the French Philosopher Voltaire opined that "Perfection is attained by slow degrees; it requires the hand of time." On putting the two thoughts in succession, it is revealed that perfection or excellence is not a quality that can be achieved by any one easily and all of a sudden. But they certainly hint at the possibility of achieving this rare feat over time, if constant and sincere efforts are made/ Education should consist of a series of activities, each elevating the person to a higher level of consciousness, understanding and affinity with all living things. Education also helps in promoting the national interest of a country. A highly educated society possesses critical intelligence of an exceptional order. They can form independent conclusions from given facts. Educated people have the wisdom and knowledge to work for the betterment of the country. They come from varied professions and from all walks of life. They work together to protect the national interest. *Today, Covid-19 has had a huge impact on education around the world. the closure of schools at global level due to the pandemic has generated inequalities among children and youth disproportionately specially among disadvantaged group where the gap has widened much that it is a little hard to remove the barrier generated. Still we need to put efforts to ensure continuity, equity and inclusion of all the students. Although it is premature to say that online learning platform can fully replace the offline mode of education. But this pandemic has provided us with an opportunity to ponder upon the question 'what kind of learning is required in 2020 and beyond.' To reimagining learning, we need to reflect on what we know about learning, our students, the new role of technology and the complexity of an unknown future.*³ The Union Cabinet of India approved the New Education Policy in the meeting held on July 29, 2020. It became the first major shift in our education policy in more than three decades. The aim of the policy is two-fold: to make India and its education system more globally aligned and competitive and at the same time to reduce the level of academic stress on school students.⁴ India has one of the largest Higher Education systems in the world. There is a large number of Indian as well as foreign students who apply every year to Indian universities and colleges. The Indian Higher Education system has undergone rapid expansion and in less than twenty years, the country has created additional capacity for a mammoth forty million students. At present, the higher education sector witnesses spending of over Rs. 46,200 crore and it is expected to grow at an average annual rate of over 18% to reach Rs. 2,32,500 crore over the next decade. While the scale of this expansion is remarkable in itself, what sets it apart from earlier decades of equally aggressive expansion is a deliberate strategy and an organised design. It has created widespread access to low-cost high-quality university education for students of all levels. With well-planned expansion and a student's-centric learning-driven model of education, India has not only bettered its enrolment numbers but has also dramatically enhanced its learning outcomes. In the higher education sector in India, two of the main branches of knowledge-Management and Engineering have emerged as the most important branches. It is a fact that education has always led to the mobilisation of people's aspirations for development and change. In modern complex national societies, education can be regarded as a controlling force conserving cultural heritage as well as an agent of social change. In this regard, the Indian education system needs a complete overhaul through proper legislation and effective implementation. Our present education system is an outcome of various changes from our glorious past till date. If we notice, education used to be approached from different perspectives in the past. There is now a need to introspect about the various factors which necessitate dynamic changes in our existing education system.² Finally, The education sector in India is likely to witness major growth in the years to come as India would have the world's largest tertiary-age population and second largest graduate talent pipeline globally by the end of 2020. Education is the only key to success in the life of an individual. It is a continuous process of achieving goals which not only helps people to obtain knowledge but also learn how to apply this knowledge in order to achieve success in life.

References:

1. <https://www.shabdakosh.com/dictionary/english-marathi/hypothesis/>
2. CSR, Prabhat Kiran, Rajendra Place, New Delhi, April, 2021.
3. Deepa S. Kauts and Puneet Kapatia, "The Challenges of Holistic Education COVID-19", Publication: University News, 59(28) July 12-18, 2021. page no 13 to 20.
4. <https://instapdf.in/new-education-policy-2020-marathi/>
5. Butin, Dan W., Ed. 2005. Service-Learning in Higher Education: Critical Issues and Directions. Palgrave Macmillan.

Revisits, Revisions and Rewriting of India by V. S. Naipaul

Dr. Rameshwar Rathod

Assi Prof & P. G. Coordinator Department of English L. B. S. College, Satara

Introduction:

India has always been a curiosity as well as an adventure for the westerners. India was thought as a country with a lot of gold. This attracted the grasping westerners. It has become a concept of sadhus, Tigers, Snakes and magicians. The frequency grew with the route of time to a big extent. Since Columbus discovery of America there had been a lot of confusion in voyages. Columbus thought he reached India consequently the unique tribes of America had been named as Indian due to complexion. They were named a Red Indians. Even in literature, there are references of India and gold. Writers had been traveling India and projecting their perspectives on Indian existence social life and manners. The first Englishman known to have visited this country was a Jesuit priest named Thomas Stephens who came in 1579. He studied the Kokani Language and he composed poems in Marathi. Thus, the Missionary employer precedes commerce or colonization in India, even though it cannot be examined an immediate precursor to the later. Such as journalist, tourists and curious visitors, who posted memoirs once they returned narrating their impressions of the country and the people. Writers like William Brown Hockley, Philip Stuart Robinson, Rudyard Kipling, E. M. Forster and V.S. Naipaul have visited India. One can effortlessly determine that a number of these writers developed a deep affection for India and many writers confirmed their colonial bias and frankly compared the societies. This can be attributed in part to ancient reasons. The white people had been given over his preliminary awe and euphoria in his responses to India and had grown to be aware of what seemed as the superiority of status. The first Battle of India in 1857 which colonial historians shrewdly call as sepoy mutiny had been in Indian point of view a freedom struggle. The colonizer found out that with the intention to have a strong hold on the colony one needs to tighten the administrative reins. They always tried to on the identical time make the Indian aware of their inferiority and the inevitability of dependence at the British. In keeping with this mood, G. O. Trevelyan wrote. **“It is difficult to imagine how any business was done before we came into the country-how anyone ever made a road, or a boat, or a Journey.”** (Wiki 07.12.2013)

Since 1857, the date of the first official mutiny in India, the country has perceived various socio-political, cultural, economic and historical upheavals, but the natives had a sense of freedom and the second world war was provided an opportunity. Race, second and milieus have constantly been the primary sources of literature and their glimpses were been the gathering field whether it is science, religion or philosophy. India has been the collection of great men who were forced to fight for truth and principles in epics such as Lord Rama and Lord Krishna, in Hindu mythology. The truth is that they did a lot in there required of their respective eras. They got ahead of the world to kindle and enlighten the thought of truth and peace. They aim to serve the humanity. Actually their accomplishments and traditions societies in attracted the foreign visitors from time to time. The western visitors have been visiting India before and after the Independence. V. S. Naipaul visited the country in 1962, twelve years after independence. He travelled more than the western travellers and recorded his India, in true and beautiful colours. V. S. Naipaul the dissector of civilizations, cultures and histories across the world, is the most distinguished expatriates of our time, the mainly write who has emerged as the most eminent writers on Indian landscape and society. They are born in Indian but live in other countries and have made a significant contribution to common wealth literature. V. S. Naipaul is a great novelist, in post-colonial writers. Naipaul's works are set in many places exploring many themes, he grew in is Trinidad, where he was. For his exploration of modern day Indian his ancestral land about Africa and South America. In an extraordinary second of self-revelation at some stage in his attractiveness Lecture for his Nobel Prize in Stockholm Naipaul notes: **“I said earlier that everything about me is in many books. I will go further now. I will say, I am the sum of my books each book intuitively serest and, in the case of fiction, intuitively worked out. Stands on what has gone before, and, grows out of it. No doubt, there is no writer who can out distance Naipaul vision global life today.”** (Roy, 2002, 03)

His mother and father were descendants of Hindu immigrants who shape northern India, but he saw poverty of Trinidad. These emotions of displacement have become a routine topic in his later fiction and essays. While attending secondary school at Queen's Royal College in Port-of-Spain. Naipaul spent a long time abroad, but frequently visited India, African nations, and his native Trinidad. These travels provided Naipaul with a wealth of material and served as motivation for works such as *The Middle Passage* (1962), *An Area of Darkness* (1964.) Naipaul persevered to journey for his literary idea and published several books that explored political, cultural and social troubles. Naipaul wrote a large number of books that received him the Nobel Prize for literature in 2001. Besides fiction, he wrote various nonfictional works

especially travelogues. Research on Naipaul indicates past doubt that it is through his various controversial regarding the Hindus. The uncommon perspectives on diverse objects, human beings and country expressed in an impressive style, has made his travelogues most interesting as well as very thought is provoking. In case an unusual attention granted to novels as compared to his other writings, however, absolutely because of exceptional of his writings but to the central issues they deal with. **“His vision is his own innervated by contemporary social clichés or political routines. He is engaged with the stresses and strains we recognize as council in our experience now. His writing is nervous and present, This together with the mixture in him of creeds, cultures and continents, with his expatriate career, his being able to practice and art in and of totally dissimilar world all give him a peculiarly contemporary quality.”** (Walsh, 1973, 03)

These non-fictional works have demanded global huge interest for the maximum frank, loose and occasionally even the most controversial observations that he had made their regarding, every Anglo-Indian writer. He had an Indian consciousness i.e., understanding about India, its lifestyles and manners. Since V. S. Naipaul spent a lot of time in India than other Anglo-Indian writer and had travelled relatively greater extensively. He was given the possibility to probe deep into the psyche of India. He returned to India in 1975 and in 1980, which enabled him to write the well-known Trinity of Indian travels: *An Area of Darkness* (1964), *India: A Wounded Civilization* (1977) and *India: A Million Mutinies Now* (1990), they offers the strange, journeys in the nation. While the visitors of the 18th and 19th century, wrote on beauty, richness, and fertility traveller is unable to identify ugliness, disorder and banality. In the nineteenth century, writers had found global changed. Today, the absence of civilization and development seem as tragedy and world the unruly and unwilling; “The Third World” must be handled with derisiveness. For Naipaul India is a problem not only with his buried past, and he opines: **“When I felt Indian only as an assault on the senses, India as an ache, over for which one has a great tenderness, But from which at length one always wishes to separate oneself”** (Naipaul, 1964, 274)

In 1962, he feels so reduce the past that and he almost abandons the hope. That is why there is whim and fancy as a “colonial without past, without ancestors” word he had intentionally used. There is no doubt that Naipaul saw India from a great distance with a sense of the expatriate. He would not have said unpleasant things about the country of his origin, if he knew the Red Indian sensibility. At the outset of the book entitled, *An Area of Darkness*, he asserts that he does not sense the presence of Hinduism in himself. Such a person without a spiritual experience can neither be generic, nor relied on despite the fact that he says the truth. It is religion, whether or not Hinduism, Islam Christianity unites all and in the past, helped to remove imperialism anywhere, in any form. Therefore, Naipaul can be the most prolific as he attributes the flaws and shortcomings of Indians to the effect of Karma. Hinduism is a faith of religion in Gods. Naipaul believes that the Hindu principle of Karma, expound religion. It preaches faith in religious rituals and principles. There is no room for individual freedom of reason. The Hindus accept religious matters without doubt or challenge. They patiently take delivery of what they get due to Karma. Religious preaching accepted as Dharma against which nothing is said or done. He was an ignorant Hindu who might have discovered solace if he had embraced Hinduism wholeheartedly. He took benefit of our generous attitude, exploited it and Naipaul criticized not only the religious philosophy of India but also major political and spiritual leaders of India, and the independence movements Naipaul says that Gandhi has mainly Indian “disorder imaginative and prescient”. Naipaul himself has a defect of vision and could not realize that it was Gandhi who led India to Independence in order to justify his unacceptable and highly objectionable views against the country of his, he recorded certain historical events like China’s invasion. Indira Gandhi’s murder, emergency in 1975, Jurnail Singh Bhindranwale, a preacher turned militant leader in Punjab, his upward thrust and his diverse confrontations, and various other events, in order that humans everywhere in the world might trust in his rather incorrect opinions. Naipaul was aware of the fact that if he criticizes India, its culture, religion, heroes, he will have a reputation in the West. Although he received the attention of the West, he longer discovers domestic anywhere. He exploited our friendly and beneficent behaviour and dabbled us in mimics. A reader observes that Naipaul misunderstands Gandhi and his activities. He blames the developed ego of Indians. Naipaul criticizes Nehru, Gandhi, and Islam Hinduism, Language confusion in India, the poverty, and city life of Calcutta The motive for all this is that he had come to India with a preconceived and terrible attitude and this negative mindset that resulted in his homelessness. He is the product of three different societies viz, India, West Indies and England. Naipaul in no way cared for the land of his personal beginning and his people. He admits it became a mistake to have been born there, that he usually desires to neglect it. Trinidad was for him a “destitute society”, without history, without achievement, and far unlikely, he cared for India. An Indian reader may believe Dom Moraes who views *An Area of Darkness* in a bigger attitude and feels sorry for the unwarranted criticism

in India. He calls it now no longer best a piece of literature plenty awesome however an exciting psychological with the aid of Naipaul. The opinion of Naipaul is primarily based totally on impression rather than information. It is a picture of India as Naipaul sees it. Naipaul has been in search of home ever since he started his literary Journey, but till this day he could not find a home. The greatest misfortune with Naipaul is every time he visited this country; he longer came not as an Indian but as a Westerner and will see only poverty, corruption and horror. It is a fact that if Naipaul had seen India with Indian sensibility, he might have suggested financial and social development.

Conclusion:

The postcolonial world has been tall by travels in many respects; the countries in question were discovered, explored conquered or settled by the people who are Indian by birth westerners in spirit Nirad Chaudhary was called an anti- Indian for he only blamed India. Naipaul could be author of brilliant techniques that he used it transforming the travelogues into texts, especially postcolonial texts are not simply his travelogues some truth during this observation although one notices a strong urge in Naipaul to write sensational that may attract to the western reader. It is an open invitation to V. S. Naipaul to revisit country and it is certain he would revise his opinions and rewrite his reaction on India. In the end, the researcher would humbly pose a couple of question before the scholar to think over it. Is India, only as Naipaul shows? Should Naipaul be called as another anti-Indian after Nirad Chaudhari?

Works Cited

1. Roy, Mohit k. (Ed). *V.S. Naipaul Critical Essay vol. II. New Delhi: Atlantic Publisher, 2000.Print.*
2. Naipaul, V.S. *The Middle Passage. London: Penguin Books, 1969. Print.*
3. Walsh, William. *Critical Introduction in V.S. Naipaul. Edinburgh: Oliver and Boyd, 1973. Print.*
4. [http://www.Post-colonial literature. Web.](http://www.Post-colonial literature. Web)
5. Bala, Suman. (Ed). *V.S.Naipaul: A Literacy Response to the Nobel Laureate. New Delhi: Khosla Publishing House, 2003.Print.*

A study of Dr. Chandrhas Sonpethkar's Posts related to Sanskrit Education in Social Media.

Dr. Bandini Prem Khadkikar¹ Mr. Vaibhav S. Phatangare.²

¹Principal, Shri Dhaneshwari Post Graduate College of Education, Aurangabad.

²Ph. D. Research Scholar, BAMU, Aurangabad.

Introduction:

Dr. Chandrhas Sonpethkar is a well-known orator and author. He is specially known for his contribution in the field of Sanskrit Education. He delivers lectures on Sanskrit literature, Indian philosophy and Varkari Saints' literature. He has completed his Doctorate research work on the relevance of teaching models based on Upanishads for secondary education. He has guided research students too. He is active on social media and shares posts related to Sanskrit Education usually. He was felicitated by Maharashtra Government for his Distinction in Sanskrit learning (2004). He was awarded by Parbhani Ratn Puraskar in 2018 for his contribution to society through *Pravachanas & Keertanas*. The present study is an attempt to focus on his posts in social media related to Sanskrit Education & literature. He works as an Asst. Professor in Tilak college of Education, Pune. He is recognized Guide for Research Degrees by Savitribai Phule Pune University, Pune.

Objectives of the study:

1. To study the nature of social media posts by Dr. Chandrhas Sonpethkar related to Sanskrit literature.
2. To study the style of social media posts by Dr. Chandrhas Sonpethkar related to Sanskrit literature.

Method of the Study:

The researcher has used content analysis method to complete above study. The researcher has interviewed Dr. Sonpethkar and discussed his friends and followers on social media.

Tools and Techniques:

The researcher has used tools and techniques as mentioned in following table:

Sr. No.	Tools/ Techniques	Responder
1	Interview	Dr. Sonpethkar
2.	Discussion	Friends/Followers of Dr. Sonpethkar on Social Media
3.	Schedule for content analysis	-----

Scope of the Study:

The present study is related to Posts on Facebook, Facebook Page, Blogs, website and Youtube by Dr. Sonpethkar.

Limitation of the Study:

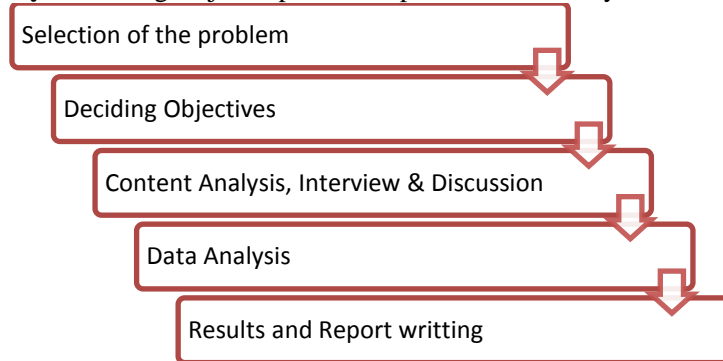
The posts on social media other than facebook, page, youtube, blogs are not included in the study. The duration of the posts for the study is 2011-2021.

Sampling:

The process of sampling is as follows:

Sr. No.	Method of Sampling	Contains
1	Purposive	10 Friends/Followers of Dr. Sonpethkar on Social Media who knows sanskrit
2.	Random	Posts on Social Media: 50 posts from Facebook, 20 from Page, 04 posts from Blog and 04 posts from Youtube

Procedure of the Study: Following major steps are completed for the study.



Outcomes of the Study:

1. Dr. Sonpethkar is active on facebook, FBPage, Blog and Youtube.
2. Dr. Sonpethkar is more active on facebook than other social media devices.
3. His maximum posts are based on Sanskrit literature like *Nitishatakam*, *Upanishads* or Vedantian book.
4. Mostly the posts are presented in attractive manner in design and color.
5. In his posts, reflection of Optimism is found.
6. According to 100% of the sample his posts are effective, significant and useful for mental health.
7. The Posts are having focus on spiritualism.
8. The Posts are being ended by JSK or माऊली की जय जय श्रीकृष्ण mostly.
9. His Posts include ethical stories, *Shlokas*, Quotations from Sanskrit literature.
10. Specially, Blogs are in Sanskrit medium or related with Sanskrit.
11. His creative writings like *Shlokas* are also included in the posts.
12. Mostly, he used meters like *Anushtubh*, *Bhujangprayat*, *Trotak* in his Sanskrit Poetry.
13. He avoids *Samast padas* in his writting but used *Sandhis* at several times.
14. Values like patriotism, Equality as well aesthetic, spiritual are reflected in his posts.
15. Specially, Shlokas or creative writings in the manner of *Ma Durga's* prayers are notable.
16. Numbers of posts are regarding education also.
17. He also shares youtube posts like Geetgovindam and other Sanskrit *stotras* etc.
18. Sanskrit Subhashitam is most viewed post on his Youtube channel.
19. On youtube, he uploaded divine clips like *Kirtana*, *Pravachana* performed by him.
20. Blogs are written for the felicitation of Sanskrit specifically.
21. On youtube channel, he taught how to recite various stotras.
22. On facebook the page, titled Sanskrit educator Dr. Chandrasshastri Sonpethkar is created by him.
23. Now days, he has started to publish various books based on Sanskrit literature in pdf format through Whatsapp also.
24. He used cultural photographs as Profile and Cover photo mostly.

Conclusion:

Dr. Sonpethkar uses social media to promote his teaching and liking subjects i.e. Sanskrit. He shares his post with creativity and enthusiasm. His efforts are appreciable. Teachers, students, researchers newly come on social media should follow his approach towards social media and his subject.

References:

1. <https://www.facebook.com/Chandrasahshastri>
2. <https://www.facebook.com/Dr.chandrhas.shastri>
3. <https://www.facebook.com/Varkari121>
4. <http://drchandrahas.blogspot.com>
5. <https://www.youtube.com/user/shastriji100>

Life Skills Education: Importance and Strategies

Mr. Ramshankar Varma

Assistant Teacher, Chemistry Department, Shri S K Somaiya Junior College of Arts Science and
Commerce, Mumbai 400077

Abstract

The skills that make an individual adjust and adapt to the changes and challenges brought to them on an everyday basis are known as life skills. Some examples of life skills are effective communication, decision making, critical thinking, problem-solving, making connections, being a self-starter etc. These are an essential set of skills that is learned by a kid throughout their life to enhance their lifestyle in a better way possible. Learning a life skill is a very important and mandatory part of growing up. There is much significant reasoning that can be put forward to emphasize "The importance of life skills in education". Some of them are briefly explained below with the teaching strategies of life skill education.,

Keywords: Soft Skills, Teachers, Learning Process, Trainees' Soft Skill and Fresh Teacher.

Introduction

The individual today is confused and baffled by the exposure to the limitless information and choices based on that orientation. Although not lacking in knowledge, the learner certain times find it difficult to face the challenges of the day to day life. Education today is unable to prepare the learner to fight with frustration, anxiety and depression. There is a lot of stress on achievement and performance from the teachers and parents. Our education system is mechanical and stereotype, leading the learner towards materialism. It is treating the students as products. The all-round development of the child is unobserved. Faith in human capacity defined in terms of ability to assess a problem situation and find solutions, capacity for convergent and divergent thinking, effective interpersonal skills, ability to communicate effectively, has been undervalued. There is a dire need to change in terms of philosophy of education of our system of education. It needs to be more humanistic. The emphasis should be given on creative thinking and reasoning and personal growth of the individual. 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.

The Ten core Life Skills as laid down by WHO are:

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem Solving
7. Effective communication
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotion

Importance of Life skills in Education

Confidence and Positivity

The first and foremost thing life skill adds to a child is "Confidence". Even a simple skill of decision making increases their sense of responsibility. Therefore, This ultimately leads to building their own self-confidence. By taking the matter in their hands, the child understands the importance of stress-management and positive attitude towards others. These skills will develop them into a responsible adult during the course of time.

Leadership Qualities

The next important thing is that life skills through education make children a good leader. Thus, they gain leadership skills and know-how to lead a team. Not only that but also, they act as a good team player.

Networking

Learning life skills at a young age through education will make them effective communicators and thus, this will help them build relations. Good communication is hands down the best quality a child should be taught. This skill will make them shine through in whatever field they choose to grow in and building more contacts in it will make them grow furthermore.

Better Perspective

Moreover, having learnt a few of the essential life skills, the children gain confidence, responsibility and empathy towards others. With such traits, they will always have a better perspective according to the

situations they are in. Thus, With the right perspective, they can act on their own by good decision-making skills, without their parent's help.

Methods of Teaching Life Skills Education

The following are suggested methods that you could use to teach Life Skills Education:

Discussion

It is a purposeful conversation proceeding towards a certain objective. Discussion involves exchange and sharing of ideas, experiences, facts and opinion on given topics. The conversation can be used in large or small groups. Discussion can be used when:

Here is a suggested procedure that you could use when conducting a discussion

1. Identify the subject of discussion
2. Come up with the discussion groups small or large
3. Provide sufficient background information on the subject
4. Encourage question and answer sessions
5. Move around the class to supervise on how the learners are going on with the discussion on the task assigned,
6. At the end of the discussion, summarize the views and ideas, putting emphasis on the acquisition of life skills
7. Discussion can be spontaneous arising out of your presentation and can be handled as the case may arise.

Debate

A debate is a discussion which involves two opposing parties with each group expressing opinions or views about a given topic or subject. Each group competitively attempts to win the other to their side of the argument. At the end of the debate the group with more points is declared the winner.

Here are suggested examples of topics where debates can be used to teach life skills:

1. Negotiation
2. Effective communication
3. Assertiveness
4. Decision making
5. Non-violent conflict resolution

Role Plays

These are short drama episodes in which participants experience how a person feels in a similar real life situation. Role plays can be used when:

Developing specific skills such as negotiation, assertiveness, communication and self-awareness

Discussing sensitive issues such as gender, which the teacher may feel uncomfortable with

Clarifying new and unfamiliar concepts

Demonstrating how a skill can be applied in a given situation.

Role plays require little preparation time and are not necessarily rehearsed. They should be as spontaneous as possible. However, you should clearly identify situations when and where to use them in the teaching process. Suggested ways of organizing a role play.

Story Telling

They involve telling of narratives with particular theme, based on actual events They give account of detailed information about an event or life situation in an interesting way while still passing a moral message. Stories can be composed or collected based on specific themes on Life Skills for example assertiveness, negotiations, decision making When reading or telling stories they should be dramatic and larger than real life experiences. The stories could be presented in a variety of ways for example, tone variation, use of facial expression, involvement of audience.

Songs and Dances

1. Songs are musical compositions on topical issues and themes.
2. They may convey messages on contemporary issues in the society.
3. They can be used in character building where positive characteristics/values are reinforced.
4. They can be used to develop and strengthen life skills for example self awareness, communication skills and conflict resolution
5. Songs are useful when one wants to pass sensitive cultural messages in an interesting manner
6. The teacher can compose the song, or request the learners to compose some or use already existing ones
7. The songs should be interesting, appealing, easy to learn and familiar to the students

8. A song may be accompanied by a dance
9. Songs can be re-enforced by use of puppetry.
10. Dancing involves co-ordination of body movements which generate joy and cheer among the participants
11. Dances are interesting, appealing and have an immediate impact on the listener which is long lasting and memorable.

Brainstorming

It is a free expression of ideas among participants on a given issue or question. If you chose to use brainstorming, ensure that all participants' contributions are respected and accepted.

Encourage many participants to give their ideas and views spontaneously. Brainstorming as a method is used when:-

1. Seeking different views on opinions of a given situation
2. Establishing the entry behaviour of the participants
3. Exploring new concepts
4. Encouraging involvement of all participants
5. Building consensus or agreement

Case Studies

It is a true or imaginary story which describes a problem, a situation or a character. It may be a dilemma in which the participants should come up with options on how they would resolve the conflict. Sometime it offers clues on how to solve a problem or provoke the reader's ability to solve the problem.

Case studies should be interesting, appealing and relevant to the reader's imagination. Case studies are useful when you:

1. Want to appeal to the learners emotions
2. Expect the learners to identify and internalise the concepts and issues raised in the case
3. Expect the learners to apply the skills learned to solve similar problems that they may encounter
4. Want the learners to appreciate that others undergo similar challenges

You can develop case studies or select from already developed ones in relevant books

Miming

Miming is acting without words by use of gestures, signs, physical movement and facial expression. Unlike drama, the idea or situation is solely communicated through actions.

Miming is suitable for communicating sensitive messages. It helps in expressing messages, which cannot easily be put into words.

Poetry and Recitals

These are compositions which capture events, themes and situations in a short and precise manner. They communicate feelings, opinions, ideas, habit and other experiences. They can be in form of songs, recitations, chants or they can be dramatized to enhance acquisition of various life skills. They can be used to appeal to people's emotions to enable them change behaviour towards a desired direction.

Games

These are interesting and exciting activities which have set rules They can be used when:

1. Clarifying difficult issues
2. Discussing sensitive issues
3. Enhancing the quality of interaction in a group
4. Learning and practicing new life skills
5. Increasing the participants knowledge of each other
6. Making presentations interesting

Question and Answer Method

It is where the teacher or the learner tries to find out information through asking questions and getting answers from the respondent It is usually a flow of information from the teacher and the learner. It is an effective method of teaching Life Skill Education because it stimulates learner thinking and creativity. It is therefore central to effective teaching and learning

Questioning enables the teacher to:

Bring to the fore past experiences, events and information

Create a link between familiar and unknown concepts

Arouse motivation and curiosity among learners

Encourage and promote learner participation

Illuminate the relationship between causes, course and effects of historical events.

Conclusion

It is not a tougher job to make a child learn some life skills. You can teach them by making them involved in activities like singing, dancing and even making art. Be involved with them, help them, encourage them to take up activities and make it their hobby. Or you can also make them grow a little plant and tell them that it is their responsibility to make it grow. Any kind of healthy activity with a small responsibility to them will help in the development of their character and attitude in a very effective manner. Thus, now that you have known the importance of life skills through education, make the right planning to impart those skills into your child's life and all the very best ineffective parenting. Life skills education is effective for promoting positive social and mental health of adolescents which plays an important role in strengthening coping strategies and developing self-confidence and emotional intelligence, as well as enhancing critical thinking, problem solving and decision making skills.

References

1. Bharath Srikala and K Kishor, *Empowering adolescents with life skills education in schools- School mental health program: Does it work?*, *Indian Journal of Psychiatry*. 2010Oct- Dec; 52(4): 344 – 349.
2. Botvin, G.J., Baker, et.al (1984) "A cognitive -behavioral approach to substance abuse prevention was tested on seventh grade students from 10 sub-urban New York junior high schools"
3. Khera H and Shivani Khosla (2012) *A study of core Life skills of Adolescents in relation to their Self Concept developed through Yuva School Life Skill Programme*, *International Journal of Social Science & Interdisciplinary research*, Vol.1 Issue 11, November 2012, ISSN 2277 3630
4. Lawrence, A.S Arul (2015) *Life Skills Development and Academic Achievement of Community College Students*, *SCHOLARS WORLD-International Refereed Multidisciplinary Journal of Contemporary Research*, Vol III, Issue III, July-2015.
5. Subita, GV (2013) <http://www.indiaeducationreview.com/article/current-educational-system-impacting-life-skills-education>
6. World Health Organisation (WHO) (1993). *Life Skills Education for Children and Adolescents in School: Programme on Mental Health*.

Education is Important but Skill is Most Important

Archana Kundlikrao Chavare

Assi Prof, Department of Home Science, Vasantdada Patil College, Patoda, Dist. Beed

Introduction: -

It is true our young generation needs to be skilled in order to get employment. It is very much important to get skills and only then we can think of a bright future of a country. Nowadays we usually face this problem that a person is knowledgeable but not skilled enough to do a particular job. Education should be skilled rather than knowledge based. In our society it is not only knowledge that matters but if you have the skill to do something you can guarantee work. As the world changes and economies along with it, the need for a skill based work is on the top. In India skill based education is considered to be a vocational skill that is obtained through short term training or courses not part of the formal education sector and which provides employment in informal sectors. Such skills are also a part of the government's Pradhanmantri Kaushal Vikas Yojana(PMKVY) scheme, which aims to promote recognition and standardization.

Skill Development:-

Skill development is generally used to refer to the productive capabilities acquired through all levels of learning and training, occurring in formal, non- formal, informal and on the job settings. It enables individuals to become fully and productively engaged in livelihoods, and to have the opportunity to adapt these capabilities to meet the changing demands and opportunities of economy and labor market. The acquisition of such capabilities depends on many factors, including a quality lifelong learning system and a supportive learning environment. The types of skills required for employment can be divided into:

Basic and foundation skills, these are acquired through the school system, or through informal learning process. These are pre- requisites for acquiring further skills enhancing the prospect of sustainable employment.

Transferable skills, these includes the abilities to learn and adapt, solve problems, communicate ideas effectively, think critically and creatively and the ability to manage self and others. These skills enable people to adapt to different work environment as well as improving their opportunities to career – building.

Technical and vocational skills, these are specialized skills, knowledge or know how to perform specific duties or tasks, mainly in a professional environment. These include, but are not limited to , the traditional forms of technical and vocational education training, skills acquired through the secondary level of the formal school system or non – formal school system/ informal learning processes.

Professional and personal skills, these include individual attributes relevant to work such as honesty, integrity, reliability, work ethic, and judgment.

In an education system that provides opportunities for lifelong learning, policy and practice provide every individual and community with a flexible and diversified range of useful learning and training options throughout his or her lifetime. A skill development strategy, as an integral component of a national education system for lifelong learning, successfully links skills to productivity and employment creation while at the same time coping with all life situations.

Value of Skill Education:-

Skill education and training also called vocational/ career/ technical education which prepares learners for jobs that are based in manual or practical activities, traditionally non – academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques. Studies shows that effective, sustainable approaches to workplace development and employment must improve a combination of skills for employability of individuals, and at the same time build a sustainable system for improvement private sector competitiveness. Especially youth unemployment resulting from mismatch between the supplies of education system and labor market needs could in part be addressed through adequate skills development within a future oriented, flexible and holistic education system for lifelong learning.

Importance of Skill Based Education

In this era of Make in India, when Skill India campaign is being promoted vigorously and the government is trying to develop entrepreneurship skills among its youth, are our schools competent enough to lay the foundation of such abilities, skills and capacities among our kids, which will eventually help them in culminating into an efficient, responsible entrepreneur. The need of the hour is an education system which is future ready and employment oriented. Employment-oriented education refers to education that not only creates an employable person, but also creates an employment-generating person who is a reflective, imaginative, future-conscious citizen. He constantly assesses his present situation, remains always on his

tenterhooks and designs strategies to deal with impending difficulties. To be able to reap the benefits of the twenty first century knowledge society, the seeds of creativity, collaboration, communication and critical thinking must be sown in young minds of school goers. Some of the benefits of skill based education include:

Flexibility: Skill based education places the ownership of learning in the hands of student and helps them restrict the big gap of understanding. The assessment demonstrates their competency rather than grades and the education process is a great boon for drop-outs, as they can easily move ahead without a gap. The whole structure depends on the individual where students control their learning with the help of assessments and hands-on projects.

Acquiring experience: In skill-based learning, students are groomed to become successful leaders in their chosen field. To facilitate this process, it is paramount for students to think beyond grades and acquire real life skills. These tangible experiences are often overlooked in the traditional form of education.

Purpose-driven: Skill-based education is definitely more effective and purpose-driven, which helps students receive a clear objective along with a vibrant culture. It is a perfect mixture of opinions, values and routine to form a solid foundation. It promotes and develops the art of learning and development hence empowering the students to become successful in their chosen field.

Conclusion:-

It is true that we have consistently achieved many successes in the field of education since last decade. From the National Curriculum Framework (2005), to the Right to Education Act to the new Education Framework, we have achieved some important milestones. But a cursory glance at the present scenario of elementary education in India reveals that there remains a lot to be achieved. The need of the hour is that the teachers themselves be aware of all these and go ahead and try to remove existing flaws in the education system. It is evident that there are many obstacles in the path, and it is very daunting to achieve the goal. But one step at a time will make the journey happen. If the teacher comes forward and asks for help, rest assured, there are many people and organizations that are more than happy to help them and undertake all possible measures to make their journey smooth.

References:

1. Agrawal, R., & Indrakumar, (2014). *Role of Vocational Education in Shaping Socio-Economic Landscape in India. Indian Journal of Industrial Relations, 49(3), 483-498.*
2. Diwakar, Nitika & Ahamad, Tauffiqu. (2015), *Skills development of women through vocational trainin,. International Journal of Applied Research 2394-5869, 79-83.*

Experiencing teaching literary texts with an interdisciplinary approach

Dr. Prashant Pundlik Lohar

Assi Prof and Head, Depa of English, Lal Bahadur Shastri College of Arts, Science and Commerce, Satara
lohar.prashant1979@gmail.com

Now days, when the general readership for literary work of art in all languages is falling sharply, teachers of English literature often found it difficult to establish the relevance of their scholarship to technology-driven world. The new generation of the students is keen in understanding the usefulness of their subject to the vibrant life around them. One may disregard it as a utilitarian approach but the fact is the traditional philosophical, moral- message-packed teaching is in process of extinct. One way out for this do or die state is to adopt the interdisciplinary approach in teaching and learning and devise the strategies of deliverance. In this research article, the attempt is made to convince the point exemplifying Shakespeare's *King Lear*. Shakespeare's plays are classic cases of paradigms of life especially his tragedies are proved as deep statements on human psychology. In modern psychology, they have received consistent attention. Shakespeare's characters like Othello and Ophelia have lent their names to the syndromes named after them. In the words of Bucknill:

'Although for many years the dramas of Shakespeare have been familiar to the author, the extent and exactness of the psychological knowledge displayed in them, which a more diligent examination has made known, have surprised and astonished him. He can only account for it on one supposition, namely, that abnormal conditions of mind had attracted Shakespeare's diligent observation and had been his favourite study.' (23)

His tragedy *King Lear* is a study of filial expectation, and its consequent disappointment, frustration, anger and tragic end. Two major characters that have marked in this regard are King Lear and Tom O'Bedlam or "Poor Tom". There are vivid descriptions of wandering, severely mentally ill persons in the personage of Tom O'Bedlam and disturbed raving madness in late life exemplified by Lear. The Duke of Gloucester banishes his son and heir, Edgar, at the plotting of Edmund, his scheming and greedy bastard son. Edgar now assumes the mantle of a wandering madman - Tom O'Bedlam - to hide his true self. In the various discourses by Edgar, there is a clear description of the so-called Bedlamite beggars. They could be recognised from their odd mien, gestures and talk. Almost all the harmless psychotics were at large in the society, receiving alms and charity from the sympathetic community - which might be lacking at times, leading to starvation. In the play, it becomes loudly clear when Edgar painfully says:

The country gives me proof and precedent
Of Bedlam beggars who, with roaring voices
Strike in their numbed and mortified bare arms
Pins, wooden pricks, nails, sprigs of rosemary;
And with this horrible object, from low farms
Poor pelting villages, sheep-cotes and mills
Sometimes with lunatic bans, sometime with
prayers

Enforce their charity. (I. ii. 14)

Such horrible situation has further consequences that destroy the sanity of person. The vicious circle begins to engulf the mentality. Hearing imaginary voices is a ready characteristic of serious mental illness, well-known to the laity, Edgar utters:

The foul fiend haunts poor Tom in the voice of a nightingale.
Hoppedance cries in Tom's belly for two white herring
Croak not, black angel; I have no food for thee. (III.vi.30)

What haunts the poor spirit of Tom is a mystery as the causation of mental illness has remained a riddle from ancient times to the current day. Possession by spirits, either unholy or holy, is the favoured one of many attributed causes as the source of mental illness; poor Tom is no exception. Edgar feigns the role of seriously mentally disturbed schizophrenic at large. Thus he overdoes his part to impress the onlookers, a common stratagem put on by malingerers. It appears as if Shakespeare has foreseen the poor Toms walking the streets of London and New York after de-institutionalisation has come into vogue in present times. In the line of above psychological inquiry, the character of King Lear, the hero of the play, becomes more important and relevant to the present world. People, today, are suffering from several types of mental disorders ranging from simple day-to-day stress related disorders to complex acute Schizophrenia. King Lear's madness is a matter of serious discussion and research. Although it is difficult to locate at what point his madness begins. The abnormal behaviour, the extreme irritability, the exhibition of irrelevant

thoughts may be the signals of psychosis. When the Duke of Kent pleads mercy in Lear for Lear's youngest daughter Cordelia, he banishes them from his realm and explodes:

Peace, Kent!
Come not between the dragon and his wrath.
I loved her most and thought to set my rest
On her kind nursery.
Hence and avoid my sight! [*To Cordelia*] (I.i.120)

When Goneril, his eldest daughter, urges him to reduce his retinue of knights and attendants, Lear raves against her, "Degenerate bastard, I'll not trouble thee;" (I. iv. 251). He shows extreme hatred that can be noted in the malicious curses in the presence of the son-in-law seems to be very inappropriate behaviour to put it mildly. Lear expresses the foreshadowing of his total disintegration in many statements, "Does any here know me? This is not Lear:/Does Lear walk thus, speak thus? Where are his eyes?" (I.iv.214). The state of perplexity and fear of approaching insanity are common in persons ending up with serious mental disorder like dementia. Lear's frank madness is obvious to others and to himself. When Cordelia hears of his wanderings on the heath during the severe storm she exclaims it at beginning of scene iv of the act I. It is interesting to note that the flowers decorating King Lear have a particular medicinal value in treating insanity. In the rambling speeches of King Lear we could perceive his vivid visual hallucinations, punning and rhyming and the delusions of grandeur in many of his statements throughout the play. Lear misidentifies the Duke of Gloucester as his daughter Goneril with a white beard. When Cordelia meets Lear after his rescue from the heath he fails to recognise her:

CORD: Sir, do you know me?

LEAR: You are a spirit, I know; when did you die? (IV. Vii. 48)

Lear expresses his perplexity and confusion in his own words; his cognitive difficulties are easily discernible to him, "Am I in France?" on hearing this Kent answers: In your own kingdom, sir" (IV. Vii.75). Another instance of the psychotic behaviour of King Lear is seen in the mock trial of his daughters *in absentia*. The above discussion takes into account the madness of two most important characters. Madness in *King Lear* continues its spell over the psychiatrists of the 20th and 21st centuries. Andreasen (1) makes a diagnosis that "Lear's madness can be explained in part as the development of a psychotic disorganization precipitated by severe stress in an elderly man already showing some signs of senile organic brain disease." Therefore, in her interpretation, "Lear has a mild organic brain syndrome that develops under stress into a reactive psychosis." In his 1983 article, Kail(2) takes an interesting excursion into the history of psychiatry, as it relates to Shakespeare and also diagnoses in Lear "a case of progressive senile dementia" that is "accompanied by attacks of what could be described today as acute mania, as demonstrated by his faulty judgment, disorientation and irrational behavior." Colman(3) established for Lear a diagnosis of brief reactive psychosis with a background of organic mental disorder, perhaps of a vascular origin, exemplified by the King's visual hallucinations and an intimation of a stroke just before Lear's death. Trethowan thinks that Lear was actually depressed, a victim of "involutional melancholia". According to Truskinovsky (4) the case of Lear warrants the diagnosis of bipolar I disorder, most recent episode manic, severe with psychotic features. The manic episode was primary and the psychosis developed on its background, provoked by the increasing agitation and physical exertion. It may be possible that scientists and psychiatrists may take up different perspectives in attempting to understand or explain the underlying mechanisms that contribute to the development of a psychological disorder. As the mental health professionals often use the characters from literary work of art as convincing case studies as it consists of explicit assumptions regarding how best to study the disorder, its aetiology, and what kinds of therapies or treatments are most beneficial, teachers of literature can adopt this reverse standpoint to establish the relevance.

References

1. Andreasen N.J. *The artist as scientist. Psychiatric diagnosis in Shakespeare's tragedies. JAMA. 1976; 235:1868-72.*
2. Kail A.C. *The bard and the body. 2. Mental illness. Med J Aust. 1983;2:399-405.*
3. Colman EA. *Squibb academic lecture: Shakespeare and DSM-III. Aust N Z J Psychiatry. 1986;20:30-6.*
4. Truskinovsky A.M. *Literary psychiatric observation and diagnosis through the ages: King Lear revisited. South Med J. 2002;95:343-52.*
5. Bucknill, J. C *Psychology of Shakespeare. London: Longman, 1859.*

COVID-19 Pandemic Situation Play a Crucial Role for Changing Teaching and Learning Scenario Form Traditional To Modern Technique - Analytical Study

Dr. Sanjay Raosaheb Sawate

*Asso Prof & Head Dept. of Geography Kalikadevi Arts, Commerce and Science College, Shirur Kasar
Dist. Beed*

E-mail.- s.r.sawate@gmail.com

Abstract-

COVID-19 pandemic impact on education is very badly with other factor in the world. Before the pandemic we do our all activity regularly time to time and after the pandemic whole world is stopped. We think we come out from this situation in two or three months, but it stay more than two years. The impact of coronavirus is on health, economic, tourism, sports, cultural activities and all sector. Mainly I focus on education sector somehow is positive and somehow is negative impact. The COVID-19 has resulted in schools shut all across the planet. Globally, over 1.2 billion children are out of the classroom. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Research suggests that online learning has been shown to extend retention of data, and take less time, meaning the changes coronavirus have caused could be here to stay

Key-words - COVID-19, teaching, modern technique

Introduction

The COVID-19 pandemic in India may be a part of the worldwide pandemic of caused by severe acute respiratory syndrome coronavirus. As of 17 August 2021, consistent with official figures, India has the second-highest number of confirmed cases within the world (after the United States) with 32.2 million reported cases of COVID-19 infection and therefore the third-highest number of COVID-19 deaths (after the us and Brazil) at 432,079 death. The primary cases of COVID-19 in India were reported on 30 January 2020 in three towns of Kerala, among three Indian medical students who had returned from Wuhan, the epicenter of the pandemic. Lockdowns were announced in Kerala on 23 March, and within the remainder of the country on 25 March. By mid-May 2020, five cities accounted for around half all reported cases within the country: Mumbai, Delhi, Ahmedabad, Chennai and Thane. On 10 June, India's recoveries exceeded active cases for the primary time. Infection rates began to drop by September, alongside the amount of latest and active cases. Daily cases peaked mid-September with over 90,000 cases reported per-day, dropping to below 15,000 in January 2021. On 16 March 2020, the union government ordered the closure of faculties and colleges. On 18 March, Central Board of education released revised guidelines for examination centers incorporating social distancing measures. On 19 March, CBSE and JEE examinations for the Indian Institutes of Technology and other engineering college admissions were postponed. States across the country postponed or cancelled school and college examinations; younger students were either automatically promoted or promoted supported prior performance. The Union Public Service Commission also postponed the interview for the Civil Services Examination. Only a couple of educational institutions in India are ready to effectively adapt to e-learning and remote learning; the digital divide is further impacted by serious electricity issues and lack of internet connectivity. The COVID-19 has resulted in schools shut all across the planet. Globally, over 1.2 billion children are out of the classroom. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Research suggests that online learning has been shown to extend retention of data, and take less time, meaning the changes coronavirus have caused could be here to stay

What is Modern Teaching Technique?

The pedagogics which focuses more on teaching learning process the scholars, for improving their intellectual behavior by using various new and innovative ideas instead of making them recite the syllabus to clear the examination with an equivalent old style font. The new pedagogics which we called the fashionable pedagogics is more activity-based and centers the learner's mind which involves them entirely into the method of understanding. Within the modern pedagogics, curriculum teaching and planning are done keeping the learner because the primary goal. Through this manner, learners actively participate within the whole process to create their knowledge and sharpen their skills; this is often also termed as effective approach. On the opposite hand, the mentor or teacher only leads them and guides them to specialize in the objectives of the topic. This is often all done by engaging in activities and by adopting innovative modern teaching approach. New demand of the age or the necessity of the hour for college kids is to embrace the contemporary teaching methods which can also help in reducing the competition among the scholars, promote cooperation, and boost the health study environment. Over the years, there are visible changes in teaching style. Opposite to the memorization and standard recitation practice to show the

scholars, now with modern teaching methods, interactive methods of teaching are introduced, and its result are often seen. This is often an education reform which provides a completely different angle of teaching and learning because modern teaching methods don't treat all students at an equivalent level of their understanding ability, unlike the traditional method of teaching. Instead of the sole teacher based, modern teaching methods focus more on questioning, demonstration, explaining, practical, collaboration methods, and are more activity-based.

Why Introduce Modern Teaching Method

In recent years, the scope of data within the field of science and technology has dramatically increased, and human's ability to adapt to new knowledge in science and technology has also increased. So, there's an immense need for innovative and artistic minds to explore unknown and unrevealed areas of various fields. To cope up with the fashionable world and therefore the knowledge-driven era of technology, adopting modern ways are the sole means to survive. So, the scholars should be taught during a manner to tackle the 21st century, which is technology-driven time and which needs creative and innovative minds for the progress of people, society, and nation. The scholars should be introduced with modern teaching methods and are provided sufficient knowledge in order that they will create opportunities for themselves. Teachers still use a standard chalk-talk method within the Classroom to show students who can provide only basic knowledge of science and other subjects. Their approach can not be used as this is often outdated, is with limited scope, and has been failed both at the state and private level. If teachers teach with modern teaching methods rather than traditional impractical methods and present science lessons during a more proper scientific way, then many problems, including unemployment, are often overcome. All this will be achieved by providing a robust pillar to the essential education system and senior lyceum system. It requires a moment review of the curriculum, and it's the rationale why modern teaching methods are introduced.

Modern Teaching is that the Need of Hour

Education is that the need of the hour because it creates a literate society and within the process of teaching the society, motivation and directions are very crucial and teachers, guides and administrators are responsible to motivate learners. The speed of literacy are going to be leveled up by providing education to the foremost parts of society. However, with nonce changed to an extent, learners demand new techniques and methods to realize knowledge which specializes them not only in theoretical study but ensures them to supply practical knowledge, sharpen their skills, and make them educated to face any quite challenges. Modern teaching methods are the sole thanks to meet the wants of recent times.

Merits of recent pedagogics

1. Learner-centered
2. Task-Based or Activity-based
3. Resource-Based
4. Interactive in Nature
5. Integrative in Nature
6. Peer Collaboration

Difference between Traditional and Modern Teaching Methods

For centuries, there had only been one method of teaching in practice as an educator explains a lesson and students memorize and recite it as their learning. this is often called the normal way of teaching, which was an obstacle between students and their innovative thinking. Then they continue lacking in deciding and problem-solving skills. On the opposite hand, modern methods of teaching are student-based and dedicated to more practical approaches. Society is split into three groups supported teaching methods. One who still is in support of traditional methods of teaching. The second group is in favor of recent teaching methods. At an equivalent time, the third one favors both conventional and modern teaching methods. The third group believes within the combination of both the methods of teaching. A national growth depends on sound education and strengthened systems. Even in times, when there are many means available to supply education, we are still during a phase once we give more weightage to the normal method of teaching. Except for the simplest outcome, there's a requirement for a mixture of both conventional methods of teaching and modern teaching methods. People that believe that modern teaching methods are better to face criticism of individuals who support traditional methods of teaching. However, there must be a correct balance between the utilization of traditional and modern teaching methods. Both ways should be imparted into education. Teachers in all-remote environments reported higher student absenteeism and fewer student work completion than teachers in face-to-face classrooms. These online teachers also said that they needed more support and guidance in planning instruction than their colleagues who were teaching in-person. Using an instrumental variables approach, we discover that taking a course online, rather than in-person, reduces student success and progress in college. Grades are lower both for the course taken online and in future courses. Students are less likely to stay enrolled at the university.

What Are the Disadvantages of Online Learning

1. Inability to Focus On Screens
2. Technology Issues
3. Sense of Isolation

4. Behavioral Changes 5. Physical problems are Increased 6. Psychology disturbed

Conclusion –

Change is the law of nature but drastic change is not accessible for mankind. Modern teaching technique is used into teaching learning process is the need of time. If you do not apply new technique in your teaching classes that means you fare away from the world. Online teaching is important but not essential it's my view because of that the student is in front of you but not available in the classroom.

References

1. <https://eduvoice.in/modern-teaching-methods/#0-what-is-modern-teaching->
2. https://en.wikipedia.org/wiki/COVID-19_pandemic_in_India#Education
3. <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>
4. <https://www.google.com/search/effect-of-online-teaching-on-education>
5. <https://www.google.com/search?q=limitations+of+online+learning&ei>

Pradan Mantri Gram Sadak Yojana and Rural Development: In Badadal GP of Karnatka Dr.Laxmiputra

Dept Of PG Studies And Research In Economics,Sahyadri Arts College Shivamogga, Karnataka

Introduction

Pradhan Mantri Grama Sadak Yajana (PMGSY) was launched on 25TH December 2000 with the objective of providing all weather roads (with necessary culverts and cross drainage structures which is operable throughout the year) to the eligible unconnected habitations in the rural areas. The programme envisages connecting all habitations having populations of 500 persons and above (as per 2001 census) in plain areas and in respect of hilly states (North- East, Sikkim, Himachal Pradesh, Jammu and Kashmir and Uttarakhand), desert areas (as identified in the desert development programme). The tribal (Schedule V) areas in the selected tribal and backward districts under Integrated Action Plan (IAP) as identified by Ministry of Home Affairs/ Planning Commission having population of 250 persons and above (as per 2001 census). In addition, it also has an element of upgradation though it is not central to the programme.

Objectives

The main objectives of the present study are as follows:

To know the performance of PMGSY in the study area.

To study the development of infrastructure facilities from PMGSY in the study area.

Hypotheses In order to achieve the above objectives, the present study has set for the following hypotheses they are; PMGSY increases the standard of living of beneficiaries in the study area.

This is declining the poverty in the study area after implementation of PMGSY.

Scope and Limitations The present study has been geographically to Badodal in Kalburagi District.

The results only applicable to the study area.

The data gathered through questionnaire is assumed to be factual.

Methodology The present study has been partially descriptive and partially analytical in nature. Methodology of the study is stated in four subheads as follows:

1.5.1. Area of Study The present study geographically is restricted to Badadal of Kalburagi district. Data collected primary and secondary data

Review of Literature The past literature actually helps to adopt, modify and improve the conceptual framework of this project. In any work the review of literature helps to find out the past theories and established doctrines going through the related literature gives an idea of basic concepts, theories and findings.

Kuhn and Theresa(2012) Europa Ante Portas: Border Residence, Translational Interaction and Euroscepticism in Germany and France, European Union Politics that border residents are less to be Euro sceptic. First, it enhances measurements by using a ,more exact distinction between border border and core districts.

Pandey (2011) observed in his study that many experts have estimated that a substantial portion of the funds allocated for various schemes does not reach the targeted beneficiaries. The guess of Shri Rajiv Gandhi may still be true that only 15 paise reached the poor out of every rupee spent by the government for them.

Reddy et al. (2011) observed that Member of Parliament Local Area Development Scheme (MPLADS) allows the legislators (MPs) chance to done the role of executive by choosing and allocating development works.

Cooper and Perkins (2012) in their study developed on institutional understanding of borders. Drawing on constitutive constructivism and theories of practical communication they argued hat bordering as a process is a from of sorting through the imposition of status- functions on people and things, which alters the perception of that thing by setting it within a web of normative claims teleologies and assumptions.

Current Plans for Rural Connectivity : PMGSY

The main current plant in rural connectivity are as follows:

PMGSY Programme Goals Rural road connectivity is a key component of rural development by promoting access to economic and social services and thereby generating increased agricultural incomes and productivity employment opportunities. It is also a key ingredient in ensuing poverty reduction. It was against this background of poor connectivity that the prime Minister announced in 2000, a massive rural roads programme (Pradhan Mantri Grama Sadk Yojana (PMGDY) set a target of achieving all weather road access to every village/ habitations with a population greater than 1000 by 2003.

Noteworthy Features of the PMGSY The Ministry of Rural Development (MoRD) has been entrusted with the task of organizing the programme. Some of the noteworthy features of the programme are:

1. Full central funding with 50 per cent of the cess on high speed diesel being earmarked for this programme.
2. Preparation of master plans and core net for rural roads for all the districts and blocks, identifying the unconnected habitations and proposing the most cost effective routes for the purpose.
3. A central on line web based financial and project monitoring system.

Rural roads Rural roads cover the categories earlier known as “Other District Roads (ORDs)”, village roads (VRs). Other District roads are roads serving rural areas of production and providing them with outlet to market centres, block, taluka/ tehsil head quarters or main roads. Village roads are roads connecting villages and group of villages with each other or the market centres and with the nearest road of higher category.

All weather roads An all weather road is one which is negotiable during all weathers, with some permitted interruptions. Essentially, this means that at cross drainage structures, the duration of overflow or interrupting at one stretch shall not exceed of road in plain terrain.

Fair weather roads Fair weather roads are those not satisfying the minimum requirements specified for all weather roads. These roads could be taken to be in a stage of development to be upgraded to all weather type.

Unpaved and paved roads Unpaved or unsealed roads vary from ‘clay’ roads which can only serve dry season light traffic to heavy duty crushed rock industrial roads which can serve heavy traffic. Typically, such road are used for providing rural access, carrying an average of 20 to 100 vehicles per day. The base course of such roads in mode form local materials eg., natural gravels and generally using well tried traditional methods of construction.

Village/ Habitation The unit for this programme is a habitation and not a revenue village or panchayat. A habitation is a cluster of dwellings, is an area, the location of which does not change over time. Desam, Dhani, Tolas, Majras, Hamelts etc., are commonly used terminologies to describe the habitations. This permissible maximum distance has been kept at 500 m for the plain areas and 1.5 km of path distance in case of hills for the PMGSY. The population size of the habitation shall be based on the population as record in census 2001. The district rural plans and core network shall be drawn up / revised on this basis.

PMGSY

The Pradhan Mantri Gram Sadak Yojana (PMGSY) launched by the government.

According to latest figures mode available by the state government under a survey to identify core network as part of the PMGSY programme. About 1.67 lakh unconnected habitations are eligible for coverage under the programme. This involves construction of about 3.71 lakh km of roads for new connectivity and 3.68 lakh km under upgradarion.

Details of habitations coverage during 2019-20

States	Target Length	Completed Length	Target Habitations	Connected Habitations
Andhra Pradesh	1350.00	650.33	150	34
Arunachal Pradesh	650.00	1352.87	40	1
Assam	750.00	834.64	500	204
Bihar	6540.00	5303.62	3920	3126
Chattisgarh	2750.00	839.74	750	204
Goa	0.00	0.00	0	0
Gujaraty	400.00	115.93	26	9
Haryana	50.00	59.37	0	0
Himachal Pradesh	500.00	1219.78	120	54
Jammu and Kashmir	1050.00	1670.47	120	69
Jharkhand	3000.00	2522.72	1950	692
Karnataka	800.00	731.38	0	5
Karala	430.00	264.72	19	7
Madhya Pradesh	6200.00	4340.11	2450	21
Maharashtra	1900.00	1159.17	100	6
Manipur	790.00	1408.70	40	21
Meghalaya	400.00	296.46	45	18
Mizoram	200.00	132.12	5	0
Nagaland	150.00	391.50	0	0

Odisha	6200.00	4673.18	2050	1048
Punjab	450.00	524.05	0	0
Rajasthan	3000.00	1692.01	1100	167
Sikkim	150.00	214.45	20	3
Tamil Nadu	800.00	764.93	10	8
Tripura	400.00	361.97	60	7
Uttar Pradesh	3900.00	2922.49	150	207
Uttarakhand	1000.00	1735.83	225	55
West Bengal	4100.00	2117.35	1050	883
Telangana	900.00	383.17	100	3
Total	48812.00	38682.00	15000	7702

It can be observed from the table that habitations coverage for the year 2019-20. Different states in the country: In the state of Karnataka was found that 800.00 target length in the year 2019-20 of which 761.88 road length was completed and target habitations 0 and connected habitations was 5 during the same period. Having presented the background, scope and relevance of the study with a fairly exhausted review of studies in the present chapter, efforts are made to provide conceptualization PMGSY an overview in the ensuing chapter.

Information about PMGSY

Details about information about PMGSY in the study area is presented in Table

Table.1
Information about PMGSY

Response	No. of Respondents	Percentage
(01)	(02)	(03)
Yes	40	100.00
No	00	00
Total	40	100.00

Source: Data gathered through Primary Investigation, April 2019

The data presented in Table 1 provides information about the information about PMGSY. Out of 40 respondents interviewed, all the respondents are known about PMGSY in the study area.

Employment opportunities provided by PMGSY

Details about employment opportunities provided by PMGSY is provided in the Table.

Table.2
Employment Opportunities Provided by PMGSY

Employment opportunities	No. of Respondents	Percentage
Transportation	01	02.50
Electricity	04	10.00
Water supply	14	35.00
Drainage	21	52.50
Total	40	100.00

Source: Data gathered through primary Investigation, April 2019

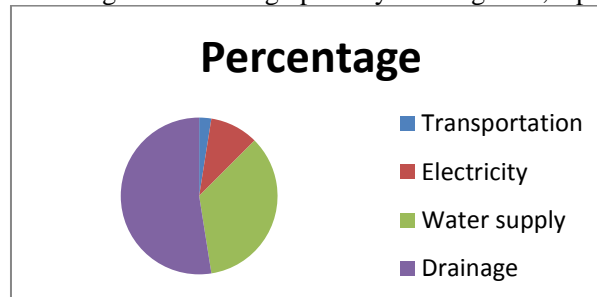


FIG. 2. Employment Opportunities Provided by PMGSY

The data presented in Table 2 provides information about employment opportunities provided by PMGSY. Out of 40 respondents interviewed, 2.5 per cent of the respondents get employment in Electricity, 35 per cent of the respondents get employment in Water supply, 52.5 per cent of the respondents get employment in Drainage. It is found that majority of the respondents get employment in Drainage in the study area. In the study area majority of the respondents opined that almost all the people that they are residing in the village get lot employment opportunities from PMGSY in different fields.

Standard of Living of the Respondents

The information regarding the standard of living of the respondents is given in Table.

Table.3

Standard of Living of the Respondents

Standard of Living	No. of Respondents	Percentage
Good	27	67.50
Not good	00	00
Satisfied	13	32.50
Unsatisfied	00	00
Total	40	100.00

Source: Data gathered through Primary Investigation, April 2019

Standard of living of the respondents is given in Table 3. Out of the 40 respondents interviewed, 67.5 per cent of the respondents standard of living is good and the remaining 32.5 per cent of the respondents standard of living is satisfied in the study area. None of the respondents opined their standard of living is not good and unsatisfied in the study area. From the field survey it is noticed that, majority of the respondents 67.5 per cent of the respondents standard of living is good.

Reduction of poverty from the Implementation of PMGSY

Information about reduction of poverty from the implementation of PMGSY in the study area is presented in Table.

Table.5

Reduction of Poverty from the Implementation of PMGSY

Response	No. of Respondents	Percentage
Yes	40	100.00
No	00	00
Total	40	100.00

Source: Data gathered through primary Investigation, April 2019

The data presented in Table.5 provides information about reduction of poverty from the implementation of PMGSY. Out of 40 respondents interviewed, all the respondents opined yes, there is a reduction of poverty from the implementation of PMGSY in the study area.

Satisfaction from the Implementation of PMGSY

Information about respondent's satisfaction from the implementation of PMGSY in the study area is presented in Table.

Table.6

Satisfaction from the Implementation of PMGSY

Response	No. of Respondents	Percentage
Yes	40	100.00
No	00	00
Total	40	100.00

Source: Data gathered through Primary Investigation, April 2019

The statistical data presented in the above Table.6 provides information about satisfaction from the implementation of PMGSY. Out of 40 respondents interviewed, all the respondents opined yes, there is a satisfaction from the implementation of PMGSY in the study area.

Respondents opinion about PMGSY

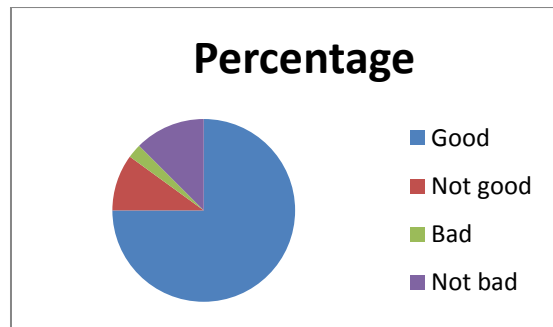
Information regarding the respondents opinion about PMGSY in the study area is given in Table.

Table .9

Respondents opinion about PMGSY

Opinion	No. of Respondents	Percentage
Good	30	75.00
Not good	04	10.00
Bad	01	02.50
Not bad	05	12.50
Total	40	100.0

Source: Data gathered through Primary Investigation, April 2019



Findings, Suggestions and Conclusion

Having analyzed the data presented research responded in the previous chapter, the previous chapter proceeds to present the major findings and also provide few suggestions. For the betterment based on the interaction with the responded and problem identified in the study.

At the end certain broad for further research are suggested and a formal conclusion is arrive at.

Findings

Following are the findings of the study:

1. PMGSY provide more employment opportunities to the people
2. PMGSY increases the standard of living of the people in the study area.
3. The PMGSY alleviate poverty in rural area.
4. This programme improves the infrastructure facilities in the study area.
5. PMGSY improves road connectivity.
6. PMGSY developing drainage, electricity in the study area.
7. PMGSY leads rural development.
8. PMGSY units provide security to their employess.

Suggestions

1. There is a need to involvement female in the process of rural development of the study area.
2. There is essential to implement transportation facility in the study area.
3. There is essential need to enhance the participations of the PMGSY in the study area.
4. There is essential to implement water supply, electricity, drainage facilities in the study area.
5. There is essential need to provide Grama Panchayat programmes of the beneficiaries to the respondents.
6. There is need to involvement in the process of rural development of the study area.

Conclusion

PMGSY of the government of India has performed well by improving the living standard of rural poor. The villagers are very happy, as the connectivity provided under the PMGSY has been able to improve their income and standard of living. They were so satisfied with the programme that they do not want just roads but wanted PMGSY roads. India is emerging country in the world. Majority of the people contraction in rural areas. Since independence both central and state government has been implemented village rural development programme, in the participation of people in the rural area. As per the analysis is concerned the Grama Panchayat in Anaveri village provides opportunities to people participation in the process of rural development . Hence, there is need to strengthening the Grama Panchayat in the area by providing Gather Fromea the center and state alternate employment apart from agriculture which is to be promoted. Further, credit and is gather is the alternate to almost be alive rural development infrastructure should be give a encourage in the rural sector to take in some sustainable livelihood and improve their standard of living. Hence, the rural development issue like pollution through fishing should be addressed and organic forming should be promoted to the rural area.

References

1. Basavaraja Hallur Kolakeri , PDO, Edition 2011,
2. Hill Road Manual IRC: SP : 48-1998, Indian Road Congress (IRC) Publications, 1998.
3. Mukherjee,Dhurjati, "Rural Road Faster Connectivity for Growth" Kurukshetra, Vol. 20, October 2012, Page No.25.27.
4. Pradhan Mantri Gram Sadak Yojana – Project Detail (April 2012) MPRRDA.
5. Rural Road Manual IRC : SP : 20-2002, IndianRoad Congress (IRC) Publications, 2002.

Importance of Languages in Education Bhosale Gahininath Shivaji¹ Dr. T. M. Pawar²

¹ Research Student, Dept of English, Dr. Babasaheb Ambedkar Marathwada University Aurangabad

² Research Guide & Head, Dept of English, Adarsh Mahavidyalay Omerga, Dist. Osmanabad.

Abstract:

It is only mankind that uses a various sounds and phonemes such as 44 sounds in English and 52 alphabets in Marathi, 36 consonants and 16 vowels (in English there are 5 vowels and other consonants). The flora and fauna are full of sounds but they cannot be treated as languages. In modern English there are 8 Dip thongs, three nasals and others like fricatives etc. Language is inevitable in human life. There are three types in languages such as slang, colloquial and written language. The dialects, differs in every continent, in every country, in every state and in even every region. The history of language and the development of education are important in the survival of mankind.

Key Words: Languages, education, the dialects, the sounds and phonemes.

There is a lot of language in nature, the element air, water, earth, fire have their own sounds. Even the birds, the trees, the insects and animals (on earth and in sea) make certain sounds, the moods of Dogs and Cats can be understood by the variations and the tone of their sounds. Even the largest animal like Elephant and the Whales make sounds. The pitter-patter of the leaves, the chirping of the birds, the roaring of Tigers and Lions, braying of Donkeys and the sounds and responses of birds and animals make the world full of sounds But these sounds cannot be treated as languages. The origins of language are in the sounds uttered in emotion like fear, anger, challenges, defeats and love, but they are different. A Great anthropologist Claude Levi-Strauss studied the remote islands and the back word and aboriginal people. He concluded that though there are some variations, the basic tones of man or woman is the same in sorrow, in joy, in anger and in fear are the same. Another anthropologist J. G. Fraser in his *Golden Bough* studied the rites and rituals all over the world. The imitation, marriage and the funeral rites were deeply studied. Arnold Van Gennep tried to find the differences, (the similarities and the contrasts) of the people, their ways of life and their use of language in a comparative classification. Similarly, in education one comes across the teacher disciple tradition such as Socrates... Plato... Aristotle in Greek tradition whereas in India, there is Veda Vyasa, Yajnavalkya, Vasishtha, Vishvamitra and other Rishi muni who in Gurukula Ashram tradition taught the student regarding equality, social life, honour of labour and the ways of living in family as well as in the society. The development of language is related to the passage of time and the progress of the people. A scholar named P. V. Gune, the Greatest philologist proved that Sanskrit is the mother all languages in the world. In India, due to, some unmentionable mal-practices, the education suffers a lot, at the time of appointment, the facilities and promotion, the qualities are neglected. The educationalist is the true saviours of languages as well as education when Dr. Trigun Sen decided to change the three-language formula the then low minister: M. C. Chhagla resigned the post. He said 'Any change in policy can spoil one generation but a thoughtless change in education spoils many future generations'. It is general that the mother teaches the mother language then, it is continued in primary school. Other languages the national language Hindi, international language English is started in the 5th class (in the middle school). Hindi helps a person to work anywhere in India but English is a link language, a communicative language, remedial language and has for her "Sky is the limit". Regarding the education Tagore thought of nature and started Shantiniketan, Aurobindo's desire was (like Dr. Radhakrishnan) to spread Indian philosophy all over the world. Bharat Ratna recipients rank seventh: Dr. P. V. Kane composed five volumes of History of Dharmasastra new pora in English

. It is shocking that in distant education in IGNOU and YCMO UNIVERSITY Nashik, there are papers of phonetics. It is in fact a waste of time to learn the dialect of *Queens English*. The language is for understanding rather than for utterance. Such odd aspects are to be corrected. In India there are many languages and impact of mother language is certain. Consequently English of Bengali people, Maharashtra people and the people of Kerala are different. In the end, the government must think of the medium of instruction, the Doon schools, the public schools and English medium schools use English as the medium when overdose of English is harmful to the study of mathematics and science. The present paper in brief points out the interrelationships of language and education and tries to highlight many qualities as well as a few lacunas in the study of language and its impact on student as wise (or other words): A lot of changes might be possible in the new pattern of 2020

References:

1. Navajata, Sri Aurobindo, 1972.
2. Dr. Radhakrishnan Commission, 1948-49.
3. Dr. Zakir Husain Commission, Wardha 1937, 2011.
4. Dr. Mudaliar (A. L. S) Commission, 1952, 53
5. Dr. Kothari (D. S) Commission, 1964, Pattern: 10+2+3, the latest education reforms are from 2020.
6. Baugh, A. C and Cable, T. 1994 (4th ed.), A History of English Language.
7. Mukherji, Probhat Kumar, Life of Tagore, 1977.
8. Fraser, J. G, The Golden Bough, 1890.
9. Van Gennep, Arnold, Rites of Passage, 1961.
10. Gune, P. D, Comparative Philology, 1962.
11. P. V, Dr. Kane, History of Dharmashtra, 1952.

Essential Element of Life Skills in the Day To Day Life in the Present Education

Mr. Gaikwad Deepak Devendra

Assistant Professor: MBA (Marketing) Rajarshi Shahu Institute of Management, Aurangabad.

E-mail: gaikwaddeepak111@rediffmail.com

Abstract:

Self awareness is important because when we have a better understanding of ourselves, we are able to experience ourselves as unique and separate individuals. We are then empowered to make changes and to build on our areas of strength as well as identify areas where we would like to make improvement. Using established tools and techniques will help you improve your approach to solving the problems that your team and your organization face. You'll be more successful at solving problems and, because of this, more successful at what you do. What's more, you'll begin to build a reputation as someone who can handle tough situations, in a wise and positive way. Good decision-making is an essential life skill most people acquire through trial and error. Few have had the benefit of formal training in decision making or are aware of decision science. Decision Skills utilize the tools of decision science to help us make better decisions, in part through recognizing and overcoming decision traps people commonly make. Decision making plays a vital role in the life of students. It diverts the students from falling into the trap that manages the students and saves their career life. It promotes self-determination on how to make good decisions and choices.

Keyword: *Self-Awareness Skills, Problem-Solving Skills, Decision-Making Skills,*

Introduction:

Life skills include psychosocial competencies and interpersonal skills that help people make conversant 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. Life skills that enable individuals to take adaptive and positive behavior that makes them able to deal with the events and challenges of everyday life and to participate in the modern world full of new challenges and handle everything from interactions with others to identifying and processing emotions. Life skills are also defined as the set of personal skills and social features that the individual needs in order to interact confidently and efficiently with themselves or with other people and with the local community and in order to have a high ability to make important decisions in his life, solve problems at all levels of personal, social, sexual and self-development, in order to deal with others positively, and avoid falling into crises, and overcome them when they occur. Life skills can be defined by several definitions, including.

Self-Awareness Skills: Developing intuitive decision-making skills and Leaders with well-developed emotional self-awareness are more effective intuitive decision makers. In complex situations, intuitive decision makers process large amounts of sometimes unstructured and ambiguous data and they choose a course of action based on a "gut feeling" or a "sense" of what's best. This type of decision making is becoming more important for managers as the rate of change and the levels of uncertainty and complexity in their competitive environments increase. Managers who are highly emotionally self-aware are better able to read their "gut feelings" and use them to guide decisions.

Stress: Jobs that don't suit your personality tend to give you more stress than jobs that are more compatible. This is not to say that you should never take a job that conflicts with your personality. However, be aware that you will need to work extra hard to develop the skills for that job, and there are jobs that would be less stressful for you.

Motivation: It's very difficult to cope with poor results when you don't understand what causes them. Self-awareness is empowering because it can reveal where the performance problems are and indicate what can be done to improve performance. In addition, awareness of your psychological needs can increase your motivation by helping you understand and seek out the rewards that you really desire such as a sense of accomplishment, additional responsibility, an opportunity to help others, or a flexible work schedule.

Leadership: when we understand "what make us tick"--what gets us excited, why we behave the way we do, etc. we also have insight into what makes others tick. To the extent that other people are like you, knowing how to motivate yourself is tantamount to knowing how to motivate others.

2. Problem-Solving Skills: In order to be effective at problem solving you are likely to need some other key skills, which include:

Creativity: Problems are usually solved either intuitively or systematically. Intuition is used when no new knowledge is needed - you know enough to be able to make a quick decision and solve the problem. More complex problems or problems that you have not experienced before will likely require a more systematic and logical approach to solve, and for these you will need to use creative thinking.

Team working: Many problems is best defined and solved with the input of other people. Team working may sound like a 'work thing' but it is just as important at home and school as well as in the workplace.

Risk Management: Solving a problem involves a certain amount of risk - this risk needs to be weighed up against not solving the problem. You may find our Risk Management useful.

Decision-Making Skills: In the wider process of problem-solving, decision-making involves choosing between possible solutions to a problem. Decisions can be made through either an intuitive or reasoned process, or a combination of the two.

Intuition:

Intuition is using your 'gut feeling' about possible courses of action. Although people talk about it as if it was a magical 'sense', intuition is actually a combination of past experience and your personal values. It is worth taking your intuition into account, because it reflects your learning about life. It is, however, not always based on reality, only your perceptions, many of which may have started in childhood and may not be very mature as a result.

Reasoning:

Reasoning is using the facts and figures in front of you to make decisions. Reasoning has its roots in the here-and-now, and in facts. It can, however, ignore emotional aspects to the decision, and in particular, issues from the past that may affect the way that the decision is implemented.

Conclusion:

In order to learn, preach and provide additional information to their knowledge. Science and technology, which widens the gap between parents and children, especially with regard to learning and transferring experience to them, and achieving the maximum benefit. It is necessary for parents to experience the pressures faced by children and young people. They should not put additional pressure on them and not be surprised by their behaviors that may not coincide with their values, but rather they must understand the technical development and the modern time in which they live and coexist. They should understand the pressures and challenges the children are going through, and seek to find common solutions.

References:

1. www.wright.edu
2. www.scientificworldinfo.com
3. www.skillsyouneed.com
4. www.mindtools.com
5. www.skillsyouneed.com
6. www.google.com

Impact of Globalisation on Women's Education

Mrs. Vrushali Manohar Londhe
Milind College of Arts, Aurangabad

Abstract :

Globalization is not a synonym of Global business, but it is more than that. Globalization poses variety of complex trends in the economic, social and cultural fabrics of all societies. We live in an intensely interdependent world in which all immense differences of culture and historical experiences are compressed together in instant communication. Globalization has many positive and negative effects on national economics world wide such as poverty eradication, availability, technology, foreign investment, terrorism, job, price instability, and currency fluctuation. One fundamental effect of globalization is enhanced demand for education, wellbeing and provide more job opportunities to citizens especially women's. After the emergence of globalization women have been able to find more job positions and career prospects.

Keywords: *Globalization, Gender Equality, Women's Education, India*

Introduction:

Women's have been recognized as a vital force in economic development of any nation. However, it is imperative to mention that traditionally their lives were confined to the four walls of the house. They were mainly engaged in household chores, bearing and rearing of children and were treated on different footings. Their existence was deeply influenced by the prevailing patriarchy system which often results into deprivation of their basic rights as enjoyed by their male counterparts including their rights to education. The advent of various legislations, social reforms and women's movement worldwide, there was a major shift into the socio-culture set up and women's entitlement to education begun to be recognized as pivotal for Nations 'economic development'. On the other hand history has revealed that in India there was a scenario of women's education. Women's were denied their basic right to education and search bias was deeply rooted in prevailing socio-culture set up where females were treated inferior to men. The backdrop of various social reforms movements, women movements, Christian missionaries and new economic reforms of 1991 popularly called as LPG concept (Liberation, Privatization and Globalization), women's education in India witnessed a drastic change. Women's education and economic development is very important for our nation India.

Causes Of Gender Inequality In Indian Education System

According to the United Nations Children's Fund (UNICEF), poverty and local cultural practices play a big role in gender inequality in education throughout India. Another obstacle to education is a lack of sanitation in schools across the country. In many schools, there aren't separate toilet facilities for girls who menstruate. Separated toilet facilities are important once girls reach puberty. Without privacy and the facilities they need to manage menstruation, many girls choose to leave schooling altogether. AC Nielsen and the NGO Plan India carried out a study that showed that 23% of girls in India leave school once they hit puberty and the girls who continue their education miss as many as 50 school days each year as a result of menstruation.

Impact of education on poverty and health

Education is a key factor in helping to prevent adolescent pregnancy. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) has found that girls with a higher level of education are less likely to fall pregnant under the age of 17. UNESCO also stated that for each additional year of education a girl completes, the chances of adolescent pregnancy is lowered by 10%. Not falling pregnant allows girls to continue their education or join the workforce, giving them access to better work opportunities. This has the potential to benefit the economy, according to the World Economic Forum, which has linked access to quality education for girls to increased economic and agricultural growth as well as increased employment opportunities, increased access to birth control also has the potential to reduce mortality rates in India's female population. Among 15 to 19 year olds, complications arising from pregnancy and childbirth is the second most common cause of death. Research shows that providing girls with quality education decreases infant mortality rates. The importance of keeping girls in school for longer is not only fundamental to achieving broader equality between genders, but also improve on the well-being of the broader community too.

Working towards gender equality in India

Savitribai Jyotiba Phule was a prominent Indian social reformer, educationist and poet who played an instrumental role in women's education and empowerment during the nineteenth century. Savitribai is credited for founding the first girl's school in Pune in Bhide Wada with her husband Jyotirao Phule. She took great effort towards educating and emancipating child widows, campaigned against child marriage,

sati pratha and advocated for widow remarriage. She is considered as an icon of Dalit caste along with Dr. B. R. Ambedkar and Annabhau Sathe. She campaigned against untouchability and worked actively in abolishing caste and gender based discrimination. The United Nations recognizes the need to address the challenges to gender equality in India as well as globally. It has laid out both access to quality education and gender equality in its list of 17 United Nations Sustainable Development Goals (UN SDGs). Combining women's empowerment and teaching initiatives to provide girls with quality education also adds to better health, well-being and access to work opportunities in the future. This helps to alleviate economic strain on lower-income households, as households have higher incomes when women's earn more. Women's participate more actively in the workforce also contributes towards improving the broader economic growth of a country. Higher employment rates mean that more people have the opportunity to earn an income, which will add to a decrease in poverty rates. So, providing girls with the same level of education as boys can have a meaningful impact in the world.

Women's Education Status:

Globalization rising the rates of return for education for women's are higher than men. There are two main factors for the increased participation of women in labour markets: the spread of feminist ideas and values, and the increased demand for low-cost, semi skilled labour in developing countries electronics manufacturing and industries [1]. Due to trade liberalization, there is an increasing demand for labour-intensive manufactured goods, such as textiles, apparel, electronics, and food processing. Because of their low wages relative to men, women are an attractive source of labour for firms [2]. Fontana and colleagues state "Both neo-liberalization and neo-conservatism seek to create opportunities for citizens, they use slightly different means and their impact on education may hamper creating positive outcomes for citizens" [3]. Further more, these schools prefer to develop the global market, i.e. they encourage nations to produce a multitude of commodities that are available in their local markets. In other words, different countries will produce diverse goods where there is no self sufficient country. Therefore, the larger market will be able to return more income and job opportunities to developed and developing countries, and also the cross-border market encourages companies to invest in diverse markets to produce more economic goods. Consequently, we witness that in many developing countries, females are allowed to acquire higher education and do jobs in their specialized fields. Most of the approximately 6 million children not in school in India are girls. A study conducted between 2002 and 2013, by the Indian arm of the international organization, Young Lives, showed that approximately 10% more boys completed secondary-school education when compared to girls inequality between genders is more pronounced among lower-income families. In 2011, the disparity in access to education between genders was most visible in India's childhood literacy rates – 82% of boys were literate while only 65% of girls could read and write. Govt of India has formed a National Executive Committee to promote "*Beti Bachao, Beti Padhao*" (BBBP) across the country. The committee is organizing a number of programs to promote "*Save Girl Child*" and "*to Educate Girl Child*" along with "*Sukanya Samridhi yogena*" (Girl Child Prosperity Account) is a Government of India backed saving scheme targeted at the parents of girl children. The scheme encourages parents to build a fund for the future education and marriage expenses for their female child (4). This scheme was launched by Prime Minister Narendra Modi on 22 January 2015. (5)The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between the age of 6 to 18 years in India under Article 21A of the Indian Constitution[5]. Government of India providing scholarships for education in schools, higher education, hostels and universities for girls, backward classes, below poverty lines, minorities, etc. Statistics show that around 10% more girls were enrolled in secondary school in India by 2019 when compared to 2011. While this is a significant increase, there's still a long way to go in ensuring that girls have the same access to quality education as boys. All these actions are helpful to raising the rate of return to women's education in India According to Kawach and Wamala trade liberalization volume increased female employment which results in following [6]: a) Increased participation of women in paid employment, and therefore decreased gender gaps in labour force participation as well as improved opportunities for women's economic, social and political participation. b) Decreased unemployment rates for women and therefore a reduced gender gap in unemployment. C) Higher wages for female workers and therefore a decreased gender gap in earned income.[7] Pan-Pacific Women's Networks: These networks became effective advocates of women's political equality, as did networks within countries with many regions. As an example, by the end of the nineteenth century, women's in India were forming their own organizations. The first all-India organization, the Women's Indian Association, was established in 1917 and by 1918 was

holding gatherings all over India in support of women's franchise.

Conclusion:

One of the main effects of globalization is helping developing countries to recognize and utilize their resources efficiently. Majority of their populations used to be uneducated or low-educated with no access to standard transport infrastructure, but these countries succeed to establish and develop higher education also a high percentage of the young population continue their education in developed countries that it has become advantageous to achieve a certificate their careers and connection between developing and developed countries is a fundamental reason to establish globalization. This paper discussed economic globalization and trade liberalization and its relationship to increased payoff for women's education. The economic growth from trade liberalization results in an improvement to women's well-being. The role of women in globalization in India has been changing these days. The rise of NGOs in the 21st century, various organizations have been founded and created to defend the rights of women's around the world. No doubt, globalization offers women's great opportunities but equally new and unique challenges. Government of India working on women's empowerment, education and rights. Globalization is a never ending process and developing country like India is utilizing this immensely to improve their national standard through their education system.

Worked cite:

1. Ramirez, F, Salsal, Y., & Shanahan, S., "The Changing Logic of Political Citizenship: Cross National Acquisition of Women's Suffrage Rights 1890 to 1990," *American Sociological Review*, vol. 62, pp. 735-745, 1997
2. Elson, D., & Pearson, R., "The subordination of women and the institutionalization of factory production," in Young, C., & McCullagh, C. (Eds.), *Marriage and the Market: Women's Subordination in International Perspective*, pp. 59-80, Routledge, London, 1981.
3. Fontana, M., Joeke, S., & Masika, R., *Global trade pansion and liberalization: gender issues and impacts*, Report No. 42, the Department for International Development, Brighton, UK, Institute of Development Studies, 1998.
4. "small savings: girl, uninterrupted". *The financial express (India)*30 March 2015. Retrieved 2 July 2015.
- 5) "Provision of the Constitution of Indian having bearing on Education" Department of Higher Education. Archived from the original on 1 February 2010. Retrieved 1 April 2010.
5. Kawachi, I., & Wamala, S., *Globalization and Health*, Oxford University Press Inc., 2007.
6. *The-Crankshaft Publishing*, "Women and politics, "2011, retrievedfrom[http://what-when-how.com/social-science/women's -and- politics- social sciences/](http://what-when-how.com/social-science/women's-and-politics-social-sciences/)
7. *Globalisation, Liberalisation, Privatisation, and Indian Polity: Education*, Ramesh Chandra. <http://books.google.co.in/books>.
- 9) "The challenge to quality of education in the age of Globalization" by Prof. Anil Sadgopal, June 2000.

Formal Education A Rural Urban Divide with Streams; A Case Study of High Secondary Schools in Goa

Dr. C. P. Hiremath

Asso Prof Department Of Geography Dpm's Shree Mallikarjun And Cmd College, Canacona- Goa
cphiremath20@gmail.com

Abstract

The pattern of existing 10+2 education determines the learned people in the stream of arts, science, commerce and vocational courses through the formalized education. The process moves through the institutions to make students self-reliant in the process of development of a region. The study area displays inequalities in the selection of area/stream of interest in the field of arts, science, commerce and vocational courses itself. In spite of good indicators in human development indices. Nearly 1/3rd of the talukas displays contrast scene than the rest. Nearly half of the of the talukas does not have even half of the average expected number of student's enrollment in each stream/area. The invisible, semi substantiated difficulties among the student of higher secondary level of interior talukas are silently pushing themselves towards simple, easy, and familiar streams to pick rather than new, innovative courses thereafter. A usual scene one could come across while interacting with the students and stakeholders. Though it looks like usual but it needs to be taken seriously in order to provide an equal opportunity and enable them to choose stream of their choice and study with confidence for the days ahead.

Key words; Streams, Higher secondary schools, Enrolment, Rural-urban divide.

Introduction

Education, till higher secondary stage is important to every individual to acquire the expected knowledge and to impart the needed foundation for the specialized higher education. The +2-stage ideal, to provide wider scope for the higher and specialized career choices of a person to shape. Goa after its liberation (1961) has registered progress in the field of education, achieved 88.70% literacy 2011 and considered education as the foundation for human development. The study area is known for number of higher secondary schools in rural and urban places as well. The inequalities could be seen in number of students who have opted the stream of their liking, accessibility and ability. The coastal and river plain talukas have an edge against interior talukas. The focus of the study was to understand the difference in the enrolment within and between the streams, variation with help of the reliable data on rural/urban localities in the light of on field/ground realities in the state.

Objectives

To study the stream wise enrolment of students in higher secondary schools.

To assess the concentric areas/talukas over the years.

To examine the stream wise status in rural/urban higher secondary schools.

Hypothesis

The student enrolment in higher secondary schools in all talukas are uniform.

The student-stream wise strength is uniform and in accordance to the laid down provision.

Average students' enrolment seems to be high in coastal talukas than the rest over the years.

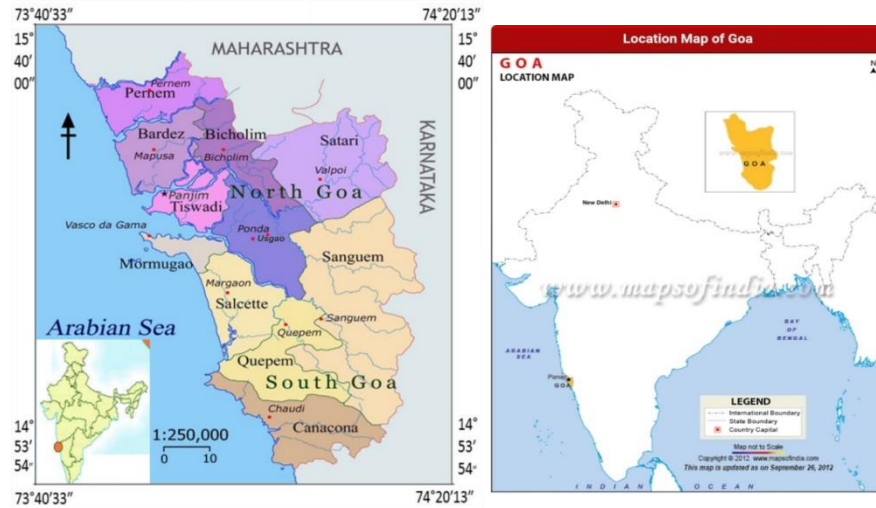
Data And Methodology

The study was carried out based on secondary sources (2010-18) Directorate of planning, statistics and evaluation Govt of Goa, published reports of government of Goa. The methods employed in the present study area are simple and effective. The data was processed to find out the prominent streams, streams of rural/urban localities, percentage in each stream. To explore the prevailing spatial anomalies in the enrolment of students for different streams.

Study Area

Goa, a small 25th state of India lies in central part of west coast; the latitudinal extent extends from 14 53' 00" to 15 48' 00" N and the longitudinal extent extends from 73 40' 33" to 74 23' 13" E. The state is bounded on the north by Maharashtra (nearly 80.88 kms) and on the east and south by Karnataka (about 177.99 kms) and on the west by the Arabian sea. It covers an area of about 65 kms. The shore line length of about 144 kms State comprises nearly 14.57 lakhs (2011) in 12 talukas of North Goa district and South Goa district with a density of about 394 persons per sq km and the male female ratio is about 968/1000.

FIG 2
FIG 1



Location Map Of Study Area And India

The topography of the study area comprises nearly 22% of coastal region with an average elevation of 0-50 meters, nearly 30% of central undulating and up land with an average elevation of 51- 250 meters remaining nearly 43% is of high land with an elevation of about 251-700 meters with an exception of peaks the study area has eight rivers of which R Mandovi and R Zuari comprise major share of river basin specially in central and western margin of the state.

Enrolment Of Students In Urban Centres Stream Wise

Many higher secondary schools in rural and urban localities comprises conventional multiple streams like 1) Arts and Commerce, 2) Arts, Science and Commerce, 3) Arts, Science, Commerce and Vocational courses, rather than single stream. These higher secondary schools do have varying strength of students in govt and aided higher secondary schools of rural and urban localities.

Table No 1 Enrolment of Students 11th Std In Arts, Commerce, Science, Vocational Streams In Urban Areas 2010-18 (Taluka Wise In %)

	PERNEM	BARDEZ	BICHOLIM	SATTARI	TISWADI	PONDA	SANGUEM	QUEPEM	CANACONA	SALCETE	MARMUGOA	TOTAL	avargae
2010-11													
A	48(3.18)	174(11.53)	50(3.31)	152(10.07)	256(16.97)	63(4.17)	53(3.15)	189(12.53)	92(6.10)	258(17.10)	173(11.47)	1508	137
S	29(1.24)	293(12.55)	124(5.31)	20(0.85)	542(23.18)	222(9.51)	18(0.77)	149(6.38)	101(4.32)	488(20.91)	347(14.87)	2333	212
C	59(2.43)	188(7.76)	138(5.70)	55(2.27)	546(22.56)	201(8.30)	57(2.35)	269(11.11)	43(1.77)	552(22.80)	312(12.89)	2420	220
V	102(7.68)	263(19.81)	63(4.74)	39(2.93)	139(10.47)	68(5.12)	20(1.50)	222(16.72)	57(4.29)	192(14.46)	162(12.90)	1327	120
T	238(3.13)	918(12.09)	375(4.94)	266(3.50)	1483(19.54)	554(7.30)	148(1.95)	829(10.92)	293(1490(19.63)	994(13.09)	7588	3.86
2011-12													
A	42(3.12)	162(12.04)	47(3.49)	277(16.87)	189(14.05)	54(4.01)		207(15.39)	65(4.83)	219(16.28)	135(10.03)	1345	122
S	36(1.79)	273(13.59)	104(3.49)	56(2.78)	507(25.24)	140(6.97)		146(7.27)	49(2.44)	392(19.52)	305(15.18)	2008	182
C	56(2.79)	255(12.70)	154(5.17)	116(5.77)	494(24.61)	102(5.08)		308(15.34)	51(2.84)	386(19.23)	285(14.20)	2007	182
V	100(7.59)	334(25.30)	72(5.45)	40(3.03)	65(4.92)	42(3.18)		297(22.5)	48(3.63)	179(13.56)	143(10.83)	1320	120
T	234(3.37)	1024(14.77)	377(5.43)	489(7.05)	1255(18.10)	338(4.87)		958(13.81)	213(1176(16.96)	868(12.52)	9632	3.07
2012-13													
A	41(3.27)	185(14.7)	48(3.83)	148(22.46)	281(22.46)	38(1.76)		256(20.70)	77(0.61)	241(19.26)	150(11.91)	1251	113
S	26(1.39)	286(15.36)	101(5.42)	17(0.91)	474(25.47)	135(7.25)		132(7.09)	73(3.92)	379(20.36)	138(12.78)	1861	169
C	47(2.09)	298(13.27)	127(5.65)	62(2.76)	588(26.20)	120(5.34)		262(11.67)	36(1.60)	420(18.71)	284(12.87)	2240	204
V	82(6.18)	234(19.64)	64(5.37)	38(3.19)	79(6.63)	75(6.29)		199(16.70)	47(3.94)	238(19.98)	136(11.41)	1191	108
T	195(2.09)	1003(14.93)	340(5.06)	265(3.94)	1422(21.17)	368(5.47)		852(12.68)	233(3.46)	1239(18.44)	808(12.03)	6716	3.46
2013-14													
A	36(2.17)	214(12.92)	110(6.64)	178(10.74)	316(19.08)	46(2.7)	81(4.89)	189(11.41)	123(7.42)	209(12.62)	154(9.29)	1656	150
S	25(0.88)	444(15.78)	256(9.10)	29(1.03)	616(21.09)	201(7.14)	20(0.71)	217(7.71)	115(4.08)	529(9.20)	361(12.83)	2813	255
C	39(1.48)	332(12.61)	267(10.14)	53(2.01)	594(2.25)	162(6.15)	45(1.70)	295(11.20)	52(1.97)	541(20.5)	252(9.57)	2632	239
V	82(6.04)	256(18.8)	89(6.56)	23(1.69)	59(4.35)	79(5.82)	66(4.86)	215(15.85)	43(3.17)	257(18.95)	187(18.95)	1356	123
T	182(2.15)	1246(14.7)	722(8.53)	283(3.34)	1585(18.74)	488(5.77)	212(2.50)	916(10.83)	333(3.93)	1536(18.16)	954(11.28)	8457	3.93
2014-15													
A	49(2.52)	233(12.01)	116(5.98)	196(10.10)	412(21.24)	84(4.33)	117(6.03)	253(13.04)	91(6.53)	268(13.82)	120(8.61)	1939	176
S	51(1.78)	426(14.88)	252(8.80)	29(1.01)	575(20.09)	227(7.93)	8(0.27)	291(10.17)	111(3.87)	519(18.14)	372(13.00)	2661	260
C	36(1.41)	306(11.99)	234(9.16)	53(2.07)	575(22.53)	154(6.03)	82(3.21)	287(11.24)	61(2.39)	493(19.31)	271(10.61)	2552	232
V	107(7.90)	241(17.79)	78(5.76)	23(1.69)	69(5.09)	63(4.65)	41(3.02)	264(19.49)	45(3.02)	250(18.46)	173(12.77)	1354	123
T	243(2.79)	1206(13.85)	680(7.81)	301(3.45)	1631(18.73)	528(6.06)	248(2.84)	1095(12.87)	308(3.53)	1530(17.57)	936(10.75)	8706	3.53
2015-16													
A	38(1.81)	274(13.09)	80(3.82)	214(10.22)	245(11.70)	87(4.15)	93(4.44)	258(12.32)	109(5.20)	570(27.83)	125(5.97)	2093	190
S	62(2.18)	480(16.94)	211(7.45)	112(3.95)	208(7.34)	163(5.75)	31(1.09)	288(10.16)	84(2.96)	925(3.26)	268(1.17)	3832	257
C	40(1.77)	352(15.60)	204(9.04)	113(5.00)	196(6.29)	142(6.29)	34(1.50)	259(13.07)	36(1.59)	581(25.75)	263(11.65)	2256	205
V	60(4.38)	237(17.31)	22(1.60)	100(7.30)	66(4.82)	65(4.74)	35(2.55)	234(17.09)	40(2.92)	337(24.61)	173(12.63)	1369	124
T	200(2.33)	1343(15.70)	517(6.04)	539(6.30)	715(8.36)	457(5.34)	193(2.25)	1075(12.64)	269(3.14)	2413(28.22)	829(9.75)	8550	3.14
2016-17													
A	53(2.80)	133(7.04)	85(4.50)	148(7.84)	404(21.40)	95(5.03)	108(5.72)	261(13.83)	129(6.83)	317(16.79)	154(8.16)	1887	171
S	58(1.76)	343(10.45)	222(6.76)	31(0.94)	914(28.67)	225(6.85)	35(1.06)	283(8.62)	116(3.53)	744(22.66)	284(8.65)	3282	298
C	51(2.20)	398(17.21)	175(7.56)	61(2.63)	441(19.07)	182(7.87)	57(2.46)	276(11.93)	47(2.03)	305(13.19)	319(13.79)	2312	210
V	69(5.59)	153(12.39)	43(3.48)	30(2.43)	186(15.07)	65(5.26)	46(4.61)	177(14.34)	41(3.32)	192(15.55)	246(19.93)	1340	112
T	231(2.65)	1027(11.80)	498(5.72)	270(3.10)	1972(22.66)	567(6.51)	246(2.82)	997(11.45)	333(3.82)	1558(17.90)	1003(11.52)	8702	3.82
2017-18													
A	57(2.52)	204(9.05)	100(4.43)	209(9.27)	368(16.32)	106(4.70)	105(4.65)	264(11.71)	130(5.76)	491(21.78)	238(10.55)	2254	204
S	36(1.22)	362(12.35)	199(6.79)	48(1.63)	489(16.68)	194(6.62)	29(0.98)	246(8.39)	89(3.03)	886(30.23)	352(12.01)	2930	266
C	37(1.33)	258(9.31)	184(6.64)	87(3.14)	488(17.61)	145(5.23)	32(1.15)	252(9.09)	22(0.79)	867(31.20)	398(14.36)	2770	251
V	58(2.94)	189(9.56)	47(2.38)	30(1.52)	425(21.58)	234(11.88)	37(1.87)	206(10.46)	36(1.82)	440(22.34)	267(13.56)	1969	179
T	188(1.92)	1013(10.36)	530(5.42)	374(3.82)	1770(18.10)	514(5.25)	203(2.07)	968(9.90)	277(2.83)	2684(27.45)	1251(12.79)	9776	888

The observations on the data of Table no 1 reveal the disparity that exist between the streams and between rural/urban localities among the 11 taluks. Of the total 7588 (2010-11) enrolled. The variations in number of students in these streams bear the influence of socio-cultural and economic factors. Even today many of the enrolled students were first generation entrants to the higher secondary schools. students nearly (4755) 62.63% students opted science and commerce streams followed by nearly 20% of arts and 18% of vocational courses. Nearly 63% of the students who opted science and commerce stream confined to 3 taluks (27.27%) of Salcete, Bardez and Tiswadi. Rest 8 (72.73%) taluks (37%, together of arts and vocational streams) confined, that too to urban localities of neighborhood taluks viz Ponda, Bicholim and Murmagao. Similar disparity prevails in 2017-18 of the total 9776 enrolled students, nearly 5700 (59%) students have opted science and commerce in same 3 taluks (27.27%). On an average the enrolment of students in each taluk among the conventional streams in the state ranges from 137 (2010) to 204 (2018) students in the field of arts followed by 212 (2010) 266 (2018) in science, 220 (2010) 251(2018) in commerce, and 120 (2010) 179 (2018) in vocational courses respectively. The number of students enrolled for various streams varies among the urban centers as well as talukas of the state. The enrolment of students in 2010-11 for arts stream 48 (Pernem) 258 (Salcete) followed by science 18 (Sanguem) 552 (Tiswadi) commerce 43 (Canacona) 552 (Salcete) and vocational courses 20 (Sanguem) 263 (Bardez). Which was too far from the expected average number of students in the respective taluks. The situation in 2017-18 remains same as in arts 57 (Pernem) 491 (Salcete), science 29 (Sanguem) 860 (Salcete), commerce 22 (Canacona) 867 (Salcete) and vocational courses 36 (Canacona) 440 (Salcete). Many of the taluks display less than 1/3rd of the state expected average strength in each stream. The contents and observations on Table no 1. display the situation may be like, students to move to other place for enrollment in search of subjects/option to take stream of their choice viz science, commerce, arts or vocational to take or to drop. The number of enrolled students may be in low in the taluks viz Canacona, Satterri, Pernem and Sanguem, wherein students may ignore the stream, felt difficult in the subject lead them to opt easy and conventional stream. The number of students in coastal/urban localities of taluks viz Salcete, Tiswadi, Bardez etc. opt science and commerce streams compare to arts, and vocational streams. Largely due to good number of higher secondary schools, connectivity, accessibility and available alternatives. The prevailing contrast necessitates the scene might be seen from the socio-cultural and psychological perspective than the locational and economic odds.

Enrolement Of Students In Rural Centres Stream Wise

The variations in number of students in these streams in the rural localities bear the direct influence of multiple factors more of cultural and psychological than economic and accessible factors. Even today many of the enrolled students are first generation entrants in their home/locality to the higher secondary schools. The observations on the data of Table no 2 reveal the disparity that exist between the streams and between rural/taluka localities in the state. Of the total 8853 (2010-11) nearly (4807) 54% students opted commerce (32.87%) science (21.48%) streams followed by nearly 24% of arts and 21% of vocational courses.

Enrolment Of Students 11th Std In Arts, Commerce, Science, Vocational Streams In Rural Areas 2010-18 (TALUKA WISE IN %) Table No 2

	PERNEM	BARDEZ	BICHOLIM	SATTARI	TISWADI	PONDA	SANGUEM	Quepem	CANACONA	SALCETE	MARMUGOA	total	AVERAGE
2010-11													
A	96(4.51)	450(12.1)	251(11.81)	121(5.69)	195(9.17)	341(16.04)	53(3.2)	44(2.07)	51(2.4)	455(21.41)	68(3.2)	2125	193.18
S	36(1.89)	319(16.77)	78(4.10)	117(6.15)	97(5.09)	505(26.55)	37(6.09)	44(2.31)		553(29.07)	116(6.09)	1902	172.9
C	103(3.54)	800(27.53)	323(11.11)	105(3.61)	232(7.98)	514(17.69)	57(5.43)	29(0.99)	58(3.04)	592(20.37)	158(5.43)	2905	264.09
V	105(5.64)	215(11.55)	129(6.93)	19(1.05)	125(6.71)	280(15.04)	32(7.68)			813(43.68)	143(7.68)	1861	169.18
T	340(3.84)	1784(20.15)	129(8.82)	362(4.08)	649(7.33)	1640(18.52)	173(1.95)	117(1.32)	109(1.23)	2413(27.25)	485(5.45)	8853	1.23
2011-12													
A	95(4.77)	361(18.13)	246(12.53)	117(5.87)	169(8.48)	307(15.41)	60(3.01)	56(2.8)	95(4.77)	429(21.54)	56(2.81)	1991	181
S	52(2.62)	228(2.62)	79(3.99)	108(5.46)	110(5.56)	484(24.46)	36(1.82)		24(1.21)	481(24.31)	189(9.55)	1978	179.81
C	102(3.62)	795(3.62)	287(10.18)	117(4.15)	194(6.88)	455(16.15)	56(1.98)	37(1.3)	48(1.70)	560(19.87)	166(5.89)	2817	256.09
V	114(6.36)	212(6.36)	110(6.13)	21(1.17)	113(6.30)	228(12.72)	30(1.67)			820(45.75)	144(8.03)	1792	162.9
T	363(4.3)	1596(19.02)	722(8.60)	363(4.32)	586(6.89)	1474(17.56)	182(2.16)	93(1.10)	167(1.99)	2290(27.29)	555(6.61)	8391	1.99
2012-13													
A	87(4.83)	297(16.51)	257(14.29)	100(5.56)	154(8.56)	316(2.94)	6(2.94)	59(3.28)	81(4.50)	388(21.57)	53(2.94)	1798	163.45
S	57(3.60)	212(13.40)	60(3.79)	110(6.95)	102(6.44)	429(27.11)	14(11.25)		30(1.89)	390(24.65)	178(11.25)	1582	143.81
C	70(3.05)	577(25.21)	270(11.80)	91(3.97)	195(8.52)	341(14.90)	2(7.03)	26(1.13)	40(1.74)	515(22.50)	161(7.03)	2288	208
V	101(5.86)	221(12.82)	102(5.91)	20(1.16)	110(6.38)	255(14.79)	1(8.12)			773(44.86)	140(8.12)	1723	156.63
T	315(4.26)	1307(17.68)	689(9.32)	321(4.34)	561(7.59)	1341(18.14)	23(0.31)	85(1.15)	151(2.04)	2066(27.95)	532(7.19)	7391	2.04
2013-14													
A	123(5.42)	407(17.95)	255(11.24)	1245.46)	185(8.20)	405(17.86)	52(2.29)	59(2.60)	97(4.27)	502(22.09)	59(2.60)	2267	206.09
S	88(3.76)	276(11.82)	50(2.14)	176(7.53)	154(6.59)	655(28.05)	74(3.16)		42(1.79)	573(28.32)	187(5.01)	2335	212.27
C	143(4.73)	712(23.56)	341(11.28)	127(4.20)	197(6.51)	529(16.94)	52(1.72)	29(0.95)	47(1.55)	662(21.90)	183(6.05)	3022	274.27
V	118(5.41)	283(12.99)	120(5.50)	29(1.33)	144(6.61)	374(11.17)	29(1.33)			929(42.65)	152(6.97)	2178	198
T	472(4.81)	1678(17.11)	766(7.81)	456(4.65)	680(6.93)	1963(20.20)	167(1.70)	88(0.89)	186(1.89)	2765(28.20)	581(5.92)	9802	1.89
2014-15													
A	128(5.61)	451(19.77)	230(10.08)	124(5.43)	185(8.11)	431(18.89)	53(2.32)	64(2.80)	157(6.88)	413(18.10)	45(1.97)	2281	207.36
S	107(5.14)	296(14.23)	38(1.82)	158(7.59)	156(7.50)	545(26.21)	48(2.30)		39(1.87)	533(25.63)	159(8.12)	2079	189
C	142(4.89)	795(27.42)	321(11.07)	110(3.79)	181(6.24)	477(16.45)	44(1.51)	32(1.10)	46(1.58)	583(20.11)	168(5.79)	2899	263.54
V	99(5.43)	239(13.12)	101(5.54)	28(1.53)	67(3.67)	318(17.46)	21(1.15)			809(44.42)	139(7.63)	1821	165.54
T	476(5.24)	1781(19.61)	690(7.59)	420(4.62)	589(6.48)	1771(19.50)	166(1.82)	96(1.05)	242(2.66)	2338(25.74)	511(5.62)	9080	2.66
2015-16													
A	116(4.87)	302(12.68)	246(14.29)	126(5.56)	340(8.56)	242(10.16)		108(4.53)	84(6.88)	355(14.90)	164(6.88)	2381	216.45
S	60(2.68)	293(13.12)	60(3.79)	168(6.95)	359(6.44)	678(30.36)		63	50(1.87)	296(13.25)	172(7.70)	2232	203
C	133(4.45)	769(26.64)	216(11.80)	112(3.97)	33(8.52)	475(15.90)		50 38(1.27)	53(1.58)	388(12.98)	139(4.65)	2987	271.54
V	57(2.80)	222(10.91)	70(4.45)	33(1.16)	166(6.38)	292(14.36)				959(47.17)	154(7.57)	2033	184.81
T	366(4.11)	1613(18.12)	592(6.65)	439(4.93)	1057(11.88)	1687(18.96)		113 146(1.64)	187(2.10)	1998(22.45)	7.85)	8897	2.1
2016-17													
A	141(5.92)	491(20.62)	140(5.87)	162(6.80)	219(9.19)	365(15.32)		112(4.70)	116(4.87)	476(19.99)	159(6.66)	2381	216.45
S	109(4.55)	316(13.20)	160(6.68)	160(6.68)	117(4.88)	565(23.61)	38(1.58)		59(2.46)	685(28.62)	184(7.68)	2393	217.54
C	177(5.92)	932(31.20)	160(5.35)	199(6.66)	213(7.13)	425(14.22)	40(1.33)	45(1.50)	45(1.50)	678(22.69)	153(5.12)	2987	271.54
V	98(4.82)	199(9.78)	38(1.86)	22(1.08)	189(9.29)	335(16.47)	30(1.47)			993(48.84)	129(6.34)	2033	184.81
T	525(5.37)	1938(19.38)	498(5.09)	543(5.55)	738(7.55)	1690(17.29)	108(1.10)	157(1.60)	220(2.25)	2832(28.97)	625(6.39)	9773	2.25
2017-18													
A	147(6.61)	438(19.70)	126(5.66)	180(8.09)	278(12.50)	377(16.95)		50(2.24)	78(3.50)	490(22.04)	59(2.65)	2223	202.09
S	82(3.96)	270(13.06)		137(6.62)	103(4.98)	779(35.04)	23(111)		47(2.27)	518(25.06)	108(5.22)	2067	187.9
C	159(5.45)	869(29.83)	1146(5.01)	145(4.97)	232(7.96)	628(21.55)		35(1.20)	32(1.09)	535(18.36)	132(4.53)	2913	264.81
V	97(47.80)	189(9.31)	43(2.11)	26(1.28)	121(5.96)	361(17.7)				1053(51.89)	139(6.85)	2029	184.45
T	385(4.21)	1766(91.40)	315(3.44)	488(5.34)	734(8.03)	2145(23.48)	23(0.25)	85(4.21)	157(1.71)	2596(28.42)	438(4.79)	9132	888.72

Of the total 11 taluks only 3 (27.27%) taluks comprise 3543 enrolled students (73.55%) in science and commerce streams that too the students of Salcete, Bardez and Ponda taluks. Rest 8 (72.73%) taluks constitute 1264 (26.45%) enrolled students confined to rural, interior, scattered localities of Satterri, Sanguem, Canacona taluks etc. Similar disparity prevails in 2017-18, of the total 9132 enrolled higher secondary students, nearly 4980 (54.52%) enrolled students have opted the streams of science and commerce. Over the years situation remains same, constitutes nearly 72.26% of students by these taluks viz Salcete, Ponda, and Bardez. On an average the enrolment of students among the conventional stream's ranges from 193 (2010) 202 (2018) students in arts, followed by 173 (2010) 188 (2018) in science, 264 (2010) 265(2018) in commerce, and 169 (2010) 184 (2018) in vocational courses respectively. The number of students enrolled for various streams varies in rural localities as well as talukas of the state. Over the years the stream wise enrollment in in arts varies from 44 (Quepem) 445 (Salcete), science 36 (Pernem) 553 (Salcete), commerce 29 (Quepem) 800 (Bardez) and vocational courses 19 (Sanguem) 813 (Salcete) 2010-11. The unchanged situation continues over the years 2017-18 arts 50 (Quepem) 490 (Salcete), science 23 (Sanguem) 779 (Ponda), commerce 32 (Canacona) 869 (Bardez) and vocational 26 (Satterri) 1053 (Salcete). Courses. The unprecedented mismatch could be seen in stream wise actual enrollment of students against expected average in the respective taluks/localities of the state. This disparity appears to common in almost all taluks of interior, remote inaccessible localities of the state. The stated statistics in the table no 2, and the observations display that student prefer the subject which they find easy for them due to which in vocational course notices more enrollment against rest of the streams, has seen highest number of students in rural localities in the taluks of Salcete, Bardez, Ponda. Followed by the least enrollment in the taluks of Sanguem, Canacona and Quepem. The highest enrollment in all streams in the taluks of Salcete, Bardez, Tiswadi and Ponda attributed by the higher concentration of rural/urban settlements resulted on uneven distribution of enrolled students in both rural/urban localities over the years in the state. The talukas like Pernem, Bardez, Sattari, Quepem, and Canacona constitute low enrollment of students due to scattered rural area, far of distance may lead to give-up studies.

Summary/Conclusion

The observation on the data and the interaction with stakeholders reveals that the stream wise enrollment in higher secondary schools in and between the taluks show disparity, rural/urban, and stream wise distribution of total number of enrolled students from 2010-2018 appears that students choose more easy, conventional and familiar subjects. The number of students in science and commerce streams largely chosen by the students of urban, rather than rural localities of central coastal taluks, whereas stream like arts, and vocational courses opted by the students of Sanguem Satterri Canacona, etc. The contrast outcome like this necessitates the state government to take note for the essential steps to improve the respective localities.

Bibliography

1. <http://en.wikipedia.org/wiki/Goa>
 2. <http://en.wikipedia.org/wiki/category:Rivers> of Goa
 3. Taluka map of Goa-<http://upload.wikimedia.org/Wikipedia/commons/c/cf/Goamap.png>
 4. Distribution of road network of Goa-[http://www.nikkistravel.com/images/goa Road map.gif](http://www.nikkistravel.com/images/goa_Road_map.gif)
- Unpublished project report – Shree Mallikarjun College, (1996 - 1997). *A Geographical Study of Educational Institutions in Canacona - Goa*.
Almeida, J. C. Goa: administration and economy before and after 1962.
Botelho, A. Language and Early Schooling in Goa.
Desai, R. J. Geography of Tertiary Activities and Regional Geography of Goa.

Websites

1. www.webcrawler.com (definitions of education), retrieved on 12/01/2016; 19.30.
2. www.wikipedia.com (introduction of education), retrieved on 15/01/2016; 11.30
3. www.mapsofindia.com (climate of Goa), retrieved on 18/01/2016; 16.30
4. www.demographics.com (demographic aspects of Goa), 21/01/2016; 18.00

Role and Significance of Languages in Education

Dr. Solunke R.E.

Assistant Professor Dept. of English, Baburaoji Adaskar Mahavidyalaya, Kaij, Dist-Beed

Email- solunkeram@gmail.com

Abstract:

Language is the major factor in education. Verbal and non-verbal language play vital role in education and communication. There are various languages, are speaking in India. Communication depends on language. Marathi, Hindi and English languages are speaking in Maharashtra. As we know that Marathi is mother-tongue, Hindi is national language and English is international language. Languages play an important role in various aspects of our daily lives. Language is an important tool that every human uses as a specific and common means of expression, communication and conveyance of different thought. Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. So that language helps to educate people and students.

Key Words: *language, education, culture, civilization and knowledge*

Introduction:

Languages play an important role in various aspects of our daily lives. Their role is not only limited to communication, rather it extends into the vast branches of knowledge and human sciences. Languages are developing human knowledge and extending it for the benefit of human kind. The general importance of language justifies the need for a scientific and objective study of the relationship between languages and education. Language is vital part of human connection. Although all species have their ways of communicating, humans are the only ones that have mastered cognitive language communication. It allows us to share our ideas, thoughts, and feelings with others. Language is what makes us human. It is how people communicate. By learning a language, it means you have mastered a complex system of words, structure, and grammar to effectively communicate with others. To most people, language comes naturally. We learn how to communicate even before we can talk and as we grow older, we find ways to manipulate language to truly convey what we want to say with words and complex sentences. Of course, not all communication is through language, but mastering a language certainly helps speed up the process. This is one of the many reasons why language is important.

Language is an important tool that every human uses as a specific and common means of expression, communication and conveyance of different thought. It is also important as the way of impacting knowledge, instruction, and teaching at in our outside classroom. Languages play vital role in education. So learning and instruction are part of education. Instructional language involves the process of sharing, ideas, knowledge, skills and attitudes between the teacher and the learner in the classroom situation the way and manner the teacher is able to pass across the ideas skills and knowledge goes a long way in helping learners. Communication is the role of language in education. Language is traditional, this means that it involves acting and reacting to and emitting stimuli and receiving responses or feedback on a natural frame and consideration. Language is instructional, it is engaged in by social animals in order to achieve significant objectives and goals. It is consummating, i.e. through communication the people involved reach a high level of completeness. It is dynamic; this involves the sender and receiver in constant action of encoding and decoding of meaning. Language is a process with a direct movement from the sender to the receiver and vice-verse in communication. Language is always believed to play a central role in education and learning process. The students assimilate new concepts when they listen, talk, read, and write about what they are learning. Speaking and writing reflects the thinking process that is taking place. Students learn in language, therefore if their language of language within a subject is the process of education. Teacher teaches language and student learns language how to write an easy and paragraph. Experienced teachers know that it is essential to teach their students how to answer the types of questions they are likely to find in their examinations. In the context of teaching foreign and second languages we are used to consider language as a medium for everyday and often fairly trivial communicative activities. We are also well aware of its function for retrieving information from all sorts of verbal sources. However, in the context of teaching and learning content in subject areas such as Mathematics, History, Social Sciences, Physics and even Art and Music, there are more reasons why language as a constituent component of higher- order thinking skills and a necessary precondition for successful content learning. Formal assessment procedures in school subjects heavily rely on open or half open formatted tasks and on oral or written presentations by the student how she/he solved the task. The basic tenets of language for learning in school education: it is said that the language develops mainly through its purposeful use, learning often involves talking, writing, shaping and moving, learning often occurs through speaking or

writing as much as through shaping and moving, language uses contribution to pre-requisite for cognitive development and language is the medium for reflecting on learning, for improving it, for becoming autonomous as learners. There are various languages in India. Each state has its own language. So English is international language, Hindi is national language and its mother tongue its own daily speaking language. In Maharashtra, Marathi is mother tongue and native language of Maharashtrian people. Marathi medium school focuses on mother tongue language. All competitive examinations are conducted in Marathi language. So students from Maharashtra must learn Marathi language for education and job. The students should know grammar of Marathi language though who lives in Maharashtra. Sanskrit is origin of Marathi language. Marathi language has been prevalent since the ninth century and its origins are from Sanskrit. Marathi is the official language of both Maharashtra and Goa. According to the Marathi speaking population, Marathi is the third language in India and the fifteenth in the world. Saint Dnyaneshwar Maharaj says that the sweetness of the Marathi language is more than nectar by writing "My Marathi is appreciated, fairy amritatehi paija jinke, aisi aksare rasike Melvin." Later Saint Tukaram Maharaj shaped and developed Marathi language by writing Abhang in Gatha. Kusumagraj's contribution to Marathi literature is indescribable. He started his literature with poetry. Later, the story was inspired by the famous Sahitya Rachna in the novel Lalit Vadmaya. Marathi films, plays, poems, etc. have a great share in our Marathi soil. Due to many such things, we have been preserving this Marathi heritage till date. Many Saints of Saint Dnyaneshwar Maharaj, Saint Tukaram and Saint Ramdas wrote hymns in Marathi and gave good message to the people. Even such Saints made an impression of Marathi language on the people. Chhatrapati Shivaji Maharaj defended Marathi culture and the Marathi language. So Marathi language is useful for education in Maharashtra Hindi language is national language in India. It is official language in India. Most of the Indian literature found in Hindi language also. A writer like Prem Chandji has written literature in Hindi language. Students can learn Hindi language to learn Hindi language and literature and getting job in Central Government of India. After independence of the country, the Central Government under Article 351 of the Constitution formulated several plans for progress and promotion of Hindi. The programme of giving thrust to Hindi education in the country was started under these plans. The Committee of Parliament on official language in their various chapters of the report submitted to the President has given its recommendations regarding promotion of Hindi in education in the country. At present, Hindi is taught as a compulsory subject only till eight class in Kendriya Vidyalayas funded by the Central Government and also in State Government Schools. English is one of the most important Global languages. Most of the international transactions of recent times were concluded in English. The language has contributed significantly in bringing people and their culture closer. The benefits of learning English can be seen in the economic, social and political life of the people of the country. Major technological and scientific advancement have been written in English language. This is the age of science. The world is changing at a terrific speed. Technical courses are made in English language. The students aspiring higher education should learn English language. Even after completion of their studies, the students of engineering need to have sufficient proficiency in English for getting involved on the process of job seeking. The vacancies for the jobs are often found announced in English. All over the country and the world English is common language. Pt. Jawaharlal Nehru says "I would have English as an associate, additional language, which can be used not because of facilities, but because I do not wish the people of non-Hindi areas to feel that certain doors of advance are closed to them. So I would have it as an alternative as long as people of India require it." Indian education system is seeking a change in the way skills are being imparted. Today the focus has shifted from a competitive mindset to understand the employability skills required to create capable next-generation entrepreneurs. The English language is acting as a tool to bring the gap between the industry and academia as it seen as an important element in reaching diverse work environment. The English language works in a variety of ways, thereby contributing to the holistic development of solutions related to education, self-esteem, employment and bringing communities closer.

Conclusion:

Thus, all teachers are encouraged to participate in developing skills and competences within their fields of responsibility and thus contribute to a school learning policy as a whole. In summing up one can state the following beliefs; language is more than communication skills. It is also linked to the thinking process. Language is a tool for conceptualizing for thinking, for networking. It supports mental activity and cognitive precision. Language for academic purposes helps to express thoughts more clearly. Language helps to structure discourse and practice discourse functions.

References:

1. *National Council of Educational Research and Training(NCERT), Teaching of Indian Languages, New Delhi, 2006, ISBN 81-74506233*
2. *A Madhavi Latha, Importance of English Language in India: It's Role in Present Scenario, An International Journal of Advance Engineering and Research Development, Vol.05, Issue 02. Feb. 2018*
3. *Heena G. Rajwani, Present Scenario of English Language in Higher Education, International Multidisciplinary Journal, ISSN 2277-4262*
4. *Pondra Rajendra, English Language Teaching in India: A Review, Paripex-Indian Journal of Research, Vol.05. Issue 02, Feb. 2016*
5. *NCERT, National Curriculum Framework, New Delhi, 2005.*
6. <https://gyangenix.com>
7. <https://rajbhasha.gov.in>

Modern Effective Innovative Teaching Methods- A New Future of Education

Dr. Suhas Ganpat Gopane

Assistant Professor, Department of Commerce
ATSPM's Adv. B. D. Hambarde Mahavidyalaya, Ashti Dist. Beed

Abstract:

The role of innovative technologies in providing modern knowledge to young people in the educational system cannot be overemphasized. The purpose of this paper is to promote innovative and effective methods of teaching in classroom and explore methods of effective teaching learning at School and college level. For this study secondary data has been used and collected from various sources. It has been concluded in many researchers that application of innovative methods of teaching and learning has resulted significantly in the student performance, it has also been reported by number of institutions that class room attendance has also been improved.

Introduction:

Education plays an important role in today's world. Over the decades there had been rapid increase in the higher education system. Our education system is geared towards teaching and testing knowledge at every level as opposed to teaching skills. Teaching and learning are dynamic complements of knowledge sharing at a time of increasingly rapid technological advancements. Creativity and innovation is the essence of teaching and learning including in the social sciences discipline. Today's learners are digital natives. They grew up with digital technologies. Teachers have to solve important issues related to the adaptation of the learning process towards students who have different learning styles and new requirements for teaching and learning. The biggest challenge for any teacher is to make each student to be attentive in the class, and transmit ideas effectively enough to create a lasting impression. As a teacher, to tackle this challenge effectively, they should implement innovative methods and ideas that make the classroom experience much more lovable for the students.

Objectives:

- To promote innovative and effective methods of teaching in classroom.
- To explore methods of effective teaching learning at school and college level.

Research Methodology:

Exploratory research methodology is used here to analyze the data. Data was collected from multiple sources such as journals, books and blogs to understand the teaching learning paradigm. In this paper, we have referred previous research articles. Apart from this, we have referred different websites and professional magazines.

Innovative Teaching Methods

Cross over Teaching

It is an enriching experience for the student as well as the faculty. Here, the learning happens in an informal setting such as after-school learning clubs, or trips to museums and exhibition. The teacher can link the educational content with the experiences that the students are having. This teaching is further enhanced and deepened by adding questions related to the subject. The students can then add to the classroom discussions through field trip notes, photographic projects and other group assignments related to the trip. **Teaching through Flipping Classrooms** In this technique, the students are made active participants of the learning process by passing the onus of learning on them, it requires the teachers to relegate to the role of resource providers and the students take the responsibility of gathering concepts information. Using various tools of technology the students are encouraged to constructing knowledge, fill in the information gaps and make inferences on their own as and when needed. **Teaching through collaboration** - Another innovative method of teaching involves encouraging student collaboration for various projects. Today, we live in a globalized world and collaboration is an essential life skill that is important for all careers and enterprises. Teachers can help foster this skill in the classroom by allowing students to learn study and work in groups. **Teaching through Virtual Reality** - Virtual Reality technology involves helping students learn through interactions with a 3D world. For instance, instead of taking the students through a boring history class, the teachers can use 3D technology to explore ancient civilizations, travel to distant countries for a class in geography or even take a trip to outer space during a class on science. Virtual Reality technology offers students a valuable opportunity to learn in an immersive manner that creates a lasting impression on their minds. It makes learning fun and helps the students retain the material for a longer time.

Teaching through 3D printing technology - Teachers looking for innovative methods of teaching can also look at 3D printing as a means of teaching. This method is fast gaining global acceptance, especially in higher educational institutes where 3D printers are used to create prototypes and make complex concepts easy to understand. In the lower level classrooms, teachers can use the 3D printers to teach content that was previously taught via textbooks, thus helping students gain a better understanding of the concept- especially STEM subjects. Teaching through Cloud Computing - The use of cloud computing is one such method where teachers can save vital classroom resources such as lesson plans, notes, audio lessons, videos, and assignments details on the classroom cloud. This can then be accessed by the students from the comfort of their homes, whenever needed bringing the classroom back to the students with the click on a mouse. It also ensures that students who have missed class either for illness or any other reason stay updated at all times. It eliminates the need for lugging around heavy textbooks and allows students to learn at a time, place and pace that they are comfortable with. Technology and innovative methods of teaching - The use of technology in the classroom helps to engage the students with different kinds of stimuli and creates an environment of activity-based learning. It makes the content of the classroom more interesting and makes learning fun. For teachers, technology offers an endless set of resources that they can tap into depending on the need of the students. While this blog lists a few such resources, for a teacher looking for effective teaching methods in a classroom, turning towards the latest technology will offer a vast number of updated solutions.

Interactive sessions - The biggest mistake a teacher can make is not making their classes interactive. Some teachers find it difficult to interact while taking classes. If you feel that your focus is getting distracted, you can keep aside a different day just for interaction. You can incorporate some interactive activities.

Audio & Video Tools - Incorporate audio-visual materials to supplement textbooks during your sessions. These can be models, filmstrips, movies, pictures, infographics or other mind mapping and brain mapping tools.

Brainstorm - Make time for brainstorming sessions in your classrooms. These sessions are a great way to get the creative juices flowing. When you have multiple brains focusing on one single idea, you are sure to get numerous ideas and will also involve everyone into the discussion. These sessions will be a great platform for students to voice their thoughts without having to worry about right or wrong.

Conclusion: The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths. In this paper discussed some of the learner-centered approaches, such as blended learning and flipped classrooms. It has been concluded in many researchers that application of innovative methods of teaching and learning has resulted significantly in the student performance, it has also been reported by number of institutions that class room attendance has also been improved.

Reference:

1. Jaylaxmi (2016) *Importance of Innovative Teaching Methods an evaluative study of traditional and Modern Teaching Techniques-A Survey*, *International Journal of Current Research and Modern Education*, Vol.I, Issue I, p.p. 250-256.
2. Shweta Tripathi (2020) *Innovative Approaches in Educational ERA- Blended Learning and Flipped Classrooms*, *International Journal of Research and Analytical Reviews*, Vol.7, Issue 2, p.p. 17-21.
3. Shobhna Puranik (2020) *Innovative Teaching Methods in Higher Education*, *BSSS Journal of Education*, Vol.IX, Issue I, p.p. 67-75.
4. M. Vijyalaksmi (2019) *Innovations in Teaching Methods*, *Journal of Applied Science and Computations*, vol. VI, Issue I, p.p. 2588-2596.
5. Urinbayev Hoshimjan Bunatovich and et. Al. (2020) *The importance of Modern Innovative Teaching Methods in the Higher Education System of Uzbekistan*, *Journal of Critical Reviews*, Vol. 7, Issue 7, p.p. 1064-1067.
6. <https://blog.teachmint.com/innovative-teaching-methods/>
7. <https://www.getsmarter.com/blog/career-advice/innovative-teaching-strategies-that-improve-student-engagement/>

Legal Scenario of Right to Education

Ms .Preeti Tukaram Pawar/Sawale

Dr.D.Y.Patil Law College Pimpri,Pune

“The content of a book holds the power of education and it is with this power that we can shape our future and change the lives”

Malala Yousafzai

Introduction

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation.

What is education?

Education is considered essential for a man to live with human dignity¹. Education is the most powerful weapon which you can use to change the world². Education is a dynamic process that starts from birth. It is the most important element for growth and prosperity of a nation.³ In a broader sense, education may describe “all activities by which a human group transmits to its descendants a body of knowledge and skills and a moral code which enable the group to subsist.”

Constitutional Provisions on the Right to Education:

Education is the most important mechanism for the advancement of human beings. It enlarges, enriches and improves the individual's image of the future. The founding fathers of the nation recognizing the importance and significance of right to education made it a constitutional goal, and placed the same under the constitution of India. The commitment enshrined in the preamble and various articles of the constitution. At the time of the framing the constitution of India right to education could not be given as a fundamental right that was under the Directive Principles of State Policy of Article 41 of the Indian constitution. At that time the education was of total responsibility of states but in the year 1976, constitutional Amendment was took place and the education became a joint responsibility of the State and Center. By the 86th Constitutional Amendment Act 2002, Article 45 elevated from Directive Principles of State Policy (DPSP) up to Fundamental Right under Article 21-A of Part III of the Indian Constitution which made a specific provision concerning the right to education that is the free and compulsory education to children of the age up to 6 to 14 years.

Article 14 stated that the equality before law that all children get right to education equally without any discrimination.

Article 15(4) stated that state shall make provision for advancement of social as well as educational backward classes or for SC, ST.

Article 15(5) Nothing in this article shall prevent the State from making any special provision, by law, for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes or the Scheduled Tribes in so far as such special provisions relate to their admission to educational institutions including private educational institutions, whether aided or unaided by the State, other than the minority educational institutions referred to in clause (1) of article 30.

Article 29(2) No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.

Article 30 Right of minorities to establish and administer educational institutions.

Article 45 Provision for free and compulsory education for children. The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

Article 46 Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections The State shall promote with special care the educational and economic interests of

¹ (Francis Coralie v. Union Territory of Delhi, AIR 1981SC746.)

² Nelson Mandela

³ A.P.J. Abdul Kalam, 'The Pursuit Of Truth' - President A.P.J. Abdul Kalam's address to the nation on the eve of 58th Independence Day

the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

Article 51A (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.⁴ After seven years of 86th amendment, Central Govt. passed Right to Education Act, 2009.

Main Features of Right to Education (RTE) Act, 2009

- Free and compulsory education to all children of India in the 6 to 14 age group.
- No child shall be held back, expelled or required to pass a board examination until the completion of elementary education.
- If a child above 6 years of age has not been admitted in any school or could not complete his or her elementary education, then he or she shall be admitted in a class appropriate to his or her age. However, if a case may be where a child is directly admitted in the class appropriate to his or her age, then, in order to be at par with others, he or she shall have a right to receive special training within such time limits as may be prescribed. Provided further that a child so admitted to elementary education shall be entitled to free education till the completion of elementary education even after 14 years.
- Proof of age for admission: For the purpose of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the Provisions of Birth, Deaths and Marriages Registration Act 1856, or on the basis of such other document as may be prescribed. No child shall be denied admission in a school for lack of age proof.
- A child who completes elementary education shall be awarded a certificate.
- Call need to be taken for a fixed student–teacher ratio.
- Twenty-five per cent reservations for economically disadvantaged communities in admission to Class I in all private schools is to be done.
- Improvement in the quality of education is important.
- School teachers will need adequate professional degree within five years or else will lose job.
- School infrastructure (where there is a problem) need to be improved in every 3 years, else recognition will be cancelled.
- Financial burden will be shared between the state and the central government.

Judicial Aspect of Right to Education

The RTE Case starts on a promising note, elucidating the significance of elementary education in India and tracing the evolution of the right to education. A rights-based approach to elementary education needs strong judicial support for its effective implementation. It is therefore important that there be judicial clarity with respect to the content and applicability of the right to education. Sadly, the approach adopted by the majority judges in the RTE Case, seems to contribute to the existing judicial conundrum on the right to education and paves the way for further litigation.

*Unnikrishnan vs. State of A.P.*⁵

The right to education up to the age of fourteen years has been raised, by the decision of the Supreme Court, in *Unni Krishnan v.State of A.P* to the level of fundamental right. It was held by the court that right to education flows directly from right to life under Article 21. The Constitution (86th) Amendment Act, 2002, inserts new Article 21 A in the Constitution to make right to education a fundamental right for all children between six and fourteen years of age. The obligation of state to provide education to the children above the age of fourteen years would still depend upon the economic capacity and development of the state.

*Bandhua Mukti Morcha vs. Union of India*⁶

Supreme Court command that whereas exploitation of the kids should be step by step banned; alternative substitutes to the kids ought to be developed as well as providing education, health care, nutrient food, shelter and alternative suggests that of resource with self-respect and dignity of person.

T.M.A Pai Foundation vs. State of Karnataka:-⁷

Supreme Court held that the state governments and universities cannot regulate the admission policy of unaided instructional establishments go past linguistic and spiritual minorities, however state governments

⁴ (the 86th constitutional Amendment Act 2002,)

⁵ 1993 AIR 217

⁶ (1997) 10 SCC 549

⁷ AIR 2003 SC 355

and universities will establish instructional qualifications for college kids and build rules and rules to keep up educational principles.

*Mohini Jain v. State of Karnataka*⁸

This case popularly known as the capitation fee case, the Supreme Court has held that the right to education is a fundamental right under Article 21 of the constitution which cannot be denied to a citizen by charging higher fee known as the captivation fee.

*Sikshak Sangh v. Union of India*⁹

Supreme Court also observed that establishment of High Schools may not be a constitutional function in the sense that citizens of India above 14 years might not have any fundamental right in relation thereto, but education as a part of human development indisputably is a human right.

Conclusion

Right to education and education is in part III of the Indian constitution i.e. fundamental right. In present scenario right to education is a human right. Right to education plays pivotal role in development of individual as well as society. Education is the pillar of the nation. If the citizens of the nation are educated, they become assets for the nation & can help in achieving economic growth & development otherwise illiterate citizens can be liability for their nation. Through the Right to education we have achieving the aims & mission of developmental goals in the India. It cannot be said that nothing is done towards realization of right to education in India but something more is necessary. The 86th Amendment Act failed to recognize that the period from 3-5 years is very crucial from the point of view of mental and physical growth of the child.

References

1. *H.M. Seervai. Constitution of India. 4th edition. Vol. 2, Universal Book Traders, Delhi (1999)*
2. *J. N. Pandey, Constituted Law of India, 278 (Central Law Agency, Allahabad 2007).*
3. <https://indiankanoon.org/doc/>
4. *Right to Education Act, Ministry of Law and Justice, Government of India, accessed 12 May 2019.*
5. *Venkataiah, C. (2010). Right to education: Need for an inclusive approach. Indian Journal of Public Administration, July-September, Vol. LVI, No. 3, pp. 575-583*

⁸(1992) 3 SCC 666

⁹ 2006 (2) SCC 545

Allelopathic Effect of Inflorescence Extracts of *Mangifera Indica* L on *Raphanus Sativus* L Var.

Japani and H¹¹

Bharate S R¹

Asst. Professor, Dadapatil Rajale Arts and Science and Commerce College, Adinathnagar
Srbharate1969@Gmail.Com

Abstract:

Allelopathy Is A Current Area Of Research And Plays Important Role In Nature And Argo Ecosystem. It May Be Useful In Agriculture To Increase Yield, Minimize Some Problems Related To Multiple Cropping Systems, Soil Productivity And Transformed The Research From Basic To Applied *Mangifera Indica* L Family Anacardiaceae A Common, Large Evergreen Tree Grow Naturally Everywhere On Agricultural Bunds. The Fruit 'Amba' Is A Very Delicious Fruit And Known As King Of Fruit. Effect Of Aqueous Inflorescence Extract Were Tested On The Germination And Seedling Growth Of *Raphanus Sativus* L Variety Japani And H¹¹. Inflorescence Extract Shows Inhibitory Effect At All Concentration. Data Were Analyzed By Appropriate Statistical Method.

Key Words: Allelopathy, Extract, *Mangifera Indica* L., *Raphanus Sativus*, 'Japani' and H¹¹.

Introduction and Review:

Molisch (1937) Introduced The Word '**Allelopathy**' (Greek Words: '*Allelon*' Means Reciprocal And '*Pathos*' Means That Happens To One) For Harmful As Well As Beneficial, Biochemical And Reciprocal Interactions Among Plants Including Microorganisms. Allelopathy Is Defined As "Any Direct Or Indirect Harmful/Useful Effect By One Plant On Another Through The Synthesis And Secretion Of Chemicals Into The Environment." Allelopathy Is A Current Area Of Research. It May Be Useful In Agriculture To Increase Yield, Minimize Some Problems Related To Multiple Cropping Systems, Soil Productivity And Availability Of Nutrients In Soil. Allelopathy, A Multidisciplinary Subject And Research In It Will Definitely Establish A Boon In Agricultural And Forestry Production (Narwal And Tauro, 1994). Leaf Extracts Of *Mangifera Indica* L. Contain An Allelopathin Called 'Mangiferin' (1, 3, 6, 7-Tetra Hydroxy 2-C-B-Glucopyranosylxanthone). It Affects Germination In *Triticum Aestivum* L. And *Abelmoschus Esculentus* L. (Venkateshwarlu *Et Al* 2001) Aqueous Extracts Of *Mangifera Indica* L. Inhibit The Germination And Growth Of Maize, Soybean, *Cucurbita Moschata*, *Echinochloa* And *Digitaria*. Extracts Of Lower Concentration Proved Stimulating. The Rhizosphere Soil Of *Mangifera* Stimulated Germination And Growth Of Maize But Inhibited Groundnut (Yan, 2006).

Material & Methods:

Extracts Were Obtained By Crushing Plant Materials. 10% Aqueous Extracts (Stock Solution) Obtained From Inflorescence Of Trees Viz. *Mangifera Indica* L. Extracts Were Filtered With Muslin Cloth And Whatman Filter Paper No.1, Stored In Refrigerator And Further Diluted With Distilled Water To Get Extracts Of 2.5 %, 5 %, And 7.5 % (Narwal, 1994). Extracts Were Further Used For Bioassay In Laboratory Conditions. Effect Of These Three Concentrations On Seedling Growth Parameters Viz. Seed Germination (Ger), Shoot Growth (Sg), Root Growth (Rg) And Total Seedling Growth (Tsg) Of Test Crop Plants Viz. *Raphanus Sativus* L. 'Japani' And 'Hybrid 11' Were Recorded After 5th Day. Seeds Of Test Plants Were Surface Sterilized With 0.01% Mercuric Chloride Followed By Washing With Distilled Water Before Use. Ten Seeds/ Plastic Container Were Germinated In Sterilized Containers Of 12cm Diameter, Using Germination Paper Or Whatman No.1 Filter Paper. Triplicates Of The Containers Were Maintained. 10 ml Of Extract Was Added In The Petri Dishes/Containers Containing 10 Seeds Each. The Slight Emergence Of Radical Was Considered As A Sign Of Germination. Germination Percentage Was Calculated. Photographs Were Taken With Digital Camera ('Sony' make). Percentage Inhibition Or Stimulation Of 'Ger' (Seed Germination), 'Rg' (Root Growth), 'Sg' (Shoot Growth) And 'Tsg' (Total Seedling Growth) Over Control Was Calculated From Which Graphs Were Drawn. Effect Of Inflorescence Extract, Were Assessed Separately. Statistical Analysis Were Made. Percentage Inhibition Or Stimulation Over Control And Anova Variance Was Calculated. **% Inhibition Or Stimulation:** (C-T /C) X100 (Where C: Control, T: Treatment)

Graph No: 1 Effect Of Flower Extracts Of *Mangifera Indica* L. On Seedling Growth Of Varieties Of *Raphanus Sativus* Linn.

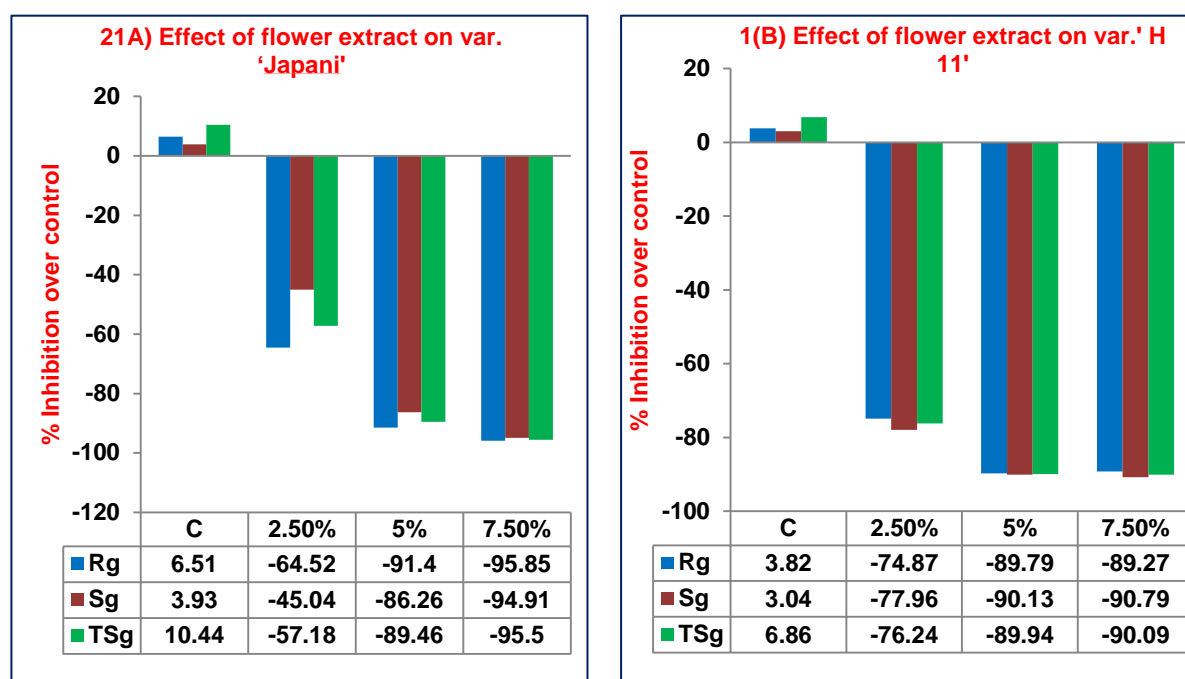


Table NO 1 : Effect Of Aqueous Extracts Of Flowers Of *Mangifera Indica* L. On Germination And Seedling Growth Of Varieties Of *Raphanus Sativus* Linn.

Extract	<i>Raphanus</i>	Growth	Extract/leachate concentration				CD at	P - Value
			Control	2.50%	5%	7.50%		
Leachate	Variety	Parameters						
		Rg	6.51a ± 0.74	2.31b±0.36 (-64.52)	0.56c±0.14 (-91.4)	0.27c±0.27 (-95.85)	0.78	5.18E-20
	'Japani'	Sg	3.93a ± 0.38	2.16b±0.34 (-45.04)	0.54c±0.12 (-86.26)	0.20c±0.08 (-94.91)	0.5	2.44E-18
		TSg	10.44a ± 1.04	4.47b±0.67 (-57.18)	1.10c±0.26 (-89.46)	0.47c±0.15 (-95.50)	1.19	3.25E-21
Flower		Ger %	90	86.67 (-3.70)	80.00 (-11.11)	76.67 (-14.81)		
Extract		Rg	3.82a ± 0.57	0.96b±0.23 (-74.87)	0.39c±0.09 (-89.79)	0.41c±0.09 (-89.27)	0.059	3.38E-13
	Hybrid11'	Sg	3.04a ± 0.42	0.67b±0.16 (-77.96)	0.30b±0.08 (-90.13)	0.28b±0.09 (-90.79)	0.43	2.06E-15
		TSg	6.86a ± 1.00	1.63b±0.04 (-76.24)	0.69b±0.17 (-89.94)	0.68b±0.19 (-90.09)	0.099	6.07E-15
		Ger %	83.33	63.33 (-24.00)	60.00 (-28.00)	60.00 (-28.00)		

Data presented are means of three replicates; values within the same row with different letters are significantly different at 0.05% P-level by Single factor ANOVA test followed by CD & Tukey's test. [Figures in parentheses indicate % stimulation (+) and % inhibition (-) over control; Sg: shoot growth, Rg :root growth, TSg: total seedling growth and Ger: seed : germination].

Result and Discussion:

A.7 Effect of flower extracts of *Mangifera indica* L. on 'Japani' variety:

In comparison, flower extracts of all concentrations significantly and drastically inhibited all seedling growth parameters of 'Japani' variety viz. 'Rg', 'Sg', 'TSg' and 'Ger' by 64.52 to 95.85%, 45.04 to 94.91%, 57.18 to 95.50% and 3.70 to 14.81% respectively over control (Table NO. 3, Graph NO. 2C).

A.8 Effect of flower extracts of *Mangifera indica* L. on 'Hybrid 11' variety:

Similarly, flower extracts of all concentrations of *Mangifera* significantly and drastically inhibited all seedling growth parameters of 'Hybrid11' variety viz. 'Rg', 'Sg', 'TSg' and 'Ger' by 74.87 to 89.27%, 77.96 to 90.79%, 76.24 to 90.09% and 24.00 to 28.00% respectively over control (Table NO 3, Graph NO 2D).

Summary and Conclusion:

Flower extracts of *Mangifera indica* L. inhibited maximally all seedling growth parameters of 'Hybrid 11' And 'Japani' Varieties Of *Raphanus Sativus*.

References:

1. Molisch, Hans (1937) "The Influence of one plant on another: Allelopathy". Edited by Narwal S. S (2001), Translated by L.J.La Fleur & M.A.Bari Malik. Scientific Publisher, Jodhpur (India).
2. Narwal, S.S. and Tauro, P. (1994) 'Allelopathy in Agriculture and forestry.' Scientific Publisher, Jodhpur (India).
3. Venkatshwarlu, G., Ravindra, V. and Challa, P. (2001) Mangiferin: an allelopathin from mango (*Mangifera indica* L.) leaves. *Allelopathy Journal* 8(2): 221-224.
4. Yan, G., Zhu, C., Luo, Y., Yang, Y. and Wei, J. (2006) Potential allelopathic effects of *Piper nigrum*, *Mangifera indica* and *Clausena lansium*. *Ying yong sheng TaiXue Bao* 17(9): 1633-6. www.ncbi.nlm.nih.gov/pubmed/17147171.

Parents' Perception of Online Classes of Children

Dr Gurumoorthi V¹, Dr. P. Jayakumar² Mr. S.Charles³ Mrs. R. Rajalakshmi⁴, Mr.D. Chinnadurai⁵

1Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

2Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

3Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

4Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

5Librarian, Madurai Institute of Social Sciences

Abstract

Online classes are conducted by educational institutions for the past one and half year due to the pandemic situation across the globe. Online classes are perceived in different styles by the different stakeholders. Parents are the first teachers of children. Children imbibe most of the qualities from their parents. Understanding the perception of the parents is indispensable as they strive hard to provide quality education to their wards. The present study aims to study the parents' perception of online classes of children in Madurai City. Data were collected from 55 respondents using haphazard sampling technique. Result indicated that most of the parents expect to start the direct/physical classes instead of online classes.

Keywords: Online class, Parents, Perception, Children, Direct class

Introduction

Online classes refer to the online mode of teaching and learning process. In the online class, there will not be face to face interaction between teachers and the students. Classes are handled using various e-devices such as mobile, laptops and so on. . Irrespective of the likes and dislikes, parents, in the contemporary scenario expect their wards to attend the online class for reasons such as considering the importance of acquiring some knowledge instead of being unlearned, to ensure the connectivity with the subjects reaping some benefits against the tuition fee and so on. Though there are several advantages and disadvantages in the online classes, knowing the perception of different stakeholders is inevitable for further improvements. Hence, parents are considered as an important stakeholder in sharing their perception as it significantly contributes to the learning of children. Let us look into the research that has been already done in the phenomenon of the present study to experience what was shared and available in this regard. The literature helps us to understand the perception of parents from different geographical locations.

Review of Literature

(Daniela, Zanda , & Arta, 2021) found that online classes are perceived as a platform to acquire knowledge and do not improve the skills of children. It was also noted that the parents had to purchase lot of e-devices namely computers, printers, scanners, tablets, headphones, camera and so on for e-learning.

(Bhaman, Makhdoom, Bharuchi, Ali, Kaleem, & Ahmed, 2020) revealed that parents were more concerned about the children's routine due to the sudden closure of schools. Parents believed that schools provide scope for socialization and a formally structured routine to help the children to do the tasks properly and to shape the future work habits. It was further reported the challenges experienced in shifting to the online learning.

(Kong, 2018) suggested to use the school parent communication and peer support among parents for enhancing the pedagogical understanding of parents and to address the parental concerns.

(Khan, 2021) discovered that majority of the parents strongly recommended the traditional method of studying, and highly recommended to start the face to face teaching for practical subjects like science and mathematics. It was also identified that the parents were not in favor of online learning and responded that their children lack creativity, innovation and numerical skills.

(Sumath & Anuraadha, 2021) identified that the competency of parents is crucial in supporting the education of their children. it is concluded that the traditional learning is more preferable for school education than the online learning. It is however identified that there is a statistically significant difference in the mean score with regard to the perception of parents towards online education.

The present study is carried out because the literature on the chosen research problem in indigenous context is less. Hence, the present study is attempted to throw a light on the parents' perception of online classes of children.

Objectives of the study

- i. To understand the parents' perception of online classes of children
- ii. To suggest measures to strengthen the teaching learning process

Participants

The participants of the study were the parents of children attending online classes in Madurai City

Methodology

Mixed methodology was followed in the study. The study presented both quantitative and qualitative data to have a thorough understanding on the chosen research phenomenon. The study employed explanatory research design due to the priority and the relevance of research problem in the contemporary scenario and thereby providing avenues based on the results demonstrated out of the study. A haphazard sampling technique was followed without any systematic approach of selecting a sample. Self-structured questionnaire was used to gather information using Google form. Research ethics followed in the present study were that the respondents were informed that their identity would not be revealed anywhere and the data collected would be used only for academic purpose. Data could not be collected from more number of parents due to the time constraint. One of the major limitations of the study cannot be generalized to the said geographical location due to the lesser sample size. Some of the qualitative questions were not mandated considering that it would affect the participation of the respondents. Data were analyzed using Google forms and Pivot Table in Microsoft Excel.

Results

- An overwhelming majority (85.45%) of the respondents belong the age group of 35 to 45 years
- More than half of the respondents (54.5%) are female
- More than half of the respondents (54.5%) completed post-graduation, nearly one-fifth of the respondents (18.2%) completed under graduation and the remaining respondents completed other courses
- Occupation of the respondents found to be Assistant Professors, housewives, business men/women, professional social workers and so on.
- Exactly three-fifth (60%) of the respondents are from joint family and the remaining respondents are from nuclear family. It is good to note that most of the respondents live in joint family
- More than two-third (67.3%) of the respondents have two children and a little more than one-fifth of the respondents (21.8%) have one children and the remaining respondents have more than two children
- An overwhelming majority (85.5%) of the respondents' children are studying in private school and the remaining respondents' children are studying in government aided school
- Nearly three fifth (56.4%) of the respondents said that two of their children attend online classes
- More than half (52.7%) of the respondents' children study primary class, nearly half (47.3%) of the respondents' children study middle class, a little less than one-tenth of the respondents (9.1%) study high class and exactly one fifth of the respondents study higher secondary
- A little more than two-third (67.3%) of the respondents said that they are not happy with the online classes of their children
- Majority (80%) of the respondents said that they motivate their children to attend online class
- More than two-fifth (41.8%) of the respondents said that they attend online classes with their children
- Exactly three fifth of the respondents said that they do not encourage online teaching and learning
- More than half (54.5%) of the respondents said that their children attend online class three to six hours per day and more than one-third (34.5%) of the respondents said that their children attend online class for less than three hours per day and nearly one-tenth (9.1%) of the respondents said that they attend online class for more than six hours per day
- Majority (80%) of the respondents said that their children attend online classes regularly
- Nearly two-third (63.6%) of the respondents said that their children express disinterest in attending the online classes
- Nearly two-third (63.6%) of the respondents said that their children participate actively in online classes
- A little less than three fourth (74.5%) of the respondents said that they did not receive any complaints from the teachers of their wards with regard to the low level of participation in online class
- Nearly three-fifth (56.4%) of the parents said that their children involve in some activities other than attending online class while teachers teach and exactly two fifth of the respondents said that their children attend only online class while teachers teach and the remaining respondents said that they do not know the activities of their children during the online class
- Nearly half (47.3%) of the respondents said that the online classes are not handled for more hours and an almost equal number (45.5%) of the respondents said that online classes are handled for more hours and the remaining said that they do not know about it
- More than two-fifth (43.6%) of the parents said that the online class for their wards is handled for 40 minutes in a period, a little more than one-fourth (25.5%) of the respondents said that the class is

handled for 45 minutes in a period and more than one-fifth (21.8%) of the respondents said that the class is handled for 50 minutes in a period and the remaining respondents opted the other options such as 55 minutes, one hour, more than one hour and a very few said that they do not know the number of hours the online class is handled in a period

- Nearly three-fifth (58.2%) of the respondents said that their children face physical problems by attending the online class
- Majority (76.4%) of the parents said that the learning experience of their children in online and direct classes is not identical
- An overwhelming majority (89.1%) of the parents said that they are waiting to send their children to the school for the direct/physical class
- An overwhelming majority (90.9%) of the parents said that the direct class is must for their children
- An overwhelming majority (94.5%) of the parents regretted that their children missed the opportunity of socialising with others due to the online class
- A little less than two-third (65.5%) of the respondents said that their children is addicted to social media due to online class, more than one-fourth (27.3%) said that their children is not addicted to social media and nearly one-tenth (7.3%) of the respondents said that they do not know about it
- More than three-fifth (63.6%) of the parents said that their children feel stressed to attend online classes
- A little more than two-third (67.3%) of the respondents said that their children feared to attend online class
- Majority (83.6%) of the parents said that the teachers face challenges in taking online classes
- Majority (83.6%) of the parents said that they felt bad that their children attend online classes continuously for more than one year
- Majority (78.2%) of the respondents said that the knowledge level of their children is low due to the online class
- More than two-fifth (43.6%) of the parents rated that the learning of their children is good in online class and exactly two-fifth rated that it is poor and a little less than one-tenth (9.1%) rated very poor and the remaining (7.3%) of the parents rated that the learning of their children is very good in online class
- Nearly three-fourth (72.8%) of the parents said that the present knowledge level of their children is moderate when compared to past and more than one-fifth (21.8%) said that it is low and a very few said that it is higher
- Majority (90.9%) recommend starting direct class and a little less than one-tenth (9.1%) do not recommend starting direct class
- More than half (52.7%) of the parents said that their children lack moral values due to online class, nearly one-third (29.1%) said that their children may lack moral values due to online class and nearly one-fifth (18.2%) of the parents said that their children do not lack moral values due to online class

Discussion

The reasons stated by the parents for their unhappiness in online classes were: (a) *online classes do not provide the school environment*, (b) *their wards experience physical problems in terms of eye and ear affection*, (c) *wards are not showing interest in attending and listening to the online classes*, (d) *learning in the school is best than online class*, (e) *engaging in other activities other than attending online class*, (f) *quality of education is not good*, (g) *does not beneficial in grooming the behaviour of the children*, (h) *interrelationship is missing*, (i) *there is not mutual understanding between teacher and student*, (j) *concentration is getting diverted*, (k) *spending more time in online classes lead to mental health issues*, (l) *interaction is less between teacher and the student*, (m) *understanding and conceptual clarity are found to be less in online classes* (n) *teaching learning process is not good in online classes*

The reasons highlighted for not motivating their children for attending online classes were: (a) *it is stressful*, (b) *learning in the school is the best option*, (c) *it affects the health of the wards*, (d) *learning is comparatively less*, (e) *all classes are monotonous*, (f) *imagination and creativity are less*, (g) *concentration does not sustain for a longer period of time*

The reasons specified for not encouraging the online classes were (a) *adequate knowledge cannot be acquired*, (b) *classroom environment is best suited for children*, (c) *learning is not easier in online class*, (d) *children are addicted to mobile and experience physical problems*, (e) *direct school education is good for physical and mental health*, (f) *it affects the writing and interaction skills*, (g) *it does not provide the facility of physical classes*, (h) *e-learning is only recommended for higher education in terms of webinars*,

(i) there is no face to face interaction and scope for learning is found to be less, (j) should not conduct online class for kindergarten children, (k) children are not technically sound, (l) physical appearance of teachers is must for the learning of children, (m) children must have the scope for social contact, lab experiments and practical exposure, (n) spending too much of time in mobile without any understanding, learning and interaction

The reasons narrated for not attending the online classes by their children were (a) network problem, (b) do not have mobile phone, (c) due to more distractions like playing online games with friends (d) inability to concentrate continuously

Disinterest expressed by the children of the parents for attending online classes was due to (a) headache, (b) stress and irritation, (c) fatigue, (d) boredom, (e) lack of concentration, (f) could not play with the friends, (g) could not sit in a place for a long duration, (h) lack of understanding, (i) not interested to attend online class, (j) no scope for studying with the friends, (k) mutual learning and understanding are found missing

Children of the respondents do not participate actively in online classes due to the following reasons namely (a) feeling bored, (b) diversion of attention, (c) he is a child, (d) studying primary class and thereby in need of games with study, (e) the level of interest is getting declined when compared it to the initial level of interest, (f) less interest, (g) do not have technical knowledge to participate actively

Physical problems experienced by the wards of their parents out of online classes were (a) body pain, (b) headache, (c) disturbances in sleeping, (d) eye irritation (shared by most of the parents), (e) neck pain, (f) ear related problems, (g) feeling tired soon, (h) obesity, (i) low vision, (j) eye strain, (d) eye swelling. It is necessary to highlight that most of the parents reported that their children experience eye related problems.

The two major reasons pointed out for not showing inclination in the direct classes were (a) online classes are good (b) the fear of third wave of COVID-19

One respondent said that the online classes and the direct classes are not identical because internet surfing and Google provides more learning opportunities

Suggestions by parents to improve the teaching learning process

- Assigning more activities for children would be good rather than teaching continuously
- Teaching by using board is the best method
- Starting physical classes would prevent the diversion of attention
- Direct classes would pave way for enhancing the interpersonal relationships
- Active learning and practical exposures are essential
- Facilitating environment is comparatively higher in the direct/physical classes
- Initiatives may be taken to orient the teachers on the problems experienced by children in terms of network and other related issues
- Follow-up of assignments and related academic tasks have to be strengthened
- Concentrating on imparting moral values and appropriate social behaviour would help to mould them properly
- Individual focus is essential in teaching learning process
- Introducing innovative teaching methodologies would help to avoid fatigue, boredom and monotony
- Adequate and periodical training on technicalities are required for all the stakeholders
- Must ban the online classes for children below 14 years
- Demonstrating friendly approach among the students would create conducive learning environment
- Starting physical classes on a rotation basis with minimum strength is the need of hour
- More efforts must be by the teachers to educate the current affairs and to uplift the students
- Ensuring whether listening, teaching and learning are sailing in the same boat is indispensable
- Finding avenues for gaining the practical exposures would be much beneficial
- Participatory classes gain more relevance in the contemporary scenario

Suggestions by the Researchers

- ❖ Mechanisms must be identified to understand the engagement of children in online classes
- ❖ Awareness and orientation to the parents is required to monitor the child behaviour during online class
- ❖ Assessment sheet may be given by the parents at the end of the day to reflect upon the learning experience of children
- ❖ Parenting plays a crucial role in engaging the children other than the online class hours
- ❖ Encouraging joint family system is gaining momentum again
- ❖ Identifying suitable measures is necessary to prevent the psychological problems of parents and their wards
- ❖ Spelling out the means to overcome physical problems experienced out of online classes is crucial

Conclusion

1. The present study is an attempt to reflect the perception of parents with regard to the online classes of children. Outcome of the study may be utilized to carry out more such studies in different dimensions with different stakeholders to develop a comprehensive model that would result in holistic well-being.

2. References

3. Bhaman, S., Makhdoom, A. Z., Bharuchi, V., Ali, N., Kaleem, S., & Ahmed, D. (2020). Home Learning in Times of COVID: Experiences of Parents. *Journal of Education and Educational Development*, 7(1), 9-26.
4. Daniela, L., Zanda, R., & Arta, R. (2021). Parents' Perspectives on Remote Learning in the Pandemic Context. *Sustainability*, 13(3640), 1-12.
5. Khan, S. I. (2021). Online classes amid the Covid-19 Pandemic: Parents Perspective. *European Journal of Molecular & Clinical Medicine*, 8 (2), 600-605.
6. Kong, S.-C. (2018). Parents' perceptions of e-learning in school education: implications for the partnership between schools and parents. *Technology, Pedagogy and Education*, 27 (1), 15-31.
7. Sumathi, D., & Anuraadha, V. (2021). Parents' Perception And Support Towards School Education Through Online Learning During Covid – 19. *Turkish Journal of Computer and Mathematics Education*, 12 (10), 5727-5730.

Paradigm Shift in Learning Techniques Adopted During Pandemic in Indian Education System

Dr Swati S. Ardhapurkar

H O D Home Science Arts And Commerce Mahila Mahavidhyalaya Ambajogai Dist Beed

Email :kulkarniswati1994@gmail.com

Introduction :-

Due to covid-19 pandemic all schools, colleges and universities are closed since last 17 months. The structure of school and learning including teaching and assessment methodology was firstly affected due to this closure. This pandemic gave challenges to all the world countries in the field of education and research. As we know that education is a most powerful weapon by which we can change the world. But it is mostly affected due to pandemic. As per AISHE web portal Indian education sector is largest amongst the world as it has a network of more than 1.4 million schools, 993 universities, 39931 colleges and 10725 stand alone institutions. As we all know that Indian education system was mostly based on offline. pandemic has significantly disrupted the education sector as well as country's economic future as it is mostly depending upon the higher education of the country. In India 320, million students have been affected by Covid-19. This pandemic has made all education i.e., from K.G. to PG. to adopt teaching online. All over the globe online teaching is adopted to minimize to education loss of the students. Thirteen April 2020 onwards, the education department of the Maharashtra state government stated rolling out e-learning content to students from both government and aided schools for grade I to XII. But it has also some limitations. According to the Indian government national sample survey less than one-fourth of the households have internet access. The telecom regulatory authority of India indicates that 78 percent of the Indians have mobile phones, out of which only 57 percent reside in the rural area. So the education in rural area adversely affected due to this pandemic. Apart from gadget unavailability and internet connectivity, rural India faces another main issue is that of electricity supply. In rural India 16 percent received 1-8 hours of electricity daily, 33 percent received 9-12 hours and only 47 percent of rural Indians received more than 12 hours of electricity supply daily.

Thus, this pandemic brings a large diversion in India's education system. Therefore, present research was undertaken to study be following objectives

Current teaching methods used in India during this COVID-19

How other countries are coping with this pandemic situation.

Comparison of teaching methods used in rural, urban, developed and underdeveloped countries.

Strategies for improvement in the education system of India

Methodology :-

For studying the current teaching methods used in India. I have collected the information from 52 Indian teachers. Which are from rural and urban parts of Beed district of Marathwada. The information was collected by interview method through telephonic communication which gave me detailed information about the current teaching methods. To know the teaching methods used in developed countries I also interviewed the five students, from abroad among which three from U.A.S. and two from U.A.E. Dubai. The collected information is compiled, tabulated and integrated with a proper statistic.

Results of Discussion :-

The collected information on current teaching methods was tabulated, statically analysed and discussed under various heads.

General information of the selected teachers.

Out of total sample of 52 teachers, 23 teachers from rural area and 29 teachers are from urban area.

Accession of Online education

Among selected 52 schools. almost all schools had started online education (96.5%) in urban area whereas only 78.26 percent schools in rural area started education in their schools. The schools that have not started online education are mostly the primary schools in rural area because primary school children are not able to learn through online processes as they can neither handle computers nor mobile phones and also unavailability of mobile phone is one of the main reasons behind it.

Distribution of the teacher According to the class / grade :-

Class / Grade	Rural (23)	Urban (29)	Total
1. Primary teacher	06	05	11

2. Secondary of higher Secondary	13	18	31
3. Higher education (Traditional college)	01	03	04
4. Engineering college	00	04	04
5. Medical College	00	02	02
			52

Among the selected teachers most of the teachers are from secondary and higher secondary schools followed by primary teachers. Very a smaller number of teachers are selected from higher education sector because of time limit.

Use of online platform for teaching:-

Online Platform	Rural (18)	Urban (28)	Total (46)
1. WhatsApp	18 (100)	28 (100)	46 (100)
2. Live session zoom/ google Meet	07 (38.88)	14 (50.00)	21(45.65)
3. YouTube/Videos	10 (55.55)	19 (67.85)	29 (63.04)
4. Google classroom	-	08 (28.57)	08 (17.39)
5. Moodle	-	07 (25.00)	07 (15.20)
6. Diksha App/Govt app	11(61.11)	13(46.42)	24 (52.17)

(Figures in parenthesis indicated percentages)

Above table shows use of online platform for online teaching. Almost all schools /colleges using WhatsApp for giving the information to the students.Live lecture on zoom or google meet are mostly used in urban area. In both rural and urban area pre-recorded videos are mostly preferred while government apps like Diksha, NCERT portals are mostly used by the rural schools. Moodle is mostly used in higher education sector while google classrooms are used in 28.57 percent schools in urban area which are from private sectors.Among all these online platform pre-recorded videos are most popular because as these are pre-recorded it can be viewed at any time, so that students can be seen these videos according to their convenient time and mobile availability.Live sessions are mostly used in urban area specially in private sectors. They said that this method is good for online teaching as because of this we all see the faces of student and, we can ask the questions to them at the time of teaching.While the live sessions are not most popular in rural area because in live sessions time bound is there and in rural connectivity problem and the availability of mobile is also the problem. Because parents are having mobile going out for work and then mobile is not available for their ward. Therefore, in rural area mostly pre- recorded videos, and government apps are popular.Thus, these are the various platforms are used for teaching the students in rural and urban area. By using these platforms, student can learn. For the assessment most of the schools are using WhatsApp. They are giving exercise and then student are complete it and post it on WhatsApp group. Some private schools conducted MCQ tests for assessment but most of the schools are unable to conduct the exam of essay type questions.Two schools in urban areas specially form private sector calling the students by group of 5 in the school where their notebooks of assignments are checked by teachers and them ask their quires and solve their problems. But all students are not that much alert to ask the queries. Therefore, it is the teacher's duty to make them alert by giving them exercise and asking to solve it.Thus, online classes are not capable of substituting classroom lectures. Teachers body language which plays a vital role in the success of classroom lecture is also missing in online classes the use of technology will not only lead to more discrimination, but also will create some practical problems. It will also lack to desiredinteraction in the class.

Attendance of the students for online class:

Though the schools are started online teaching, but all students cannot be able to access. In rural area accession of online platform is significantly low (40 to 50%) than urban area (70 to 80%).This is because many students in rural area may not have access to smart phones or computers. Even if they have, the net connectivity is not be as high as in urban area. A study reveals that in rural areas, only 9.9 percent of persons above the age of 5 were found able to operate a compute and 13 percent were found able to use the internet. UNICEF report has indicated that approximately only a quarter of household (24%) in India have access to the internet and there is a large rural, urban and gender divide.A socioeconomic status and regional factor play a vital role in accessing and affording online platforms. As in rural India, farming is the main occupation of people.. Therefore, efforts taking by the government for teaching the students are

currently available and are largely accessible for middle class student from cities and towns with minimal participation of poor, rural and tribal student.

Change in the education system among foreign countries due to covid -19 for this I have collected the data searching on websites and interviewed five students from abroad. Among these five students three are from united states and 2 are from Dubai. All 5 students told that, their schools are closed from march, and their schools started e- learning from the month of April. All the activities of school are going on live mode. Mostly the teaching modes is live sessions. Teachers are taking exams MCQ type as well as essay type also. Teachers are checking their assignments online. Therefore, these students did not feel that theses is any loss of education. Only thing they missed is physical activity and laboratory activity. In this country also the practical facilities aren't available online.

Suggestions or strategies to improve Indian education system. :

To minimize the loss in education government should undertake some steps so that education cannot be stopped and is continuously going on.

1. Open-Source digital learning solution and learning management software should be adopted so teachers can conduct teaching online. To improve or increase the accessibility of learning to the students the DIKSHA app which is mostly used in India should be strengthened
2. This is the good opportunity to strengthen the internet connectivity throughout the country especially in rural area and even in remotest part of the country which will help to increase of mobile internet users in India. Which can be helpful to increase in the effectiveness of learning and teaching through online.
3. Prepare the higher education sector for the evolving demand –supply trend across the globe. Which will be helpful for improving the quality and demand for higher studies in India.
4. Current change in the pedagogical methods in school as well as in higher education integrating with 60 percent classroom learning with 40 percent e-learning.
5. Group the children by their learning level rather than by grade. So, teachers can provide instructions to the students by their current learning level. This will help children to get basic reading and arithmetic skills in a relatively short period of time.
6. There is an urgent need to change the traditional teaching methods by the teaching faculty. For that, faculty should be active and gain experience or skills in online teaching. So that, the learning institution become virtual institutes. Thus, every student home become his institute. This will reduce the demand for infrastructure of the institute.
7. Higher education in India needs to be more international and flexible. Therefore, there should be more focus on internationalizing of curriculum design, collaborations, skill development and faculty involvement. So that it can be stand forever and will not be collapsed in any other crisis.
8. Online learning requires mainly 3 things. a) Access to the internet b) the right technology c) the skills to use the technology. So, to strengthen the teacher training centers should be encouraged.
9. Lack of limitation and exceptions to copyright also have an impact on the accessibility of online textbooks and materials. So that, in New Zealand a group of publishers agreed to allow for virtual public reading of their materials from libraries and classroom. Also, in Australia similar agreement was signed. Netherland launches a website to allow teachers use free- licensed music and video for their classes. Such support should be needed in India for digitalization of teachers and students.
10. Government should minimize the cost of accessing material required for e-learning like cost of mobile, tablets computer and laptops. Charges of internet etc. So that it can be afforded by every individual
11. In this pandemic, every person is in a psychological stress, so it is necessary to design a curriculum needed for the capacity building of young minds. Which will be helpful for employability, productivity health and wellbeing of the people ensures the overall progress in India.
12. Like L P G government can give the subsidy on gadgets used for online learning i.e. android phone, computer, laptop and tablets etc. so that poor persons can also afford these gadgets which will increase the access of online learning facilities.

Thus, by using above mentioned strategies India can improve its education system to cope up with the pandemic COVID -19

Conclusion :-

COVID-19 leads to adopt the e-learning platform for education. Therefore, there is an increase of 26 percent in the users of internet. A private institution like Byju's also found three times increase in the web traffic and number of students accessing its app. To educate the student in masses government of India introduced the online platforms like DIKSHA, e-pathshala, JROER, NIOS, E-yantra, FOSSEE etc. There are daily 50,000 views on SWAYAM platform which was initiative taken by Indian government. Thus, India is trying to cope up with the crises by using e-learning mode for education. Though there is a difficulty in accessing internet facility in rural area 78 percent of rural schools started the online education to the students in Beed District. because e-learning requires 40-60 percent less time to learn than traditional classroom learning. Indian education system is largely affected due to this pandemic. But the future of Indian education system is mostly dependent on how the Indian government provide e-learning platform to the largely underserved population of the country. From this pandemic we learn and biggest lesson that education needs better integrate technology. In traditional method learning was place but in e-learning, learning is an activity and this activity extend from the school to home.

References :- times of india . indiatimes.com

government economic times.indiatimes.com

1. [www.financial express.com](http://www.financialexpress.com)
2. www.inventia.co.in
3. www.digitallearning.electsonline.com
4. Confluence.ias.ac.in
5. <https://mjagranjosh.com>
6. www.hindustantime.com
7. Confluence.ias.ac.in
8. <https://papers.ssrn.com>
9. <https://blogs.worldwork.org>
10. www.relocatemagazine.com
11. www.euractive.com
12. www.europeandata.porta.in

Impact of Innovative Learning for Students

Dr.Mrs. A. S. Dhoble¹ Dr. Mrs. Pallavi L.Tagade²

¹Sevadal Mahila Mahavidyalaya, Sakkardara Chowk, Nagpur.

²D.K.Mahila Mahavidyalaya Kurkheda, Dist. Gadchiroli.

Abstract

“Education Is The Most Powerful Weapon Which You Can Use To Change The World” Uttered By Nelson Mandela. Education In India Is At Crossroads Of Whether To Adopt Technology Or Negate Its Impact By Being Indifferent. While The Former Is Desirable And Indispensable. Recently Innovative Teaching Has Been Viewed As A Constructivist, And Student-Centred Process Whereby Students Should Be Active Learners In A Supportive Environment, Engaging In Authentic And Relatable Problem-Solving Activities To Stimulate Learning. In View Of The Sweeping Changes Being Brought By Technology, Latter Will Only Push Us Into A Regressive Scenario. Online Education Can Be A Solution To A Myriad Of Problems Surmounting The Education System Today. The Specific Objectives Of Study Are To Identify The Advantages Of Online Learning For Students, To Find Out The Disadvantages Of Online Education For Students, To Identify The Problems Of Innovative Learning Of Students.

Keywords: Innovative, Students, Learning

Introduction:

An Innovation In Learning Occurs In A Specific Teaching And Learning Context, Improving Upon The Implementation Of The Standard Practice Or Introducing A New Practice, Thus Achieving Greater Learning Outcomes. According To The Father Of The Nation, Mahatma Gandhi, “True Education Must Correspond To The Surrounding Circumstances, Or It Is Not A Healthy Growth.” These Words Reflect The Ceaseless Need For Educational Institutions To Keep Evolving And Comprehending The Imperative Demand Of Students By Providing Them With Necessary Means. The Transition From Chalkboard Teaching To Prompt, Flexible Online Teaching Requires Appropriate Technology-Enabled Learning. Digital Education Has Often Been Considered A Viable Solution For Rural India To Address The Existing Gaps In Imparting Education. It Is Believed That Digital Education Can Curb The Issues Related To Quality Education Delivery, The Inadequacy Of Teachers In Rural Schools And Colleges High Rate Of Drop-Outs, Insufficiency Of Innovative Teaching-Learning Methods And Lack Of Standard Learning Material. With The Covid-19 Putting A Halt On Classroom Learning Sessions, Online Learning Has Paved A New Way To Retain Normalcy For Students And Teachers. The Challenges Facing Students Today Are Poverty, Family Factors, Technology, Student Attitudes And Behaviors, And Parent Involvement. The Works Of Some Scholars Laid Foundation For Much Research Focusing On Issues Of Innovation (Kokurin, 2001; Fatkhutdinov, 2008; Utkin, Morozov & Morozova, 1996), Including The Educational Environment (Smolkin, 1991; Mukhina, 2013). A Number Of Studies Are Devoted To The Problems Arising From Training Distance Learning Students (Maksimov, 2012).

Objectives:

1. To Assess The Impact Of Online Education Of Students.
2. To Identify The Advantages Of Online Learning For Students.
3. To Find Out The Disadvantages Of Online Education For Students.
4. To Identify The Problems Of Innovative Learning Of Students.

Hypothesis:

1. There Is No Impact Of Online Education On Students If It Is, It Is By A Chance.
2. There Is No Impact Of Advantages On The Effect Of Innovative Teaching.
3. There Is No Much Disadvantages On The Effect Of Online Teaching.
4. There Are No Problems Of Innovative Learning Of Students If It Is, It Is By A Chance.

Research Methodology:

During The Study The Following Methods Were Used: - Theoretical Methods: Analysis, Synthesis, Generalization And Classification. Experimental Work Done On B.Sc. Home Science Students Of Sem. II & Sem. IV Of D. K. Mahila Mahavidyalaya Of Kurkheda , Dist. Gadchiroli . The Various Statistical Methods Such As Tables, Figures, Percentage Are Used To Analyze The Collected Data And Information The Sample Size Of 124 Students Were Considered By Simple Random Technique Who Adopted Innovative Learning.

Results and Discussions:

Table 1.1 Impact Of Online Education For Student

Sr. No	Important Information	No. Of Students	Rank Order
1	Gain Of Personal Knowledge And Development	120	III

2	Problem Solving Capacity	111	IV
3	Developing Other Learning Challenges	121	II
4	Current Knowledge	122	I
5	Traditional Sources (Books, Seminars, Articles, Hands-On Workshop)	14	V
6	Digital Sources (Websites, Videos, Social Media Online Learning)	122	I

Here As The Number Of Replies Are More For Each Statement Hence Rank Order Has Been Considered. It Is Indicated From The Above Table That Majority Of The Students Had Receiving Current Knowledge Of The Subject And They Are Using Digital Sources Like Websites, Social Media Online Learning And Stood In The I Rank Order. Due To Online Education They Are Developing Other Learning Challenges And So They Were Accorded II Rank Order. Gain Of Personal Knowledge And Development Received By Students And Stood In The III Rank Order. Problem Solving Capacity Has Been Increased Due To Online Education And Stood In The Iv Rank Order. Negligible Students Took Support Of Traditional Sources Like Books, Seminars Articles, Hands On Workshop And Accorded V Rank Order.

Table 1.2 Advantages of Online Learning For Students

Sr. No.	Advantages Of Online Education	No. Of Respondents	Rank Order
1	Online Learning Are Convenient	120	III
2	Online Learning Are Global Perspective.	121	II
3	Online Learning Offer Flexibility.	117	V
4	Online Learning Improved Virtual Communication And Collaboration.	119	IV
5	Online Learning Bring Education Right To Your Home.	122	I
6	Online Learning Demonstrated Self Motivation.	118	VI

As The Number Of Answers Are More For Each Statement Hence Rank Order. Online Learning Bring Education Right To Your Home You Can Still Exercise Your Mind Without The Daily Grind Of Getting To School On Time, Fighting Through Traffic, Even Pushing Through Illness So As Not To Miss A Class. If You Pursue Online Learning, You Can Continue Your Work At Home Very Easily And This Statement Has Been Accorded I Rank Order. Online Learning Are Global Perspective Reported By Students And Stood In II Rank Order. Online Learning Is Convenient , At Any Time One Can And Hence Accorded III Rank Order. Online Learning Improved Virtual Communication And Collaboration Learning To Work With Others In A Virtual Environment Can Make You [A More Effective Leader](#). You'll Develop Critical [Leadership Skills](#) By Utilizing Specialized Knowledge, Creating Efficient Processes, And Making Decisions About Best Communication Practices, Such As What Should Be Discussed In-Person Or Electronically & Stood In The IV Rank Order. Online Learning Offer Flexibility And Hence Education Becomes Easy Reported By The Students And Also Online Learning Demonstrated Self Motivation Stood In V Rank Order. Online Learning Demonstrated Self Motivation. This Statement Receive V Rank Order.

Table 1.3 Disadvantages Of Online Education For Students

Sr.No.	Disadvantages Of Online Learning	No. Of Students	Rank Order
1	Online Learning Require More Time Than On-Campus Classes.	118	IV
2	Online Learning Make It Easier To Delay.	119	III
3	Online Learning Has Technology Issues.	120	II
4	Online Learning May Create A Sense Of Loneliness.	120	II
5	Online Learning Allows To Be More Independent.	117	V
6	Online Learning Lacks Face To	121	I

	Face Communication.		
--	---------------------	--	--

It Is Revealed From The Above Table That As There Are Multiple Replies From The Students For Each Statement Hence Rank Order Has Been Considered. It Is True That Majority Of The Students Lacks Face To Face Communication In Online Learning And Stood In I Rank Order. Online Learning Have Technology Issues As Well As It Creates A Sense Of Loneliness Having Same Frequency And Hence II Rank Order. As Per The Convenience Of Students They Can Make It Easier To Delay And So Accorded III Rank Order. It Is Really Surprising To Note That It Requires More Time Than On Campus Classes And This Allows To Be More Independent And Stood In The IV And V Rank Order Respectively.

Table 1.4 Problems Of Innovative Learning Of Students.

Sr. No.	Problems Of Online Education	No. Of Respondents	Percentage
1	Digital Literacy And Infrastructural Support	121	I
2	Lack Of Skills	120	II
3	Language Concerns	120	II
4	Gender Inequalities	119	III
5	Online Learner Boredom	118	IV
6	High Familiarity With The Traditional Education Environment	117	V

A Significant Proportion Of The Rural Population Continues To Fall Short Of The Required Internet Bandwidth And Knowledge To Recognize Devices And Digital Terminologies And The Absence Of Supporting Infrastructural Facilities Such As A Stable Flow Of Electricity And Unavailability Of High-Speed Internet Is The Major Problem And Hence Accorded I Rank Order. Lack Of Skills And Language Concerns Are Also The Barrier For Students And Stood In The II Rank Order. Gender Inequalities Are The Issues And Hence III Rank Order. It Is True That Online Learning Is Too Boredom As A Students Learning In Isolation, No Friends And Hence IV Rank Order. There Is High Familiarity With The Traditional Education Environment From Many Years And Hence V Rank Order.

Conclusion:

A Teacher's Perception Of Pedagogical Practices Associated With An Innovation Can Influence The Success Of An Innovation. A Supportive Atmosphere For Innovation Can Encourage People To Try New Practice. It Has A Key Role In Creating Formal Systems And Space For Sharing Innovative Practice. Advantages And Disadvantages Of Online Education Had A Greater Capacity To Think On Student's Mind Hence Psychology Of Student Changes And They Feel Much Comfortable. The Ability Of Students To Learn New Information Or A New Skill Whenever You Want And Wherever You Want Offers Far Greater Opportunities For Education Than Ever Before. Due To The Wide Set Of Benefits It Gives To Students A Habit Of Online Courses And Hence Online Learning Has Become Quite Popular And Appreciated Among Students All Over The World And Hence It Is Found That There Is Vast Impact Of Innovative Learning On Students. Thus Online Education Is The Future Of Learning And Is All Set To Bring A Major Transformation In The Education World.

References:

Different Websites On Internet.

1. Fatkhutdinov, R. A. (2008) Innovative Management. St.Petersburg: Piter. 448p. Gryaznova A. G. (2004) Finance And Credit Encyclopedia. Moscow: Finances And Statistics. 1068p.
2. Kokurin, D. I. (2001) Innovative Activities. Moscow: INFRA-M. 368p .
3. Maksimov, P. V. (2012) Increasing The Effectiveness Of Distance Learning In Technical Colleges. Modern Problems Of Science And Education, 3, 189-190.
4. Mukhina, T. G. (2013) Active And Interactive Educational Technology In High School. Nizhny Novgorod: NNGASU. 76p.
5. Smolkin, A. M. (1991) Methods Of Active Learning. Moscow: Higher School. 176p. The Concept Of Innovation Policy In The Russian Federation. (1998) The Concept Of Innovation Policy In The Russian Federation For 1998 – 2000, Approved By The Government Of The Russian Federation Of July 24, 1998, N832. Direct Access: www.Consultant.Ru.
6. Utkin, E. A., Morozov, G. & Morozova, N. I. (1996) Innovative Management. Moscow: Akalis. 207p. Vasbieva, D. G. & Klimova, I. I. (2015) Transformational Potential Of Blended Learning To Personalize

Information and Communication Technology ICT and Education

A. P. Kshirsagar

Mahila College of Education Market Yard, Kolhapur, Tal- Karveer, Dist- Kolhapur. Pin- 416005.

Email Id- archana110781@gmail.com

Abstract -

The Impact of ICT on each aspect of the life has been increasing day by day and the way we are functioning today is vastly different from the way we were functioning quarter a century ago. During last twenty-five years. ICT has metamorphosed the way of functioning be it business, be it governance and off-course education. The education is a social activity and it moulds the character of society and brings in advancement using ICTS in education, it moved to more student-centered learning. As we are moving rapidly towards digital age, the ICTs is playing a crucial role in education. This paper highlights numerous impacts of ICT on contemporary. Education and discusses potential future development in academic performance. It impress upon the role of ICT in transforming teacher-centered learning to competency based learning. It also explores some challenges in their education like cognitive factors, need for developing a model, collaborative authoring etc. However the rapid development of tools and resource presents both opportunities and challenges in order to maximize the potential of ICT to develop their academic performance, it is used in pedagogically sound way that corresponds to the individual needs of the students. It is also important that the use of ICT is introduced and supported in a range of pedagogical approaches that life long education.

Introduction-

ICT refers to diverse set of technological tools to communicate, create, disseminate, store and manage information. The use of computers, mobile and internet are considered as ICTs. However, ICT deals with not only information but an umbrella term which covers communication also and all kind of devices which are interconnected or receives signals creating any kind of electronic content and using and sharing the same is part of ICT. Computers, mobiles, internet, radio, TV and such other devices help us in doing that. To involve students in the teaching learning process. Gathering information Different ways of using ICT in Teaching are as follows.

Computer Teaching –

Earlier computers were used for teaching in the computer lab. The use of computer in classroom and mobile, tablet, laptop at the end of students has advanced the process of teaching learning and it has replaced the previous method of using transparencies through overhead projectors. A teacher prepares a PPT for given topic and share with the students. The ppt may contains detailed presentation on the given topic, instruction tasks and questions for students to respond to further computers, mobiles being used for teaching discussion among the group members through any video conferencing app like google forms are also being used to collect ideas and share.

Customization could be done to suit students of different abilities.

Students can prepare document using words, excel, ppt and share with teachers to get feed back through various applications, programmes of computer teaching learning could be made more interesting. For example if you are teaching about menstruation you may ask the students to draw the desired shape on the computer and colour it.

Internet Teaching –

By using internet, teacher can connect to their students and discuss any topic anywhere and with as many students through virtual classroom. Further a teacher can create a video and upload to his / her you tube channel for viewing by the students anytime as per the convenience of the students. The teacher can also create her own websites, blogs containing lessons, worksheets, notes related to a topic students can also upload their work through internet. This way a teacher could complement and supplement her teaching by sharing more contents and a platform for students to share their ideas , which is otherwise very difficult in a large class. Students could be examined and evaluated as well through internet teaching. Students get a chance to learn and relearn go through the topic several times ask questions without being embarrassed. Students could be used to get information from sites related to the topic.

TV, Radio Teaching –

Students could be given assignment based on radio, TV programme on history, geography, Science and environment. This not only creates interest in the students but also enables them to get more information.

ICT of Teaching and Learning –

Various new age tools used for the purpose of teaching and learning during 90's computers and information technologies were introduced to educators for direct teaching and learning purpose. Computer

assisted learning (CAL), Computer Based Training (CBT) and Computer Assisted Instruction (CAI) were introduced, then came multimedia course ware and then web based instruction and computer mediated. Communication (CMC) system evolved. CAI is highly effective for rapid learning by the students in respect of practice based basic skills. Effective instruction requires presenting information, guiding the learner practice and finally assessment of students learning. The use of a computer to provide any combination of these factors may be termed computer assisted instruction. It should be noted that there is no requirement that the computer provides all of these elements. Rather, any combination of these can be appropriate computer intervention in the learning process. Interactivity, flexibility and learner control is the hallmark of these technologies. The application of educational technologies (Edtech) has progressed beyond the use of basic drill and practice software. It now use sophisticated multimedia products and advanced technologies. Now a days, students, use multimedia for interactive learning and doing class projects. Students are further using internet to enhance their knowledge of the subject, do research and to communicate. The continuously evolving technologies empowering students to manage their learning, to think analytically & critically, and to work collaboratively,.

New Initiatives for ICT Integration –

- 1) **E – Learning** – Is a learning programme that makes use of an information network such as internet, intranet either fully or partly, for course delivery interaction and facilitation. Web based learning is a subset of e-learning and refers to learning by using an internet browser.
- 2) **Blended learning** – It refers to learning models which combines the face to face classroom practice along with e-learning solutions. For example, a teacher may facilitate student learning in class contact and uses the model (Modules object – oriented dynamic learning environment) to facilitate out of the class learning.
- 3) **Active learning-** It is learning by doing ICT-enhanced learning uses various tools for examination and analysis of information to provide a platform for student inquiry, analysis and construction of new information. ICT makes the learning fun and pragmatic. Unlike, traditional pedagogy, which focus on memorization, rote learning, ICT enhanced learning is engaging and practical. In ICT enhanced learning, a learner has flexibility to choose what to learn as per their requirement.
- 4) **Collaborative Learning** – ICT supported learning encourage interaction co-ordination and collaboration among teachers, students and subject experts regardless of their physical location. ICT supported learning helps to collaborate with students from diverse cultures, enhancing learners communication skills and team building skills.
- 5) **Creative learning – ICT** – supported learning helps with existing information to create real world products instead with duplication of received information.
- 6) **Integrative learning** – ICT enhanced learning promotes an eclectic approach to teaching and learning. This approach helps in holistic understanding of different disciplines and it eliminates the artificial separation between theory and practice which is characteristic of traditional approach.
- 7) **U- learning** – Ubiquitous learning also known as u-learning is based on ubiquitous technology. The most significant role of ubiquitous computing learning is to construct a Omni present learning atmosphere that allows anyone to be told at any place at any time. Some days that the evolution of Omni present learning has been accelerated by the development of wireless telecommunication capabilities, open network, continuing will increase in computing power, improved, battery technology and the emergence of versatile software package architectures. This ends up in U-learning embedded in everyday life.

Benefits of ICT in the field of Education –

The use of ICT is a key differencing factor making positive impacts on learning of students and teaching approaches. Many studies reveal that students using ICT facilities mostly show higher learning gains than those who do not use. Students who use computer tutorials in natural science, mathematics and social science score significantly higher on tests in these subjects. Students who used simulation software in science also scored higher. The finding also indicated that primary school students who used tutorial software in reading scored significantly higher on reading scores. Very young students who used computer to write their own stories scored significantly higher on measure of reading skill. Students who used word processor used the computer for writing scored higher on measure of writing skill.

Students support – Centered and self directed learning –

Students are now regularly using computer for meaningful pursuit. They are building new knowledge through accessing, Selecting, organizing and interpreting information and data from various sources and evaluation the quality of the learning materials.

ICT Nurtures Inclusion and promotes creative hearing environment –

Students in the classroom can all learn from the curriculum material through ICT. Divyang Students are no longer at a disadvantage as they also have access to essential material and special ICT tools which can be used for their own educational needs. ICT facilities higher degree of creative solutions to various types of learning inquires. It develop students new understanding in their areas of learning. Koc (2005) mentioned that ICT use enables students to communicate, share and work collaboratively anywhere, anytime. E.g. a virtual VC class room could invite students around the world to gather simultaneously for a discussion. They may have the opportunity to analyze the problems and explore ideas as well as to develop concepts. They may further evaluate ICT learning solutions. Students not only acquire knowledge together, but also share diverse learning experience from one another in order to express themselves and reflect on their learning.

ICT promote critical and analytical Thinking skills –

One of the key skills for the 21st century which includes evaluating, planning, monitoring and reflecting to name a few. The effective use of ICT in education demands skills such as explaining and justifying the use of ICT in producing solutions to problems. Students need to discuss, test and conjecture the various strategies that they will use. ICT helps students to focus on higher-level concepts rather than less meaningful tasks. For students, a prolonged exposure in the ICT environment can in grain higher critical thinking skills. Schools are strongly advised to integrate technology across all learning areas and at each learning levels. ICT has been integrated, students have shown higher level of achievement.

ICT in cost Efficient –

ICT eliminates the usage of paper to a great extent and is eco-friendly. ICT minimize cost and save time. Web-based LMS tools connect students, educators, scholars and researchers and education personal together. ICT enhance E-learning and learning management system (LMS). Teachers can teach better with images, videos and graphic while delivering lessons. Educators can create engaging, interesting and well-designed classroom activities. ICT improves the administration and enhance the quality and efficiency of education. It promotes and improves the digital culture in schools, colleges and universities.

Role of ICT in Education -

1. ICT helps in storing educational information of an educational institution safely
2. ICT removes the traditional method of teaching and prepare teacher to apply modern method of teaching.
3. ICT helps teachers to interact with students in better fashion.
4. ICT also helps teachers to access institutions and universities, NCERT, NAAC, NCTE, UGC, etc through their website.
5. It helps in improve Teaching skill, helps in innovative teaching.
6. ICT helps teacher to communicate properly with their students. So, ICT bridge the gap between teacher and students.
7. ICT plays an important role in evaluating the performance of students
8. ICT helps teacher to pass information to students within a very little time.
9. ICT helps teacher to design educational environment.
10. ICT helps teacher to identify creative child in educational institute.
11. ICT helps teacher to motivate students and grow their interest in learning.
12. ICT helps Teacher for organizational pre conditions.
13. ICT helpful for designed learning situations which are needed for both vocational education and the learning of future teachers.
14. ICT effectively clear the care concepts of the subject matter, enhancing the students level of understanding and retaining the knowledge.
15. ICT makes content more enjoyable through engaging narratives and high quality animation, making the whole session more interactive.
16. ICT brings more focus and makes the whole teaching learning process enjoyable.
17. Through ICT child progress can be mapped in the form of a electronic journal which will help teachers and students to identifying the strong and weak points and identifying necessary remedial measures to overcome weak points.
18. ICT helps proper organization and management of an institution.
19. With the help of ICT teacher training institute can develop communication work.
20. Teacher learn most form their own network with the help of ICT.

21. Through ICT, the information can be shared quickly and efficiently. To providing them access to quality education anytime and anywhere.

Conclusion –

The rapid growth in technology drives the society to find faster unproductive time. With an increasing requirement to conduct learning activities independently the ability to read, comprehend and understand learning process will be key factor in successful development and ability to function in the twenty first century. These requirements and skills can be improved through the use of learning. The Indian educational industry is in evolving stage India might well be one of the leading countries to adopt learning, in coming years owing to the number of young users. ICT tools learning is revolutioning the education in India.

References –

1. *Saxena, N.R. & Oberoi, C. (2004), "Essentials of Educational technology and management", R.C. all Book depot, meerut.*
2. *Agarwal, J.P. (2013) Modern education technology Black print, Delhi.*
3. *UNESCO (2002) Information and Communication Technologies in Teacher Education, A planning Guide.*
4. *<http://en.m.wikipedia.org>*
5. *www.researchgate.net*

Vision of Education towards Rural Women
Dr. Pallavi L. Tagade¹ Dr. (Mrs). Aparna S. Dhoble²

¹Assi Prof Dept. of Extension Education (Home Science) D.K. Mahila Mahavidyalaya Kurkheda, Ta. Kurkheda, Dist Gadchiroli

²Prof Dept. of Home Science Extension Education sevadal Mahila Mahavidyalaya Sakkardara Square Umred Road, Nagpur

Abstract

Rural Development in domestic societies is not a matter only of plans and spastics, target and budget, technology and methods material aid and professional staff or agencies and organization to administration; but it is an effective used of these mechanisms as educational means for changing the mind and action of people in such ways that they help themselves to attain economics and social improvement. The presents study was under taken with following objectives. To examine the level of education from rural women's; to find out the information educational media and transmission. Bhandara District was selected in which Amgaon Village when chosen for the study 100 sample were selected using the Lahari's method of sample random sampling. The survey method was used to collect data by the interviews method. Maximum number of respondent i.e. 40% of them having education up to H.S.S.C level. 75% level of the women's are in desire to take the education and 40% rural women were educated through the Television. Educational status of rural women low condition at present. The observation of the government towards the rural women is in dwell site. The educational status of rural women is low condition due to the reason of non-development of educational institution. The rural women can be developing due to the non-taking of education . primafacie the government have made the concentration towards the rural women. The rural women having in desire towards the education. To explain the importance to the education of rural women. The government has develops the educational institution to the rural women's. To instigate to the rural women's for education.

Keywords: - Education, Rural women

Introduction:-

Rural women's access to education and training can have a major impact on their potential to access and benefit from income-generating opportunities and improve their overall well-being. A variety of approaches including non-formal education, technical and vocational training, agricultural extension services, workplace training, training in new technologies and literacy and numeracy training are needed to address the various challenges rural women face. In addition, information and communication technologies (including mobile and electronic communication, etc.), supported by the right policies and institutional frameworks, can provide rural women with alternative avenues to access information related to their rights, services and resources, and social protection (e.g. identification card registration; laws on land, inheritance, and domestic/gender based violence, and agriculture, market, health, nutrition information (among other). Rural development in Domestic Societies is not a matter only of plans and statistics, targets and budgets, technology and method material aid and professional staff or agenesis and organization to administration; but it is an effective used of these mechanism as education means for changing the mind and action of people in such ways that they help themselves to action economic and social improvements. In short helping rural communities by means of education for the purpose of their developments is the real essence of extension.

Objectives:-

- 1) To examine the level of education of rural women's.
- 2) To find out the educational problems of the rural women.
- 3) To find out the importance of education towards rural women.
- 4) To assess the media for rural women.

Hypothesis Of The Study:-

- 1) Rural women are educated if it is, it is by chance.
- 2) The educational problem among the women is low if it is, it is by chance.
- 3) Education is very important for rural women if it is, it is by a chance.
- 4) Rural women are aware about different media if it is, it is by chance.

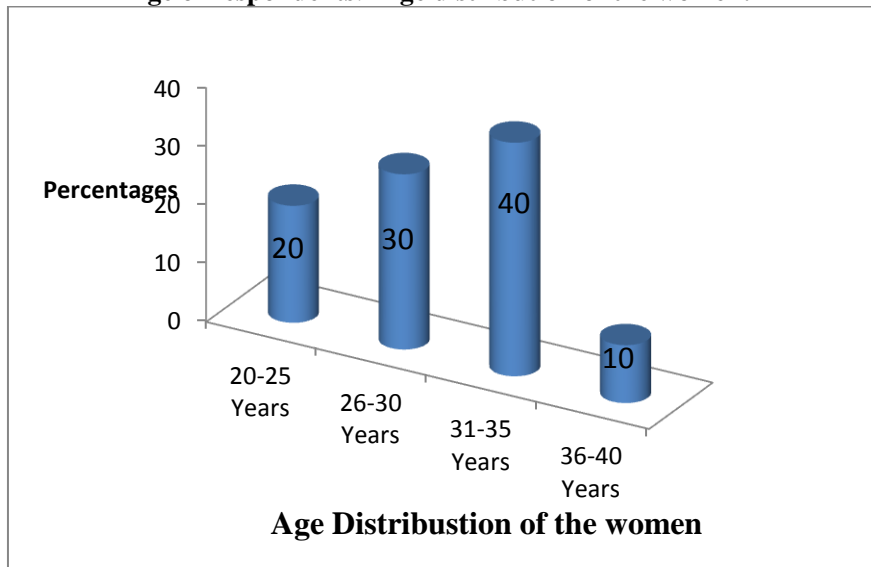
Research Methodology:-

Bhandara Panchayat Samittee of Bhandara District was selected which Amgaon village when chosen for the study 100 sample selected using the Lahiris method of simple random were sampling. The survey method was used to collected data by the interviews method.

Result And Discussion:-

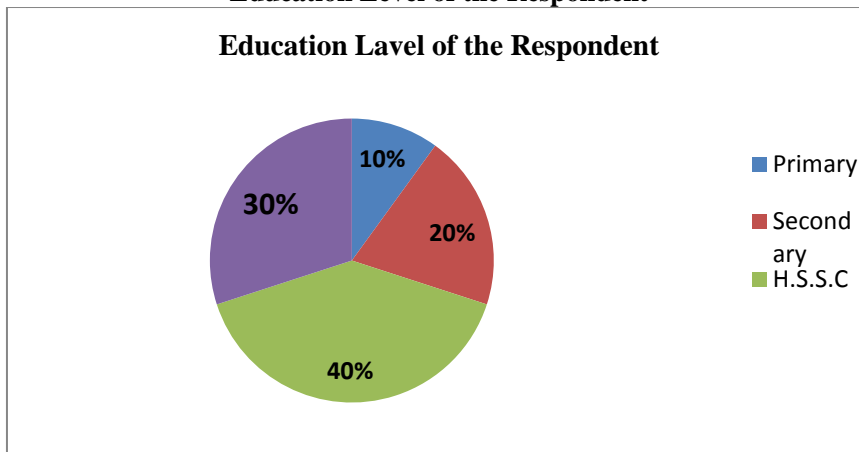
The Result and Discussion was presented is the following chapter.

Graph No.1
Age of respondents:- Age distribution of the women:-



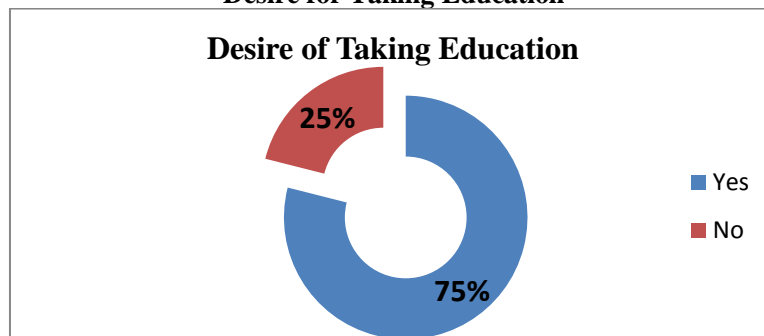
The above graph reverts that 40% were from the age group of 31-35 years. Whereas 30% respondents come under the age group of 26-30 years. Very few percentages i.e. 20% ranges from the age group of 20-25 years. Whereas negligible percentage i.e. 10% of the rural women were from the age group of 36-40 years.

Graph No. 2
Education Level of the Respondent



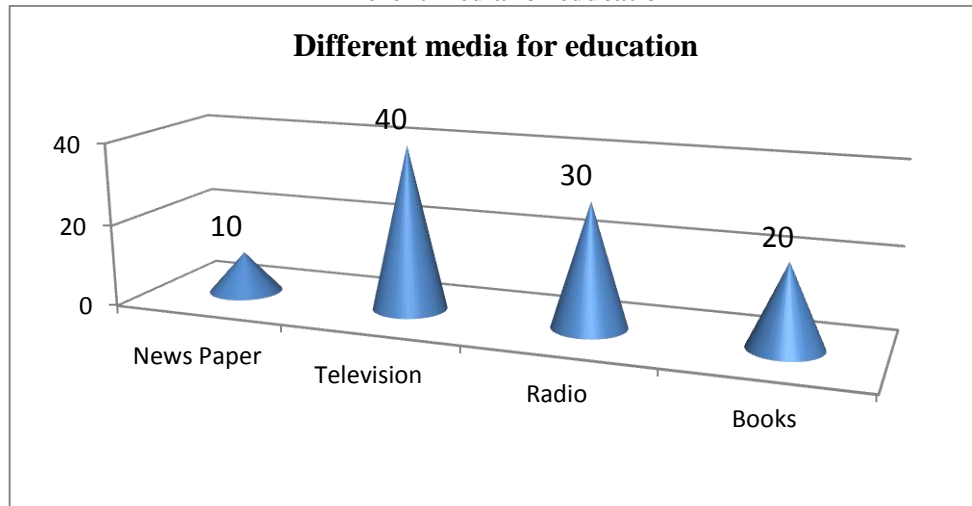
The above level shows that the educational background of the respondents who were educated was satisfactory with 40% of them having education up to H.S.S.C Level; 30% of them were Graduate and 20% of them were educated up to secondary school level. 10% of the respondent had received education up to primary school.

Graph No. 3
Desire for Taking Education



The above graph shows that the 75% level of the women's are in desire to take the education and 25% level of the women have know desire to take education.

Graph No.4
Different media for education



The above graph shows that 10% rural women were prospected through the daily News Paper and 40% rural women were educated through the Television and 30% women educated by the Radio.

Suggestion:-

- 1) Primarily the Government should concentration towards rural women's education.
- 2) The rural women should get support from family & she should have desired for education.
- 3) The Government should facility of higher education in rural areas.

Conclusion:-

- 1) The observations of the governments towards the rural women are in dwell site.
- 2) The educational status of rural women is in low condition due to the reason of non-development of educational institution.
- 3) The rural women can be developing due to the various media.
- 4) The rural women's are depends upon another person's due to the non-taking of education.
- 5) The rural woman depends upon another person due to illiteracy.

Bibliography:-

- 1) Girdi, D.K. (2001):- *Defining technology for rural development for the 21st century "A journal of Kurukshetra, Govt. of India, Patiala House, New Delhi. Val 49 no.12 P.2*
- 2) Joshi, A.P. (2001):- *"Choice of Technologies for women A Journal of Kurukshetra I & B Govt. of India, Patiala House, New Delhi. Val 49. No- 1. PP. 23-24*
- 3) Kumar, T.L. (2000) *" Rural Development in the new millennium" a journal of kurukshetra, I & B Govt. of India, Patiala House, New Delhi. Val-48, No-5, PP.14-15.*

An Essential Organ of the Society: Gender Equity

Tanmoy Saha

M.A, 2nd Semester Department of Political Science Rabintra Bharati University

Email id: tanmoysaha765430@gmail.com

Abstract:

Gender Equity is a dream that has been repeatedly hurt by some conservative people in society. In fact, the proponents of patriarchy in society can never welcome people different from themselves. An example of this is the various injustices done to the LGBT community. We all know that as a result of the long-standing feminist movement, women can enjoy a number of opportunities in recent times, but in developing countries, women are still largely controlled by men. As a result, they are deprived of the education they deserve. Human development programs have repeatedly failed in developing countries. However, the importance of gender equity in building a healthy and social society is immense, so, the government must make it a reality through education at any cost.

Keywords: gender equity, equality, education, violence, society.

Introduction:

Amartya Sen has emphasized on 'human development' in her various articles. In addition to Amartya Sen's concept of human development, the name H.G. Wells is particularly significant. According to H. G. Wells, human history is a race between education and catastrophe. According to Sen, if a large number of people are deprived of education, this world will become much more insecure. According to him, a direct link between gender aspect of education and illiteracy and women security can be found. He argues that the basic need of human development is education (Nussbam, 2000). According to a survey conducted in 55 developing countries, women are forced to drop out of school at a lower secondary age than men. Two-thirds of the world's 775 million illiterates are women. Research has shown that women study humanities and social sciences more than engineering, science, and technology for career building. It is important to note that women's right to education is largely violated when gender-based violence occurs in schools. As a result, in order to implement gender equity in the society, various challenges have to be faced.

Gender Equity and Gender Equality:

In general, gender refers to a kind of social entity. Generally, a student presents himself in front of the society as male or female. It needs to be mentioned here that transgender students can also be included in the definition of this gender. They think of their gender identity as different from their biological sex. The concept of gender equality in the education system seeks to implement equal human rights for all students (Chisamya, DeJaeghere, Kendall & Khan, 2012). This concept speaks to the empowerment of every student in education regardless of gender. According to the ACT Center for Youth, true gender equality emphasizes a number of issues, which are considered to be the only way to achieve gender equality. The first of these is equal access to resources for each student. In addition, equitable participation is very important in the case of gender equality. Apart from these, it is not possible to implement gender equality in education without of freedom from any kind of violence. However, gender equity is different from gender equality in several respects. In general, gender equality can be termed as the end goal in education. On the other hand, gender equity is the way to get there. Gender equity basically wants to ensure fairness in education. It thinks that if this policy can be implemented in the field of education, the potential will increase among students irrespective of gender (Pollard, 2013). If for some reason there is a need to define gender equality in education, it can be said that gender equality is a situation where students of every gender can be free from the fear of any kind of deprivation and discrimination. In this case, their gender identity does not stand in the way of their education.

The condition of the Men's world and the dream of Gender Equity:

Before discussing the concept of gender equality in detail, it is necessary to briefly discuss the history of women's equality, because the way women are getting education now is the result of a long-standing feminist movement. Hildegard Von Bingen (1098-1179) the first to protest against the injustice done to women in the Catholic Church. On the other hand, Chritne De Pizan (1364-1430) on the contribution of women in society. However, the movement to ensure equality for women gained momentum through two personalities, Olympus De Gouges (1748-1793) and Marry Wollstonecraft (1759-1797). Olympus De Gouges wrote 'Declaration of the Rights of Women and Female Citizens' (1791) in response to the French Revolution's 'Declaration of the Rights of Man and Citizen', in which he challenged male authority and Inequality against gender inequality. Simon de Behavior (1908-1986) elaborated on femininity in his book The Second Sex (1949). According to Behavior, women's feminine qualities do not develop naturally. She argues that the building blocks of feminine qualities are civilization, not biology (Heywood, 2021).

So, it can be said that if women are given equal access to education, they will also be able to develop their potential.

In recent times, when women are deprived and abused in society, it is taken seriously, but not in the case of transgender people. Studies have shown that about 75% of transgender students are afraid to come to school. Naturally they hide behind the society. This severely affects their academic achievements. Therefore, Meritorious transgender students are victims of poverty (Kamali, 2021). The world in which women live is, for the most part, run by men. Women make up about half of society, so society is left behind if their intelligent views are not reflected. So, it can be said that education of women is very important for the progress of the society. The Constitution of the Turkish Republic provided elementary education for women in public schools in their country. According to the 1998 National Education Statistics (NES), the enrollment ratio for boys is 90.25% and for girls it is 78.97%. It is worth mentioning here that this study was based on elementary level enrollment. This report clearly highlights the educational inequality between men and women, but gender equity is very important in the interests of better fatherhood and motherhood (Sahin, 2014). The education of women in India has improved tremendously in the last few decades. According to The National Achievement Survey (2017), the average scores of boys and girls in Class 3 and 5 in Mathematics are 63 and 53. Girls in today's India are much more educated than in the past decades. But, there are some inequalities in women's education. According to The Annual Status of Education Report, boys are more likely to study in private institutions than women. In most cases, girls are educated in free government schools. Such inequality in school choice clearly sheds light on gender equality in India.

The role of teachers in building society:

According to Gordon Nore, a teacher will teach students in a way that enables them to explore the world beyond their own and others' gender identities. It is always the duty of a teacher so that students can develop their minds in a healthy environment. In addition, it is the duty of a teacher to ensure that a student gives equal status to students different from himself (Nore, 2019). According to Millennium Development Goal 3, gender equality is a very important issue in the empowerment of women. In this case education plays a primary role. It improves women's mental health, reduces fertility rates, and raises awareness against HIV and AIDS. However, gender equity can be achieved through education. In this case, some rules have to be followed. These are –

Positive changes in the school curriculum

In many cases, there are some issues in the school curriculum that bear witness to gender bias. While science books in general seem neutral, they largely support patriarchy. In some science books, the work of male scientists is discussed in more detail than that of female scientists. These issues should be considered with due importance when composing school curriculum, so as not to have a negative impact on students later.

Equal importance to all students

The environment of the classroom largely affects the learning process of the students. If it is seen in the classroom, the male students are participating more than female students. On the other hand, if transgender students have formed a group of themselves and they are inattentive to study. So, in order to attract students, the teacher has to be more friendly.

Raise positive awareness among students

A variety of measures can be taken to increase proper awareness of gender among students. In this case some workshops can be organized in schools, where students will be introduced to sexual and reproductive health rights (SRHR). These workshops will be created following a certain age, so that students of each gender can participate in the workshops positively.

Organizations need to be vigilant

Some organizations need to intervene to ensure that gender equality is properly implemented. In this case, some institutional mechanism needs to be activated so that gender based discrimination can be prevented as much as possible. For example, sexual harassment in educational institutions violates gender equality. Therefore, anti-sexual harassment cells should be established in educational institutions. In this case, schools can tie-up with local law enforcement agencies to ensure the safety of students. In addition, establishing LGBTQI + cells in educational institutions will be beneficial for students in the LGBT community. As a result, students will be able to study in a fear free environment.

Conclusion:

A cultural shift in society is needed to safeguard gender equity, which can only be achieved through education. Although many women activists are working for gender equality, men in the society also need to be involved in more work related to gender equality. Education will bring sustainable change in the

society, it will improve the structure of the society to a great extent. In general, it can be said that proper education helps people to become global citizens. Besides, if gender equality can be implemented through education, the society will be much safer. It can be seen that in an educated society the crime against girls has come down to a great extent. Therefore, the government should increase the expenditure on education in government schools so that everyone, regardless of gender, has equal access to education.

References:

1. Chisamya, G., DeJaeghere, J., Kendall, N., & Khan, M. A. (2011). *Gender and Education for All: Progress and problems in achieving gender equity. International journal of educational development*, <https://doi.org/10.1016/j.ijedudev.2011.10.004>.
2. Elmas Şahin, E. (2014). *Gender Equity in Education. The Open Social Science Journal*, DOI:10.4236/jss.2014.21007.
3. Heywood, A. (2021). *Political Ideologies. (7th ed., 186-205). Red Globe Press (Macmillan International)*.
4. Kamali, M. G., Rajam, J., Bindhuc , K., & Premad, J. (2021). *Educational Challenges Of Transgender. Turkish Journal of Computer and Mathematics Education*, 12(10), Retrieved from <https://turcomat.org/index.php/turkbilmat/article/download/5574/4677>.
5. Karam , A. (2014). *Education as the Pathway towards Gender Equality. UN Chronicle*, Retrieved from <https://www.un.org/en/chronicle/article/education-pathway-towards-gender-equality#:~:text=Not%20only%20is%20it%20impossible,economic%20vulnerability%20of%20poor%20households>.
6. Lype, S. (2020, May 17). *Gender equity in education . Retrieved from https://www.thehindu.com/opinion/open-page/gender-equity-in-education/article31600127.ece*.
7. Nore, Gordon. "This is why young children need to explore gender identity in the classroom ." *Today'sparent.com*. 23 Aug. 2019, Retrieved from www.today'sparent.com/kids/school-age/young-children-need-to-learn-gender-identity/.
8. Nussbam, M. (2000). *Women and human development : the capabilities approach. Cambridge University Press*.
9. Pollard, D. S. (2013). *Understanding and supporting gender equity in schools. Multicultural education: Issues and perspectives*, 145-160. Retrieved from <https://mcserv.in/calibre/download/40/pdf/40.pdf#page=137>.

Ethics and moral values: as core life skills for students and cadets

Sunita Bhosle, Smita Basole, Kirti Desai

Balbhim Arts, Science and Commerce College, Beed.

Abstract

Education system is the second place where a child gets imposed to values after their home. Every day small actions make them oriented and they are forced to follow and obey rules. Education is not just getting knowledge from books, studying subjects, getting degrees and earning for family and making life good. Though everyone goes through this but while having education every moment a student is learning some values like honesty, modesty, truthfulness, discipline, kindness, sympathy, tolerance. Students though learn many values but cadets who are in NCC have more distinct values it makes them physically, mentally more sharpen. Values like, hierarchy, obeying rules, following words and commands, decision making, focused, self-awareness, selfless serving which are there till the end of their life.

Key words Ethics, Cadets, Students, Moral Values, Education system

Introduction

Every individual is subject to education system during which he or she is getting interacted with students, teachers and many activities. While this they are getting learned and imbibed values directly and indirectly. Morals refer to human behaviour where morality is the practical activity and, ethics describes the theoretical, systematic, and rational reflection upon that human behaviour (Churchill, 1982). The word ethics is derived from the Greek word 'ethos' (meaning a person's character, nature, or disposition) Values are linked to beliefs and attitudes and guide human behaviour (Rennie, 2007). Morals, values, and ethics are strongly attached to society, spirituality and culture (United Nations Educational Scientific and Cultural Organization, 1991). Education in its general sense is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to next through teaching, training, research, or autodidacticism (www.wikipedia.com). Keeping this in mind all the moral values are being carried from teachers to students from one to other year. Discipline one of the basic life skills which developed in education system. Self-discipline is "the ability to make yourself do things you know you should do even when you do not want to" (Cambridge Dictionaries Online, 2016), "the ability to control one's feelings and overcome one's weaknesses" (Oxford Dictionaries, 2016). It is emphasized that "self-discipline appears in various forms, such as perseverance, restraint, endurance, thinking before acting, finishing what you start doing, and as the ability to carry out one's decisions and plans, in spite of inconvenience, hardships or obstacles. Self-discipline also means a self-control, the ability to avoid unhealthy excess of anything that could lead to negative consequences" (Sasson, 2016). In student's and cadet's life, discipline is key role for attaining not just success but they can become good human being too.

Decision making is one of the key of life skill it makes students and cadets more focused for choosing right path. Decision making is a part of planning and the success of planning depends on sound decision making. Decision making involves choosing a course of action from alternative courses of action available to him in solving a problem. Decision making is a human process. decision making is a blend of thinking, deciding and acting. For a rational and sound decision, he has to collect facts and analyse the worth of all the alternatives available, and then chooses the best. Making decisions is like speaking prose people do it all the time, knowingly or unknowingly (Kahneman and Tversky, 1983). That's why—understanding of the decision-making processes could help us in preventing bad decisions and in stimulating the good ones (Polic, 2009). In school and college in many activities and situation they are subjected and are allowed to understand how good decision can make them right and vice versa. Honesty and integrity are one of the life skills which are learned and appreciated by all students and cadets by leaders of the country and teachers, family and friends. Intellectual honesty is honesty in the acquisition, analysis, and transmission of ideas. A person is being intellectually honest when he or she, knowing the truth, states that truth. This includes all forms of scholarship, consequential conversations such as dialogue, debate, negotiations, product and service descriptions, various forms of persuasion, and public communications such as announcements, speeches, lectures, instruction, presentations, publications, declarations, briefings, news releases, policy statements, reports, religious instructions, social media posts, and journalism including not only prose and speech, but graphs, photographs, and other means of expression. The Oxford English Dictionary defines the term "honest" as "free of deceit; truthful and sincere; morally correct and virtuous." In turn, the terms "dishonesty" or "deception" may be understood simply as the opposite of honesty. Self-awareness seems to have become the latest management buzzword — and for good reason. Research suggests that when we see ourselves clearly, we are more confident and more creative. We make sounder decisions, build stronger relationships, and communicate more effectively. We're less likely to lie, cheat, and steal. We are better workers who get more promotions. And we're more-effective

leaders with more-satisfied employees and more-profitable companies. Self-awareness refers to the capacity of becoming the object of one's own attention (Duval & Wicklund, 1972). In this state one actively identifies, processes, and stores information about the self. The important distinction here is as follows: One can perceive and process stimuli from the environment (e.g., a color, food) without explicitly knowing that one is doing so (consciousness). Everyone must respect fellow human beings. This is an essential requirement of living in a society. We certainly owe a basic level of respect to others. Furthermore, appropriate respect must be shown to people who impact our lives. This includes our parents, relatives, teachers, friends, fellow workers, authority figures, etc. One of the best ways of showing respect to others is listening. Listening to another person's point of view is an excellent way of Respect. Most noteworthy, we must allow a person to express his views even if we disagree with them. Another important aspect of respecting others is religious/political views. Religious and cultural beliefs of others should be given a lot of consideration. Respecting other people's Religions is certainly a sign of showing mature Respect. Every human being and nation, irrespective of their power or strength, has the right to be respected. "Respect is an unassuming resounding force, the stuff that equity and justice are made of." (William Aiken) It means being treated with consideration and esteem and to be willing to treat people similarly.. It means to have a regard for other peoples' feelings, (<http://dict.die.net/respect/>) listening to people and hearing them, i.e. giving them one's full attention. While inculcating life skills, obeying rules and law is one of the tough part. It makes everyone obey what elders or teachers say, being obedient and understanding it is also essential. Obedience means 'to do ones duty' and 'to obey the command of elders or superiors or authorities whose authority is normally not questioned'. The word 'obedience comes' from the Old French word obeir. This word in its turn has a Latin root in the word 'obedere'. Both these words mean to do one's duty. And this is what the English word obedience means today. So, obedience is an ancient word of Latin origin, that came to English via Old French. There is the need and importance of obedience in human life, because those who do not know how to rule must obey. There is need for obedience in human life. Obedience is necessary in private life, social life and in every other sphere of life where one is expected to do his duty or earn his livelihood. A person must obey his elders or superiors. Children must obey their parents. Students must obey their teachers. We should remember that obedience is the rule of life and without it life is never complete. Self-awareness refers to the capacity of becoming the object of one's own attention (Duval & Wicklund, 1972). In this state one actively identifies, processes, and stores information about the self. The important distinction here is as follows: One can perceive and process stimuli from the environment (e.g., a color, food) without explicitly knowing that one is doing so (consciousness). In the 21st century it is not surprising that many young students will face the ethical issues raised by science that are too often lacking in their science education (Reiss, 1999). Values, morality and ethics are part of our life and these cannot be separated from society (Corrigan, Dillon & Gunstone, 2007; Kang & Glassman, 2010). Morals, ethics and values are different branches of knowledge that have different theories and philosophies. Science teachers are generally educated in science, and not in moral or ethical philosophy. It is therefore unrealistic and unfair to expect them to teach ethics (Reiss, 1999) and morals as separate but essential elements of science teaching. For this, teachers need to takes more distinct steps for creating the values in students and cadets. Despite the myriad range of obstacles and opposition in teaching morals/ethics and implementing character education in the sciences, however, a majority of teachers and educators strongly support inclusion of these aspects in the science curriculum (Althof & Berkowitz, 2006; Anderson, 2000; Corrigan et al., 2007; Goldsmith-Conley, 1999; Kang & Glassman, 2010; Lickona, 1999; Reiss, 1999; Rosnow, 1990; Sanderse, 2012; Tan, 1997 Yap, 2014).

Self-awareness refers to the capacity of becoming the object of one's own attention (Duval & Wicklund, 1972). In this state one actively identifies, processes, and stores information about the self. The important distinction here is as follows: One can perceive and process stimuli from the environment (e.g., a color, food) without explicitly knowing that one is doing so (consciousness).

Self-awareness refers to the capacity of becoming the object of one's own attention (Duval & Wicklund, 1972). In this state one actively identifies, processes, and stores information about the self. The important distinction here is as follows: One can perceive and process stimuli from the environment (e.g., a color, food) without explicitly knowing that one is doing so (consciousness).

Self-awareness refers to the capacity of becoming the object of one's own attention (Duval & Wicklund, 1972). In this state one actively identifies, processes, and stores information about the self. The important distinction here is as follows: One can perceive and process stimuli from the environment (e.g., a color, food) without explicitly knowing that one is doing so (consciousness).

Conclusion

In conclusion, moral values and ethics are being created, learned, experienced during the school and college life by students, cadets and all pupils. Ethics and moral values are the most vital life skill which is required by every human for getting good conduction of life in society. Discipline teaches every individual to follow a proper directions without making any fuss. Decision making is one the life skill which helps every individual more powerful. Person with good mindset can only make proper decision. Honesty and integrity not just while perceiving education students and cadets can be good human and citizen if they are honest and show their part of integrities. Self-awareness is one the core life skill which makes an individual alert about what they doing, expressing, feeling and how they are putting their efforts in making their life more prosperous. Respect is a major aspect of human socialization. It is certainly a precious value that must be preserved. Respectful behaviour is vital for human survival.

References

1. Althof, W., & Berkowitz, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of Moral Education*, 35(4), 495-518. doi: 10.1080/03057240601012204 12 The Malaysian Online Journal of Educational Science 2016 (Volume4 - Issue 2) www.moj-es.net
2. Anderson, D. R. (2000). Character education: Who is responsible? *Journal of Instructional Psychology*, 27, 139.
3. Cambridge Dictionaries Online. (2016). Meaning of “self-discipline” in the English Dictionary. Cambridge: Cambridge University Press. Retrieved 8 March, 2016 from <http://dictionary.cambridge.org/dictionary/english/self-discipline>
4. Churchill, L. R. (1982). The teaching of ethics and moral values in teaching: Some contemporary confusions. *The Journal of Higher Education*, 53(3), 296-306. doi: 10.2307/1981749.
5. Corrigan, D., Dillon, J., & Gunstone, R. (Eds.) (2007). *The re-emergence of values in science education*. Rotterdam, The Netherlands: Sense Publishers.
6. Duval, S., & Wicklund, R. A. (1972). *A Theory of Objective Self Awareness*. New York: Academic Press.
7. Goldsmith-Conley, E. (1999). School culture before character education: A model for change. *Action in Teacher Education*, 20(4), 48-58. doi: 10.1080/01626620.1999.10462934.
8. Kahneman, D. and Tversky, A. (1984) Choices, values, and frames. *American Psychologist*, 39 (4), pp.341-350.
9. Kang, M. J., & Glassman, M. (2010). Moral action as social capital, moral thought as cultural capital. *Journal of Moral Education*, 39(1), 21-36. doi: 10.1080/03057240903528592.
10. Lickona, T. (1999). Character education: Seven crucial issues. *Action in Teacher Education*, 20(4), 77-84. doi: 10.1080/01626620.1999.10462937
11. Oxford Dictionaries. (2016). Definition of “self-discipline” in English. Oxford: Oxford University Press. Retrieved 10 March, 2016 from <http://www.oxforddictionaries.com/definition/english/self-discipline>.
12. Polič, M. (2009) Decision making: between rationality and reality. *Interdisciplinary Description of Complex Systems*, 7(2), pp.78-89
13. Reiss, M. J. (1999). Teaching ethics in science. *Studies in Science Education*, 34(1), 115-140. doi: 10.1080/03057269908560151. .
14. Rennie, L. (2007). Values of science portrayed in out-of-school contexts. In D.
15. Sasson, R. (2016). What is self-discipline? Definitions. Retrieved 1 March, 2016 from <http://www.successconsciousness.com/blog/innerstrength/what-is-self-discipline-definition>.
16. William Aiken. "Respect". In CPA Journal. Available online at <http://www.nysscpa.org/cpajournal/2002/0202/nv/nv14a.htm>
17. Yap, S. F. (2014). Beliefs, values, ethics and moral reasoning in socio-scientific education. *Issues in Educational Research*, 24(3), 299-319.

Impact of E-learning on School Education.

Vishal Sudhakar Ingle

M.A. B.ed (English)

Vishuingle358@gmail.com

Introduction:

E-Learning is the process of sharing knowledge through various channels such as e-books, CDs, webinars and more. It has revolutionized the conventional method of chalk and board style of learning imparted to the students. E-Learning consists of teaching which can be based in or out of the Classrooms, the use of computers and the Internet. Today people first search for their queries on the internet rather than looking for books or asking someone. Hence, this has led to the **Importance of E-Learning in Education**. The word e-learning can be used synonymously with web-based training or online tutoring. You can use the term e-learning in various forms but the concept remains the same. It has changed the old school teaching methods. E-learning has been introduced to empower learners to get basic schooling and enhance skills. Also, they can obtain a degree certificate, without actually attending school or university or any other institution. Online education has gained immense popularity among working professionals and students pursuing higher education. These categories of online learners find immense benefit in the autonomy and flexibility that the courses offer. Online courses can be planned around their schedule which may include full-time employment, internships and caring for family. Online learning can also help them take out some quiet time to study.

Key Words: E-learning, Educator, Impart, Empower

Online courses call for a greater amount motivation and self-discipline than a classroom-based course. A classroom has one or more instructors and peers, who can hold a student accountable for their course-work. In contrast, online courses involve setting our own goals, tracking progress and meeting deadlines. One does not learn effectively in isolation so online courses do offer discussion forums, email and one-on-one support. Technology also adds on to the visual experience by incorporating animations that can be used interactively for effective learning and communication. Distance learning has been around for a long time, even before technology made it extremely accessible. Traditional schooling is now seeing an increased proliferation of virtual training materials and online courses. Even in a world of tried and tested schooling systems and curricula, the most successful schools are the ones who adapt to the changing times, as well as to the expectations of students, parents and the society. As students progress to higher classes in school, they seek more autonomy and intellectual freedom. Online learning can help them pursue highly individualised learning programmes, possibly even college level courses. These, combined with hands-on exercises, real world exploration, and thorough assessments, can be highly beneficial to their learning progress. They can explore their options by trying out introductory topics from different fields, before committing to a specialisation. Online learning platforms can help these students become more independent learners, before they make their way into college. I believe that we must not hold back students from pursuing an online course but instead provide them guidance as they navigate through it. Applying e-learning to all levels of schooling helped to ensure students grasp the lessons adequately at a faster pace. According to psychology, the audio-visual method of teaching leads to a disciplined learning environment. There are an effective tutor and student engagements. One of the importance of e-learning in education is that tutors and participants both can develop advanced learning skills. For example, creating and selling e-books is one such advancement. E-learning has worked towards bringing learners, tutors, experts, practitioners, and other interest groups to one place. Thus, there is a good practice of knowledge sharing followed through different online platforms. This is important in current times as competition is rising and the world is also growing. Hence, quick information helps in the better growth of an individual. Online Learning can accommodate everyone's needs. Classes can be taken from any place and at the time which students or tutors prefer. It offers access to exclusive, prolific, and updated content and accessibility is open, secure, and uninterrupted. E-Learning lets you be in sync with modern learners and updated with the current trends. It ensures quick delivery of lessons. Traditional classrooms involve some or the kind of delay. Whereas, e-learning provides expeditious and exclusive delivery of lessons. There is no procrastinator in e-Learning. It is a quick way of learning! The scalability of learning, content, and duration that is taken can be reasonably measured. It is beneficial to those who feel nervous and disconnected in groups. It helps one learn without having to give up the comforts of the environment. You are at ease with Consistency of exposure, inputs, results, and coordination is highly ranked in E-Learning as it allows teachers a higher degree of coverage to deliver the content regularly. This ensures consistency in learning. Online learning programmes will also open up opportunities for children from the weaker socio-economic communities who have limited access to learning resources i.e. teachers, text books and

infrastructure. It will connect them to a global network of online learners, exposing them to new perspectives. The ideas that they receive will not be limited by the number of heads in one classroom. It is essential to design online education to accommodate a variety of learning styles among students. As educators, it is likely that we will have to put in additional efforts to incorporate online learning programmes into the curriculum in the most suitable manner.

Conclusion:

All Educators need to realize that the world is changing. With time, if we really want to prepare people for future, than we need to design an education system that senses broad n future vision and restricted upto the old structural methodologies. In today's world of artificial intelligence, robotics and the Fourth Industrial Revolution, we have to prepare people for uncertainty and promote agility and adaptability. Hence, it indicates that we need to encourage flexibility rather than specialization. We need to completely re imagine education. Instead of learning to memorize facts and figures, students need to learn how to learn and how to solve problems. And they should be allowed to learn independently. Changes are need at every level. You have to infuse things like entrepreneurship into the curriculum because with the disruption that's going on, many people are going to have to create their own jobs. We need to completely reframe the system of education based on where the world is going, instead of continuing to do the same thing over and over.

Reference:

1. *Brown, G.T.L. (2017). Assessment of Student Achievement. London: Routledge.*
2. *Budhair, S.S. & Skipwith, K. (2017). Best Practices in Engaging Online Learners Through Active and Experiential Learning Strategies. London: Routledge.*
3. *Cooperman, L. (2017). The Art of Teaching Online: How to Start and How to Succeed as an Online Instructor. Netherlands: Chandos.
<https://www.bold.expert/future>
<https://www.digitalclassworld.com>
<https://www.educationworld.in>*

Challenges faced by the academicians in online teaching during the Covid-19 outbreaks.

Mr. Kushaba A. Salunke

Asst. Prof, Dept. of English, Vasantdada Patil Arts, Commerce and Science College Patoda, Dist. Beed
(M.S)

E- Mail. kushsalunke@gmail.com

Abstract:

The present piece of research explains different challenges faced by teachers and students community in online teaching during Covid-19 outbreaks. It also highlights the changing scenario of teaching methodology in Covid-19 pandemic situation. This epidemic situation has forced all the teachers to reach virtually towards their students and conduct online classes. Most of teachers as well as students are facing the experience of online classes for the first time in their academic life due to this Covid-19 pandemic. They wish to learn this new technology and methodology of the teaching, but unable to succeed due to the illiteracy of the technology. The well-known virtual platforms are being used now days are; Zoom, Google meet, Whatsapp, Google classroom, WebEx meet, and other online educational software for online teaching. In online teaching many people face issues, but explaining the numerical subjects like Statistics and Mathematics through online platform has become the biggest challenge. The remote area schools and colleges are not exceptions to this. The online education will be feasible and ideal when the teachers as well as students will be ready to face these challenges.

Keywords: Covid-19 Pandemic, online teaching- learning, classroom teaching, etc...

Introduction:

It is fact that Learning is an enduring and constant process in one's life. It is a part of the life for teachers and students. The human remains the student till the death. It teaches us many skills and the values to live our life ideally. Through the education one can achieve the destinations desired in the life. Now days the whole universe is facing the outbreaks of Covid-19 pandemic and almost all the sectors are being suffered a lot. The education sector is also not an exception to this. The Government of Maharashtra has abided some guidelines for the social services. The government has also notified some of the guidelines for the educational sector too. The concept work from home is applied to teachers and students community. So, they have to work of teaching from home and complete their allotted syllabi. As the covid 19 has troubled the lives of many individuals, and has brought a financial loss to a country, financial loss suffered by industries working in both secondary as well service sector, due to disturbed channel of distribution farmers are having problem in selling their agricultural output to the final consumers, reason for lowering the country's GDP, increases in the unemployment problem, affecting the informal sector of the economy but along with all negativity. Covid-19 has brought new changes in the field of the Indian education sector. Covid-19 pandemic has brought many pros and cones along with it. This pandemic has totally changed the working system of the Indian education sector. The classroom teaching methodology has been completely modified with the online teaching. These days students are being taught with the help of internet access by sitting at their home respectively. However, it has become quite difficult for teachers as well students to accomplish the given task, and they have been facing many challenges in the process of teaching and learning. Conducting online classes is itself a great challenge for teachers who are habitual of conducting classroom teaching from many years. The students are also unable to gain the proper knowledge through the online platforms for not having proper knowledge of online software. The followings are some of the main problems generally faced by the teachers as well as students in online teaching- learning procedure.

Challenges faced in online teaching and learning:

1. Difficult to reach students in remote areas:

Most of the area of Maharashtra state comes under the rural region. The huge number of population still lives in rural and remote area. So, the online teaching doesn't reach towards the students in remote area. The remote area teachers as well as students find it difficult to adapt new technology. Poor network connections, no availability of strong internet access, no electricity and no computer is the main difficulties faced by the teachers to reach students in remote areas via online. The better option to teach students is go through offline.

2. Difficult to motivate students:

The motivation is the most important factor in students' life. Through the proper guidance and motivation one can easily build the career. Without motivation it becomes difficult for the students to cope up with academics as they lost their interest and they are unable to perform better in the exam. Hence, the biggest challenge before teachers and students in online teaching is the lack of motivation. The online teaching prevents face-to-face teaching, so, the online classes have the restrictions of motivating pupils on

online platforms. It allows very rare opportunity to interact with students apart from the syllabus discussions. The teachers cannot identify students' personal behavior and understanding the problems related to their career. The self confidence and own motivation is the way to proceed further in online teaching.

3. Unable to track self progress:

Online teaching and learning is restricted to the focus on curriculum only. It only helps to the students to highlight and engage with course materials, which is the main target of the online teaching. Though, it provides them ample opportunities of learning, it is a biggest challenge for the teachers. Especially when students are learning virtually; the teacher never recognizes the importance and problems of the students. Progress of students can be tracked through student's attendance, periodically exam, and mock interview only. All the students do not have equal learning capacity; all have different capacity of learning. So, in online teaching teachers do not come to know actually who the slow earners are and who need a remedial coaching. Teacher can't keep a special attention towards the slow learners and count their progress. In online teaching teachers have to mark the progress through the online application only, there also they have some limitations. Teachers are unable to count self progress too in online teaching.

4. Problem of electricity / Internet connectivity:

The success of online classes is totally relied on the strong access of electricity and internet connectivity without interruption. In remote and rural area, electricity gets disappeared for the days most of the time and due to not having the fix schedule of its availability the problem create. The online teaching needs high internet connectivity, Wi-Fi and broadband connections that facilitate high-speed internet. It is not available in many remote places. The poor students and parents usually do not afford to buy such costly internet plans. Therefore, the researcher believes that the problems of electricity/internet connectivity are one of the most important challenges faced by the teachers and students in online learning. Sudden electricity cut down, no clarity in voice during online classes affects not only learning but their interest as well. Regular access to electricity and internet facilities increase students' interest to study

5. Lack of technical /Software knowledge:

Teacher and students should able to handle computer and software easily during online classes. Without proper knowledge of the software they can't able to access online learning or record visual and audio. Software also required some specific requirement i.e. – space of operating hard disk, updated windows, latest graphic on computer and many more. Without proper knowledge, it is quiet harassment to take online classes for both teacher and student. If both teachers and students don't have the proper technical knowledge it becomes difficult for them to adapt new methodology of teaching and learning. The lack of technical and software knowledge brings problems in teaching online.

6. Less time for preparing course content:

There is a huge difference between teaching online courses and classroom teaching. It is considerable that the online teaching needs more preparation than the classroom teaching. Teachers have to spend more time for preparing the course content in online teaching. They prepare their content in PPT's, Docs, Excel, recording their video and many more. Teachers think that the online developed course will be lasted for many more years, so they concentrate more in online teaching course content. The online teaching requires more time to prepare its course content as numbers of time they are using the content developed by the other person or contents which are available in open resource.

7. Difficult to monitoring discipline:

The prime goal of teaching is to ensure that each student receives quality education, skills and develop talent. In classroom teaching - the teacher ensures discipline is maintained properly, rules are enforced, and students are in a safe learning environment. But in the case of online classes teachers cannot exercise physical control on the learners. In online class it is very difficult to monitor the discipline on virtual platforms. The control of the online software is not in the hands of teacher. While the teacher teaches through the online platform, students create chaos by unmuting their microphones and videos frequently. It creates chaos and can be the cause of disturbances for the teacher.

Conclusion:

Thus, Covid-19 pandemic has reshaped the Indian Education System. It has brought drastic changes in the field of education sector. The academician (teachers and students) are troubling a lot while being introduced a new mode of teaching. The classroom teaching has turned into online teaching. This pandemic has given the opportunity to teaching faculty to use information technology in their teaching methodology. While adopting the new methodology of teaching and learning - the teachers and students have to overcome many challenges. For some teachers conducting online classes has become great challenge because they are habitual of conducting classroom teaching from many years. The most

important challenge faced by teachers in online teaching is to reach/teach students of remote areas because there is unavailability of strong internet access, no continuous supply of electricity, lack of income source of parents who cannot afford to buy a laptop or android mobile for their children. In online teaching methodology -it becomes difficult for teachers to motivate learners and they faced the problem of keeping records of students' progress especially in higher education institutions where the number of students is large. To motivate online learners - the learning environment should need to be designed in an attractive way and teacher should focus on critical based learning rather than knowledge-based. Even after facing all the challenges in online teaching teachers are motivated to learn the new technology and make the best possible use of all resources for effective teaching. In this time of the Covid-19 pandemic - it is very necessary for both teachers and learners to stay fit, physically healthy and brings positive thought in mind. Management of the educational institution should require providing proper training to teachers about learning software which enables them to teach and guide students effectively and efficiently. Then and then only the online teaching will be considered bless.

References:

1. *Classroom Discipline: Definition and Strategy.* (2017.04.07). *Study.com.* Retrieved on 17. July. 2020.
2. *Freeman Lee A.* (2015). *Instructor Time Requirements to Develop and Teach Online Courses.* *Online Journal of Distance Learning Administration, Volume – XVIII (1).*
3. *Friedman Jordan.* (2020.05.04). *Tackle Challenges of Online Classes due to Covid-19.* *US News.* Retrieved on 15. June. 2020
4. *Gupta Rudarni.* (2020.05.15). *No Internet, No Electricity: Online Education a Struggle for Rural Students.* *Shethe peoples the women channel.* Retrieved on 27.June.2020
5. *Here's How Online Teaching Can Reshape Education in Rural India.* (2020.06.19). *India Today* Retrieved on 9. May. 2020
6. *Hardy Liz.* (2017.06.14). *The A-Z of Online Teaching Challenges.* *E-Learning Industry.* Retrieved on 19. July. 2020.

A study of Online Learning is the Future of Education

Dr. Renuka D. Badvane (Bhavsar)

Assistant professor in Social work Jalna College of Social work, Ramnagar, Jalna

Abstract:

The concept of traditional education has changed radically within the last couple of years. Being physically present in a classroom isn't the only learning option anymore not with the rise of the internet and new technologies, at least. Nowadays, you have access to a quality education whenever and wherever you want, as long as you can get online. We are now entering a new era the revolution of online education. Online education is a sensible choice whether you're a teenager or an adult. As a student, this can be a useful learning method for sharpening your skills in a difficult subject, or learning a new skill.

Key Words: Online learning, Rise of the internet and new technologies.

Introduction:

The coronavirus pandemic has generated changes in the teaching-learning process in higher education institutions and has influenced the interaction between teachers and students. As a consequence of the pandemic, universities were constrained to carrying out their activity with students exclusively online. While in general, internet-based learning is considered an option, an alternative to traditional learning during the Coronavirus pandemic it became an essential element for maintaining the activity of schools and universities. This paradigm shift could generate changes in students' perception of this way of teaching and their perception might be different from the one found in studies previous to the pandemic. Thus, through this paper, we tried to capture the existence of such changes. The universities are adopting offline mode, i.e. conducting classes in face to face interaction, with a few exceptions and that too, for very few courses. Some of the universities lack adequate IT infrastructure for effective delivery of education through elearning mode. In order to tackle the pandemic COVID-19 in the educational institutions and to ensure continuity in teaching- learning process, MHRD and UGC have issued certain guidelines and advisories from time to time and have taken concrete steps to impart online education by making the best use of e-resources which are available on www.ugc.ac.in. The MHRD and the UGC have been emphasizing to continue with the teaching-learning process using online modes such as Google Classroom, Google Hangout, Cisco Webex Meeting, You Tube Streaming, OERs, SWAYAM Platform and SWAYAMPRAKASHA (available on Doordarshan (Free dish) and Dish TV), etc. The faculty members have contributed a lot for the benefit of students during the lockdown period by using a number of tools like WhatsApp groups, other social media tools and emails. But the students also expect that the faculty must maintain a "substantive contact" with them. So, even after posting the lecture material online, teachers need to maintain communication with the students and discuss course material with them on a regular basis.

Objective of study.

1. To know the importance of Online learning is the education.
2. To know the future education is most of based online teaching.
3. To know the technical skills of teachers can be represented by their ability to use different functions offered by the E-learning platform in order to adapt their teaching style to the online environment.

Research Methodology

The research paper based on mostly secondary data base.

The Best Features of Online Classes

Online learning is something related to e-learning (Electronic Learning), a medium of studies which is delivered through an electronic media. During online classes a student can learn many things like;

- They can learn various tools which are really helpful for all of us. It helps us to explore and learn new features of different tools.
- You can change the language, fonts, design, etc as per your own convenience and learn easily.
- Teachers and students are more closely connected as compared to an offline class because there are few students at the same time.
- Teachers are available to help you, whenever you want.

A study of Vocational Education and Training in Current Scenario

Dr. Sunil J. Bhavsar

Assistant Professor, Department of Commerce, JES College, Jalna

Abstract:

Training, Vocational Education, and the Skill Development or VETSD refers to all types of forms and different levels that involve general knowledge along with academic skills. It also consists of the technology studies, related sciences, and significance of acquiring practical skills, different beneficial attitudes and better understanding that is related to the occupations in several economic sectors and the social life as well. By the end of 2025, India is predictable to become a powerhouse of the human resources worldwide. In such an evolving generation of less outspoken society who also has the minimum knowledge about who's-who, reducing work demands, and the aging population seen in the developed nations, India stands still with heads high because it has the highest young population that has the chance to place themselves as an excellent source of educated and qualified manpower for the world to see. The young Indian population can demand the training and vocational education to reap the rich dividend for the nation.

Key Words: Vocational Education and Training

Introduction:

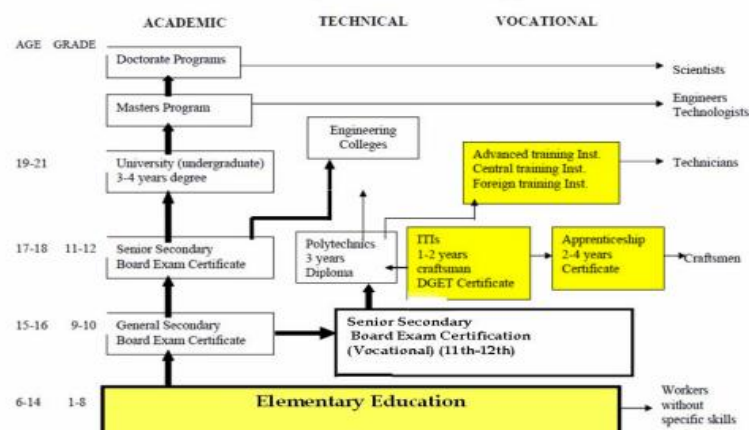
Vocational education or Vocational Education and Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology. Vocational Education and Training (VET) is an important element of the nation's education initiative. In order for Vocational Education to play its part effectively in the changing national context and for India to enjoy the fruits of the demographic dividend, there is an urgent need to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative. The Government is well aware of the important role of Vocational education and has already taken a number of important initiatives in this area. Technical and Vocational Education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. The term Technical Education and Vocational Training are sometimes used synonymously. However, as per present practice, the term TE refers to post-secondary courses of study and practical training aimed at preparation of technicians to work as supervisory staff. The term VT refers to lower level education and training for the population of skilled or semi-skilled workers in various trades and it does not enhance their level with respect to general education.

Objective of the study:

1. To assess and describe the need for introducing Vocational education at higher and tertiary levels and for establishing a Vocational University.
2. To know the importance of Vocational education and technical training.

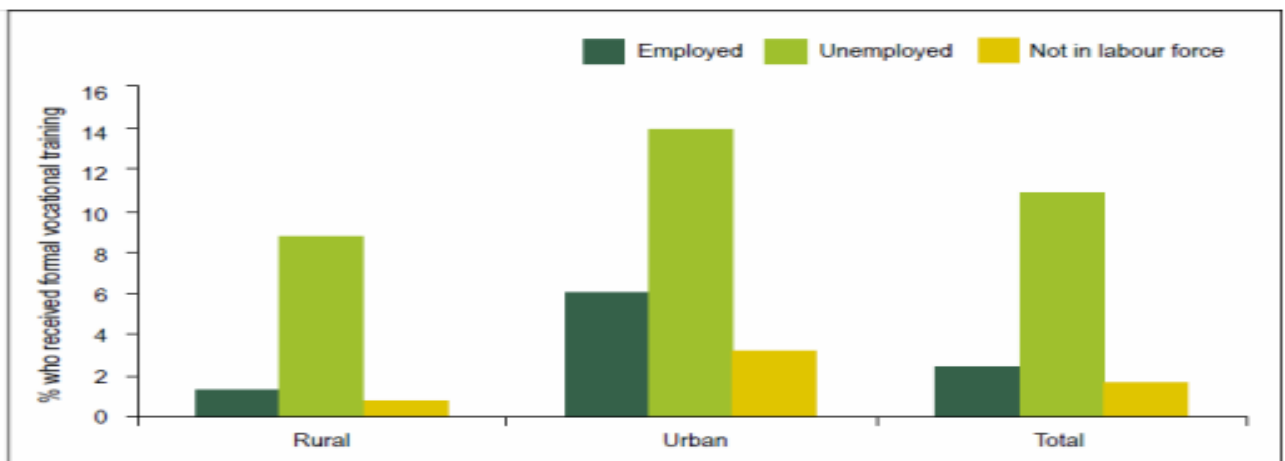
Current Scenario of Vocational Education and Training in India

The structure of current education system can be described as below:-



Status of Vocational Training received:

The World Bank report of 2015, In India, skill acquisition takes place through two basic structural streams a small formal one and a large informal one. Details of major formal sources are listed in table below:- S shows that among persons of age 15-29 only about 2 per cent reported to have received formal vocational training and another 8 per cent reported to have received non formal vocational training. The proportion of persons (15-29 years) who received formal vocational training was the highest among the unemployed. The proportion was around 3 per cent for the employed, 11 percent for the unemployed and 2 per cent for persons not in the labour force. The activity of persons receiving vocational education is as shown below:-



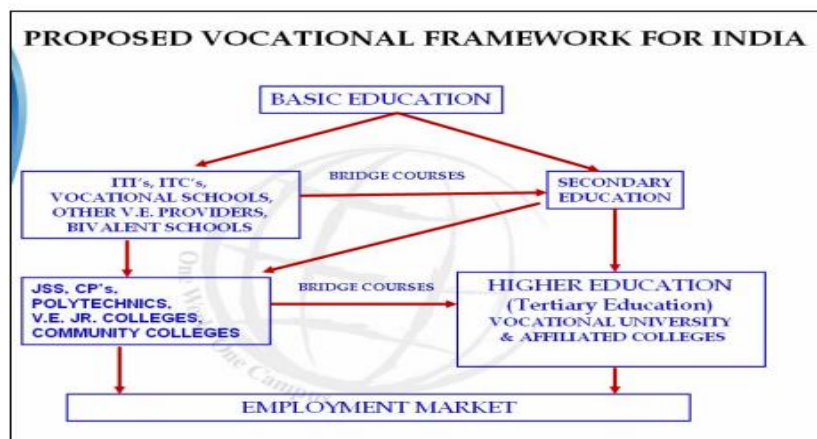
Source: Status of Education and vocational Training in India 2013-2014 NSS-61st Round

Problem Areas in present Vocational Education and Training System:

1. There is a high dropout rate at Secondary level, there are 220 million children who go to school in India. Of these only around 12% C education in India and even that is under-utilized. World Bank Report suggests that the enrolment figure is less than three per cent of the students attending Grades 11-12. This implies that between 350,000 to 400,000 students are enrolled in vocational education, which works out to less than three per cent of the 14 million students or more in Grades 11 and 12, implying that less than one per cent of students who had entered Grade 1 over the last decade or so would have eventually participated in vocational education.
2. Vocational Education is presently offered at Grade 11, 12th – however students reaching this Grade aspire for higher education. Since the present system does not allow vertical mobility, skills obtained are lost. Enrollment in 11th & 12th Grade of vocational education is only 3% of students at upper secondary level. About 6800 schools enroll 400,000 students in vocational education schemes utilizing only 40% of the available student capacity in these schools.

Proposed Education Model for India

Based on the comparison of various education models across the world, the following education model is recommended for us:-



Vocational high schools offer programs in five fields: agriculture, technology/engineering, commerce/business, maritime/fishery, and home economics. In principle, all students in the first year of

high school (10th grade) follow a common national curriculum, In the second and third years (11th and 12th grades) students are offered courses relevant to their specialization. In some programs, students may participate in workplace training through co-operation between schools and local employers.

Conclusion:

This study was conducted to examine the present situation and issues of vocational education and skill development through vocational training institutes of Nagpur district in India. The review of secondary data showed that one of the most important things to consider in the education industry is the poor and improper conditions of the classrooms. Another important factor is the quality of the industrial training that affects the better standards of the vocational training organizations. Moreover the secondary study also indicates that there is an enormous shortage of the industrial services and facilities that are needed to undergo the annual training processes from vocational education as well as the training sector.

References:

1. Tushar, A. (2012). *Vocational education and training in India: challenges, status and labour market outcomes. Journal of Vocational Education and Training.*

http://www.unevoc.unesco.org/up/India_Country_Paper.pdf . <https://unevoc.unesco.org>

Experimental Education through Innovative Activities

Anjali Dattatray Gaikwad¹ Dr. Suhas S. Pathak²

¹Ph.D. Research Scholar Dept. of Education Dr. B.A.M. University, Aurangabad
Email- aligaikwad9192@gmail.com

²Assistant Professor Dept. of Education Dr. B.A.M. University, Aurangabad
Email- sspathak2010@gmail.com

Abstract

The perspectives of education are also changing with the changing times. Therefore, new changes are expected in education. Accordingly, this is an attempt to present a new perspective in education. Through this it tries to explain how to impart experimental education through innovative activities. It explains what is mean by experimental education and it also explains how experimental education can be imparted through innovative activities. It also suggests what innovative activities the teacher should take and what the role of the teacher should be here. The changes that occur through *experimental learning are described here and also tries to tell the advantages of experimental education.*

Introduction

The teaching method needs to change with the changing times. That is why new approaches to education are emerging today. One of them is experimental education. Today we need to go beyond the traditional teaching and learning methods and also necessary to adopt new methods of teaching and learning. It is needs to try new experiments in education. It takes time to abandon the same method and adopt a new method in education today. One such emerging teaching method is the experimental teaching method. Giving students only book knowledge is not enough today. Because the book is not the achievement of education, it is just a tool of education. Therefore, it takes time to teach children through action and experience beyond book knowledge. And to achieve this, today we have to adopt experimental education through innovative activities. Through this paper, we are going to explore how experimental education can be imparted through innovative activities.

Meaning of Experimental Education

Experimental education is the process of experiential learning through innovative activities that complement the curriculum along with traditional teaching methods.

Need of Experimental Education

Experimental education is desperately needed today because the goal of education cannot be achieved through book knowledge only. Because the book is not the achievement of education, it is just a tool of education. Therefore, it is very important to teach students through book knowledge as well as practical experience and action. That is why it is equally important to innovate by changing the teaching methods. For this, today we have the option of experimental education.

Importance of Experimental Education

We never forget what we learn or experience through action. We can say the same about students and their education. If we teach students in a practical way in school life, students can remember it forever. Because they have not only taken theoretical information but also experienced it through actual action. So they never forget what we taught them. So if students learn in an experimental way, they will never forget that learning. And along with theoretical knowledge, they will get experience and it will help them to develop the expected skills.

Nature of Experimental Education

While knowing the nature of experimental education, we will have to consider various innovative activities. Because we can provide experimental education through innovative activities. So what are those innovative activities? How to implement those activities? Why implement those activities? How will those activities benefit the students? What objectives will be achieved from it? It is necessary to consider all these things and then we should decide innovative activities and its implementation. This helps in understanding the nature of experimental learning.

Innovative activities for Experimental Education

Here are some of the most innovative activities for experimental education, through which we can impart experimental education. And we can also divide those activities into different groups as follows.

Innovative activities for Experimental Education

Sr. No.	Types of activity	Sub types of activity
1	Curricular activities	<div style="border-bottom: 1px solid black; padding-bottom: 2px;">Activities based on learning skill</div> <div style="padding-bottom: 2px;">Activities based on School subjects</div>

		Activities based on language development
2	Co-Curricular activities	Activities based on academic development
		Activities based on knowledge development
		Activities based on intellectual development
		Activities based on physical development
		Activities based on social development
		Activities based on moral development
		Activities based on skill development
		Activities based on leisure time
3	Other activities	Activities based on practical knowledge
		Activities based on career guidance
		Activities based on professional knowledge
		Activities based on new trends in education
		Activities based on modern changes in education

Role of teacher in Experimental Education

It is very important for the teacher to be experimental first. Because if the teacher is aware of new things, new activities and they are implementing it effectively, then the expected result can be achieved. That is why the teacher should implement various innovative activities. It should also involve the active participation of all students. The teacher should achieve the expected result from all this.

Result and Discussion

The buildings and physical premises of the school in which experimental education is imparted through various innovative activities are attractive and expressive. Innovation is seen the teaching of teachers in such schools. Such a teaching method helps in the holistic development of the students and the academic achievement of the students is also higher and the student enrolment is not decreasing. Parents also eager to send their children to such schools. In this way, schools that provide experimental education through innovative activities are known as experimental schools.

Conclusion

This suggests that experimental teaching methods are a great way to innovate teaching methods. If this is adopted, the expected changes in education will definitely take place and it will help achieve learning objectives. If this method of education is adopted by every school, the quality of the school will definitely improve and the student dropout will also stop.

References

1. Peterson and David (2015) *Experiential learning*, Pearson education
2. <http://epaper.lokmat.com>
3. <https://scholar.google.co.in>
4. <https://trtiquest.wordpress.com>

Gender and Caste-based Discrimination in the Context of Human Rights Education

Sainath B. Waghmare

Sant Gadge Maharaj Mahavidyalaya, Hingna.

waghmaresainath6@gmail.com

Abstract

Every child has the right to education on the basis of equality of opportunity. Children with disabilities are particularly at risk of being marginalized or discriminated against in the realization of this right. Governments need not only to establish the entitlement of every child to education, but must also take action to identify and remove the barriers and bottlenecks like place of residence, sex, origin, colour, religion, language or any other that impede access. A broad range of both universal and targeted measures are required to ensure that children with disabilities are equally able to realise the right to education alongside other children. In this paper efforts are made to show light on how discrimination is still existed in our nation on the basis of gender and caste even after the establishment of human right of education and conclusion has made in the same context.

Keywords: *equality, opportunity, disabilities, marginalized, discriminated, right*

Introduction

It is worldwide accepted that education is an instrument throughout human history for the development of humanity rather than selfish individual or social development. Therefore, it is recognised as a basic human right. It is essential for the preservation and enhancement of the inherent dignity of the human being. There are various countries in the world implementing education as the basic human right. The world cannot afford to tolerate the poverty, injustice and waste associated with the mass violation of the right to education. Children are the future of the nation. But in developing country like India, it is found that various children are vulnerable. Most of them are victims in the society. The notable aspect is that they do not suffer due to any disease or natural calamity but due to the illiteracy. This illiteracy is purposefully created rather imposed through the legislation. It deprived them from the right to education. In India there was an ancient tradition of teacher and disciple for preserving and developing the knowledge. But today it is found that there is the violation of the right to education as it resulted in exclusion the children of labourers, prostitutes, backward classes, seasoned workers and the like from the education. According to Aristotle, 'Man is a rational animal'. But to be rational in the proper sense one needs to be educated. Education has an immense impact on human society. One can safely assume that a person is not in the proper sense if he is not educated. It trains the human mind to think and take the right decision. It is through the education knowledge and information received and spread throughout the world. Education is the yardstick by which the growth of the human civilization is measured. Education opens the world before him with a lot of possibilities. It prepared him to delve deep into the umpteen mysteries of the universe.

Historical Development

In Europe, before the enlightenment of the eighteenth and nineteenth century, education was the responsibility of parents and the church. With the French and American Revolution education was established also as a public function. It was thought that the state, by assuming a more active role in the sphere of education, could help to make education available and accessible to all. Education had thus far been primarily available to the upper social classes and public education was perceived as a means of realising the egalitarian ideals underlining both revolutions. However, neither the American Declaration of Independence (1776) nor the French Declaration of the rights of man (1789) protected the right to education as the liberal concepts of human rights in the nineteenth century envisaged that parents retained the primary duty for providing education to their children. It was the states obligation to ensure that parents complied with this duty, and many states enacted legislation making school attendance compulsory. Furthermore, child labour laws were enacted to limit the number of hours per day children could be employed, to ensure children would attend school. States also became involved in the legal regulation of curricula and established minimum educational standards. In *On Liberty* John Stuart Mill wrote that an "education established and controlled by the State should only exist, if it exists at all, as one among many competing experiments, carried on for the purpose of example and stimulus to keep the others up to a certain standard of excellence." Liberal thinkers of the nineteenth century pointed to the dangers to too much state involvement in the sphere of education, but relied on state intervention to reduce the dominance of the church, and to protect the right to education of children against their own parents. In the latter half of the nineteenth century, educational rights were included in domestic bills of rights. The 1849 'Paulskirchenverfassung', the constitution of the German Empire, strongly influenced subsequent European constitutions and devoted Article 152 to 158 of its bill of rights to education. The constitution recognised education as a function of the state, independent of the church. Remarkable at the time, the

constitution proclaimed the right to free education for the poor, but the constitution did not explicitly require the state to set up educational institutions. Instead, the constitution protected the rights of citizens to found and operate schools and to provide home education. The constitution also provided for freedom of science and teaching, and it guaranteed the right of everybody to choose a vocation and train for it. The nineteenth century also saw the development of Socialist theory, which held that the primary task of the state was to ensure the economic and social well-being of the community through government intervention and regulation. Socialist theory recognised that individuals had claims to basic welfare services against the state and education was viewed as one of these welfare entitlements. This was in contrast to Liberal theory at the time, which regarded non-state actors as the prime providers of education. Socialist ideals were enshrined in the 1936 Soviet Constitution, which was the first constitution to recognise the right to education with a corresponding obligation of the state to provide such education. The constitution guaranteed free and compulsory education at all levels, a system of state scholarships and vocational training in state enterprises. Subsequently the right to education featured strongly in the constitutions of socialist states. As a political goal, right to education was declared in F. D. Roosevelt's 1944 speech on the Second Bill of Rights.

Gender Discrimination

Throughout history, all over the world, woman empowerment came only later. Girls and women were treated as secondary to men. Not a single nation can claim to have always been free of this social evil. Till some point in recorded time, societies offered women a lower rung on the ladder of success. This disparity showed up in the home, through employment discrimination at the work place and even in relationships. Where did this spring from? The route of human evolution propagated throughout history, in world religions, has 'man' first. Probably, the physical ability for early man to be able to venture and dare and provide, simply rippled down the ages. Thought, anywhere and at anytime, delves in the known only. This is the best possible explanation for male chauvinism and the paradigms of society being redefined to accommodate the evil. There are numerous women's issues that begin with instances of girls not being given the opportunity to study and avail of special education in the modern world. Although governments across the globe are making a serious attempt to fight and root out the evil, it prevails and raises its ugly head from time to time. It is not uncommon to see girls being given the free primary education, while the boys are educated right through, even if it means living a hand-to-mouth existence and starvation. Most underdeveloped and developing countries have this evil rooted like the runner grass. It prevails because of the diseased social parameters that are set generations back and allowed to thrive even amidst change. Women, in these countries, are sometimes educated with marriage as the culmination of the effort. This is sadly the state of affairs even in the so-called 'upper middle class and rich families. There are multiple and diverse links between gender equality and the fulfilment of the human right to education. The pervasive denial of the human right to education experienced by women and girls across the globe – as shown, for example, by the fact that two thirds of the world's non-literate adults are women – is a striking example of gender discrimination. Education is an enabling and transformative right. As pointed out by the Committee on Economic, Social and Cultural Rights (CESCR), the right to education “has been variously classified as an economic right, a social right and a cultural right. It is also a civil right and a political right, since it is central to the full and effective realization of those rights as well. In this respect, the right to education epitomizes the indivisibility and interdependence of all human rights”. A strong education system, in line with the principle of non-discrimination, is key for redressing gender injustice in wider society, and for overcoming social and cultural norms that discriminate against girls and women. CESCR has also clearly stated that “the prohibition against discrimination enshrined in article 2 of the Covenant [of Economic, Social and Cultural Rights] is subject to neither progressive realization nor the availability of resources; it applies fully and immediately to all aspects of education and encompasses all internationally prohibited grounds of discrimination”. The Global Campaign for Education (GCE) therefore sees the challenge posed by gender discrimination in education as multiple: policy and practice in education needs to be re-oriented to ensure the deconstruction of gender stereotypes as well as the promotion of equality of experience and relations for both sexes in education, thus addressing power imbalances that perpetuate gender inequality and leveraging access to all rights by woman and girls. Education is strongly embedded in CEDAW, in ways that reflect this rich relationship between gender equality and the right to education. CEDAW article 10 explicitly enshrines the right to equality in education, while many other articles – notably 5 (on social and cultural norms), 7 (on civil and political participation), 8 (on international representation), 11 (on employment), 14 (on the social, economic and cultural rights of rural women) and 16 (on rights to and within marriage, and women's reproductive rights) – express rights of which the full realization is very strongly dependent on addressing gender discrimination in education. Moreover, CEDAW's General

Recommendation 3, as well as article 10 of the main convention, expresses clearly the role of education in addressing wider gender discrimination based on stereotyping and biased cultural norms. The human right to education and non-discrimination is further affirmed by a number of other international treaties. Along with the clear expression of a universal right to education in Article 26 of the Universal Declaration of Human Rights, and the provisions on gender-equitable education in CEDAW, the most significant expressions of these rights are found in the Convention on the Rights of the Child (CRC, 1989), the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966) and the 1960 UNESCO Convention against Discrimination in Education. Governments further committed themselves to ensuring gender equality in education in the Dakar Framework for Action (2000), the Millennium Development Goals (2000), the Beijing Declaration and Platform for Action (1995) and the World Declaration on Education for All (1990), which stated that “the most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation.” Yet despite these numerous treaties, States and the international community still largely treat education as a development goal and not as a right. GCE believes that a clear rights-based understanding of education is crucial to overcoming gender discrimination and to re-orienting education towards the promotion of greater gender equality in society as a whole. Progress on enrolment, however, should not mask the fact that girls and women continue to be denied their rights throughout the education cycle, and still face huge discrimination and disadvantage in terms of access, progress, learning and their experience in schools. The target of achieving gender parity in school enrolments gained significant traction in the international community not least because of its inclusion in the Millennium Development Goals (MDGs). But the consequent progress has led to a dangerous complacency about the reduction of gender inequality in education. Girls are still far more likely to drop out before completing primary education, have markedly worse experience in school, often characterized by violence, abuse and exploitation, and have scant chance of progressing to secondary school and tertiary education. The preliminary findings of GCE’s global survey of gender in schools show that more than one fifth of girls in secondary schools are unhappy. The violation of the rights of women and girls with their gender, and nearly two fifths has been made fun of at school for being a girl. In sub-Saharan Africa, there is a 10 percentage point gap between girls’ and boys’ primary school completion rates, and in only seven of the 54 countries in sub-Saharan Africa do girls have a greater than 50% chance of going to secondary school. GCE’s survey shows that gender stereotypes still prevail in schools, particularly around male and female aptitudes, as do unequal power relations, as shown in, for instance, the fact that girls are far more likely to perform classroom chores. This perpetuates gender inequalities within the education system and society as a whole. It is hardly surprising, then, that nearly two-thirds of the world’s illiterate people are women. True gender equality in education and beyond remains far from being achieved. The Global Campaign for Education (GCE) is a civil society coalition which calls on governments to act immediately to deliver the right of every girl, boy, woman and man to a free quality public education. Since our formation in 1999, millions of people and thousands of organizations – including civil society organizations, trade unions, child rights campaigners, teachers, parents and students – have united to demand Education for All. We believe that quality public education for all is achievable, and we therefore demand that governments north and south take their responsibility to implement the Education for All goals and strategies agreed by 180 world governments at Dakar, in April 2000, and since agreed time and again.

Caste based discrimination in education

50% of all SC children and 64% of girl students drop out due to discrimination being practised against them in school. The difference in dropout rates between SC youth and all Indian youth has actually grown from 4.39% in 1989 to 16.21% in 2008. In the present system of education, the government has visualised the importance of the right to education and implemented the right to education act, 2009 for the children of the age group 6 years to 14 years in India except the state Jammu and Kashmir. This has been visualised earlier by Dr. B. R. Ambedkar as mentioned in the constitution to provide the equal opportunities of education to the citizens of India without discrimination of caste, socio-economic status, sex (gender) or any other differentiating criteria. He is in real sense followed the principle of equality, liberty and fraternity. In the view of Dr. B. R. Ambedkar the right to education to primary sections of the educational system, it is utmost important that, the more focus on the children those are out of school by their economic, social, physical or personal problems. Today even the educationist are working for the new development in education but in actual we are not looking to the grass root cause of weaknesses in primary education; that is mention in Article- 14 (equality before Law), Article-15 (Prohibition of discrimination), article- 16 (Equality of Opportunities), Article- 21 (Right to dignified life) and Article- 21(a)- (Right to Education) .

Conclusion

Gender and caste-based Discrimination in Education is Sad, but true, even as we usher in the 21st century, there are instances of gender discrimination in homes, at work and even by the providers of education. The bias is baseless and inhumane, yet it continues. Discrimination in the field of education results in individual tragedies and finally tells on the rate of progress a society or a nation makes. The status of women in a society has a direct effect on its health. In a number of countries and societies, girls are not educated since she is considered a strain on the family's resources. Without education, she cannot even voice her opinion, stand up for herself monetarily as well as emotionally, or battle the discrimination from a social pulpit. Women have come a long way in many societies around the world. It is not that there has been no shift. However, the shift is slow in some societies and evident in others. The problem is not with the number of instances coming up each day, it lies with identifying an effective measure to eradicate the economic predicament. The attitude that results in widespread neglect needs to be 'treated' and drained off social support. It is only in a united stand that the focus will provide the right guidelines. Citizens need to back the law and law enforcement agencies and most importantly, believe in the power of equality. The fight is not to determine the 'first among equals', but to enjoy a rostrum that is conducive to collaborative effort and a balance that is willed by nature.

References:

1. Article 26, *Universal Declaration of Human Rights*
2. Article 13, *International Covenant on Economic, Social and Cultural Rights*
3. Beiter, Klaus Dieter (2005). *The Protection of the Right to Education by International Law. The Hague: Martinus Nijhoff. P. 19. ISBN 90-04-14704-7.*
4. <http://www.buzzle.com/articles/gender-discrimination-in-education.html>
5. Khandekar, Bhalchandra(2014) *An Anthology of Scholarly Articles on the Life, Works and Thoughts of Dr. B. R. Ambedkar, Vol. 1*
6. Hadke, Pradeep(2015). *Dr. Babasaheb Ambedkar: Vision and 21st Century(ed.) Dr.Ambedkar Teachers' Association, ISBN: 987-81-925424-9-2.*
7. Mahalley B. N., Vijay Kumar S. (2015) *Human Rights Education Contextualizing the Need and Importance in Educational Institutions (ed.) ISBN: 978-93-82351-56-6.*

Importance of language in education

Rajaram M. Garud

Asst. Prof. Sarsenapati Hambirrao Mohite Law College, Rajgurunagar, Pune, Maharashtra

Email id.: rajaramgarud@gmail.com

Abstract:

Basic needs of human beings are of food, shelter and cloth. With the passage of time, health and education added in the list. These needs are parts of Constitutional provisions. Language perhaps the unique gift of man kind to express his willingness to achieve basic needs and may be useful for overall development while ducation is a key to open the doors of progression. So the importance of language in education and vice-versa are basic points of research papers. Through this paper researcher try to elloborate the recent strategies about the importance of language and education with considering NATIONAL EDUCATION POLICY 2020 and also some Constitutional provisions about education. He also want add and share his views on Legal education and language. The term language denotes that it is medium of communication. Language is essentially socially embedded and that all learning takes place through social interactions while education is only instrument to bring positive change in the society. "Education is the manifestation of the perfection already in man."

- SWAMI VIVEKANAND

Education is a means of total development of human personality in all fronts of the society. Government has prime duty to give the learner (Specially teachers) a clear understanding of what is happening to different aspects of ICT worldwide. Hence the NEP 2020 came into effect and we may hope to make positive and progressive outcomes for the students and among teachers. Every teacher has well acquaint with nature of language. 'Nature of Language' in education as a boon to the lovers of learning Language techniques for easy and interesting communication. How we acquired the capacity of language as a child is wonderful journey of each individual. The concept of language and the psychology behind the learning and using of language in day to day life is natural gift to Human being as no other (living organism) possess such a marvellous ability to express views in each aspect of life. Communication as the art of transferring information from one to another: Verbal, Non Verbal, Human and non human etc. Teacher possessed with a clear picture of the language as rule governed behavior. Though the mediums/ means to achieve goals changes with the passage of time but goals (basic needs) remains unchanged. Same happened with education as now education available in different stages as on Local/ National/international languages, online/offline platform, Regular/ External mode but its necessity remains unchanged. Hence Article-21 A inserted as part of Basic fundamental right of human being. This COVID-19 pandemic brings drastic changes in all fronts of human life and education is not exception. Now number of teachers turned from offline teaching to online platform. Those who accept such change fastly, only those going to survive during COVID-19 pandemic. The Indian education system greatly impacts on globe and includes great legendaries like as Aryabhata, Bhaskaracharya, Chanakya, Panini, Patanjali, Charaka, Gautama, Maitreyi, Gargi etc. All these are parts of Guru- Shishya parampara. For retaining to Guru-Shishya parampara, modern teacher must possess the ability to know foot prints of changing globalization. Now education concentrates in one device (Mobile- a technical device) and knowledge is just a click away from learner. So teachers should need to know about how to acquire skills and how rejuvenate the 'Guru-Shisya Parampara' (गुरु शिष्य परंपरा) in the modern education system. For transforming from teacher to guru, a teacher require to work as a mentor and counsellor. This is only possible through basic adoption in education system and willingness of teachers to compete with globe. National identity cannot be linked to any one language, but a foreign language does not overtake a native language. India as multi-linguistic country must try to protect, preserve its culture of unity in diversity. Though Hindi is National language but the use of other languages must be necessary on each and every front i.e. on social, political and cultural fronts of community interaction. Hence the three language formula must be used and continued from basic education to higher education. Languages must be used more extensively for conversation and for teaching-learning. As per data published by UNESCO,¹ 197 Indian languages are enlisted in danger. The following number of languages are categorised and enlisted as vulnerable language (81), definitely endangered language (62), severely endangered language (07 languages), critically endangered languages (42), extinct languages (05). The Eighth Schedule of the Constitution of India contains a list of 22 recognised official languages. Though they are spoke by many people but they are also facing problems

¹ <http://www.unesco.org/languages-atlas/index.php>

and challenges for existence in global competition. The languages which have a rich heritage and independent nature only enlisted and mentioned by Government of India as Classical language. But few of the languages still demanded their entry in the classical language. The above paragraph rightly pointed out that language also faces many challenges and for the survival of language its maximum use is the only way. Education is best platform for the survival of the language.

Post independence Journey of language and education

There are different types of languages. Some of them are worldwide accepted while some languages are of National languages and few may be of local language. Indian system of governance includes official languages, classical languages, court languages etc. While regional language, local language, national language etc. are of geographical indications of language. After independence, Constitution becomes fundamental law for the Indian governance. So for the promotion of multilingualism every Indian has to know about the Indian languages and their legal status. Constitution of India (Fundamental Law Book) is best statute to understand the Legal status of Indian languages. It consists with few provisions regarding Official languages, Court languages, National language etc.

Commission and Committee of Parliament on official language:²

Facilities for instruction in mother-tongue at primary stage:³ Every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

Directive for development of the Hindi language:⁴ It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages.

The Eighth Schedule of the Constitution of India contains a list of 22 recognised official languages.

These are:⁵ Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu, Urdu, Bodo, Santhali, Maithili, Dogra

National Education Commission 2020⁶ and Language

NEP, 2020 considers many aspects of languages like as promotion of multilingualism and the power of language in teaching- learning, use of technology in teaching and learning, three language formula etc. The fundamental principles that will guide both the education system at large, as well as the individual institutions with reference to language are as first is of promoting multilingualism and the power of language in teaching and learning and second is use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management. In the foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning also mentioned that a special attention will be given to employing local teachers or those with familiarity with local languages. NEP also focused on technological interventions to serve as aids to teachers and to help bridge any language barriers that may exist between teachers and students, will be piloted and implemented.

Following are some key highlights of NEP, 2020 on language, which directly relates with the importance of language in education as

- 1) It gives importance to mother tongue, local language, regional language as the medium of instruction at least Grade 5, but preferably till Grade 8 and beyond Grade 8 medium of instruction will be in the home language/mother tongue/local language/regional language.
- 2) The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity.
- 3) All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English.

² Article 344, The Constitution of India, Bare Act with Short Comments, Professional Book Publishers

³ Article 350A, The Constitution of India, Bare Act with Short Comments, Professional Book Publishers

⁴ Article 351, The Constitution of India, Bare Act with Short Comments, Professional Book Publishers

⁵ Article 351, The Constitution of India, Bare Act with Short Comments, Professional Book Publishers

⁶ https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

- 4) Sanskrit will be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula.
- 5) In addition to Sanskrit, other classical languages and literatures of India, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit, will also be widely available in schools as options for students, possibly as online modules, through experiential and innovative approaches.
- 6) English, foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level, for students to learn about the cultures of the world and to enrich their global knowledge and mobility according to their own interests and aspirations.
- 7) Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels.
- 8) Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment. Local sign languages will be respected and taught as well, where possible and relevant.

Importance of language in legal education.

Language played an important role in every stage of development. Someone rightly said about the language as “If your eyes are good you will fall in love with the world and if your tongue is good then the world will fall in love with you. It takes a person at least two years to learn to speak, but it takes a lifetime to learn what to say or speak.” The same thing happened with language of law. It is now easy to become an advocate within three years but it takes a time to learn what to say in Court. Student has a knowledge of basic concepts of learning. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for children and nation. This gap may be reduced by 21st Century’s National Education Policy 2020.

Conclusion:

In the speech of Law Day (26th Nov. 2020), Prime Minister Narendra Modi rightly pointed out that the language of our law should be simple enough as even ordinary people to understand. Constitution is fundamental law of the country but people are unaware about philosophy. But if we, the Indian people, have given ourselves this Constitution then its primary duty return towards ourself about its literacy. Still after 75 years of independance and 70 years of Indian republic, Constitutional awareness is a major issue. But as an Indian and as a teacher (Law Teacher) it is our prime duty to create awareness of Constitution in easy, simple language. Hundreds of outdated laws have been repealed over the years. Law teachers has to play crucial role to promote constitutional, legal awareness among the people in easy language and this is importance of language in education.

Lastly wishing and hoping for positive results of NEP 2020 and to achieve Indian Universities in the worlds top ranking universities.

Seven species of Lignicolous fresh water Hyphomycetes from Ahmednagar Dist. Ahmednagar (M.S.)

S.P.Ghanwat

Shri Dnyaneshwar Mahavidyalaya, Newasa. Dist. Ahmednagar, Maharashtra, India

Abstract:

During the preliminary investigation of Lignicolous fresh water Hyphomycetes from Ahmednagar district of Maharashtra the Seven species of submerged aquatic Hyphomycetes encountered on submerged wood collected from the various water bodies in Ahmednagar district. These fungus namely Viz. *Campylospora chaetocladia* Ranzoni., *Dictyosporium elegans* Corda, *Dictyosporium heptasporium* (Grovel) Demon, *Dictyosporium oblongum* (Fuckel) Hughes, *Diplocladiella sciaroides* Arnaud ex Ellis, *Flagellospora penicillioides* Ingold, *Helicosporium phragmitis* Hohnel, are described and illustrated from wood submerged in freshwater collected in Bhandardara dam. They are all reported as new record from study area.

Key words: Lignicolous fresh water Hyphomycetes

Introduction:

The important role of higher fungi in freshwater ecosystem is the utilization of dead plant material as a source of nutrients and also responsible for the biodegradation of organic materials in aquatic habitats, particularly plant materials in the form of leaf litter and other plant debris (Shearer, 1993). Several studies on the diversity of freshwater fungi had previously been carried out in temperate regions but recently there had been more studies in tropical regions and subtropics regions and a number of novel taxa have been discovered in the last decades (Shearer et.al, 2007, Luo, et.al, 2004a, 2004b). In India the Ahmednagar district of Maharashtra is rich in biodiversity. However, very scanty work has been done on freshwater Hyphomycetes in Maharashtra. Therefore the present exploration was carried out

Material and Methods:

Submerged wood was collected from Bhandardara dam. Sample was transported in cooling box to the laboratory. After rinsing in tap water, substrates were placed in plastic boxes filled with distilled water and aerated by compressed air in refrigerator at 10-12^oc. After one week of aeration the samples were examined for the presence of fungal fruiting structures. Then the twigs were placed in petridishes with moistened filter paper and incubated in refrigerator with a glass-door (10-12^oc) for some weeks. All samples were examined periodically and remoistened when necessary. Semi-permanent slide preparations were made.

Result and Discussion:

Campylospora chaetocladia Ranzoni. Farlowia. 4:371-337 (1953).

Conidia composed of two parts, proximal half triangular, 3-4 septate, 8-12.5 µm high, 10-12 µm wide at the base, distal half allantoids, 3-4 celled, 9-13 µm long, 3.5-5 µm wide. Appendages arising from end cell setae like, 30-40 µm long. **Matrix:** On submerged wood. **Loc:** Madhyameshwar dam. **Date:** Aug, 2015. The characters of present fungus are similar to the species *Campylospora chaetocladia*. This species distributed commonly in fresh water bodies. This species was collected on submerged leaves of several plants in fresh waters from Mangalore (Chandrasekhar, et.al., 1986, Sridhar and Kaveriappa, 1988, 1989, Ramesh and Vijaykumar, 2005) from Western Ghat regions in Karnataka state and from Jabalpur (Agrawal, et.al. 1991, 1992). The present species is being reported first time from Ahmednagar district.

Dictyosporium heptasporium (Gorov) Demon.(1952).

Lloydia.15: 118 (1952).

Colonies compact and effuse, dark blackish brown granular, hyphae immersed. Conidia brown, broadly ellipsoidal, 46-82× 18-28µm composed usually 7 curved cells rows, each row terminating in a curved hook. Cells 3.3-6.6 µm thick numbers of cells 70-80. **Matrix:** On submerged decaying wood. **Loc:** Matmashwar dam. **Date:** Aug, 2015. Panwar and Chouhan (1976) collected this species from Mount Abu and reported as new to India. The species is being reported as new to study area.

Dictyosporium elegans Corda (1836).

Weitenweber's Betriige. 87.

Colonies effuse, blackish brown, granular. Conidia golden or reddish brown 60-80 × 23.3-30 µm flattened in one plane, composed usually of 6-7 rows of cells of same length, cells thick, 3.3-9.3µm, total number of cells in each row 55-98. **Matrix:** On submerged and decaying wood. **Loc:** Mula dam. **Date:** Oct, 2015. So far this species has not been reported from India and thus is an addition to fungi of India.

Dictyosporium oblongum (Fuckel) Hughes.) (1958).

Can. J. Bot. 36:762

Colonies effuse, black, granular. Conidia oblong or irregular, 30-50×12-30µm, brown composed of usually of 3-6 rows of cells of either the same length or different lengths, often strongly constricted at the septa; cells 5-7µm thick, number of cells 22-46. **Matrix:** On unidentified wood **Loc:** Nagapur forest dam. **Date:** Dec, 2015. The present collection is rare in occurrence. The characters of this specimen are similar to the original description. It being reported as new to Ahmednagar District.

Diplocladiella scalaroides Arnaud ex Ellis. (1976).

More Dematiaceous Hyphomycetes CMI: 229.

Conidiophores 22-48 µm long, 3-4 µm thick. Conidia 2 armed 15-40 µm wide and basal cell 2-4×2-3 µm, 8 celled, five of its eight cells are brown but basal cells are colorless. **Matrix:** Submerged wood. **Loc:** Punatgaon dam. **Date:** Feb, 2016. The characters of present species are similar to that of original description. Absence of unpigmented hair like cells on both arms is notable character that differs from the known species. This species is frequently found and was earlier reported from Hyderabad (Madhasudan Rao and Manoharachary, 1980), from Karnataka (Sridhar and Kaveriappa, 1989, Ramesh and Vijaykumar, 2005) and from Maharashtra (Borse & Patil, 2007). The present collection is rare in occurrence. The characters of this specimen are similar to the original description. It is frequently encountered and is being reported first time from Ahmednagar district. *Flagellospora penicillioides* Ingold (1944). *Trans. Brit. Mycol. Soc.* 27:41. Conidiophores hyaline, erect, septate, penicillate, irregularly branched, bi- or tetra verticillate, 25-250 µm. x 2-2.5 µm. at first branch, micronematous. Conidiogenous 79 cells phialidic, apical, usually 3 on each branch, hyaline, 17-22 µm. x 2-2.5 µm. conidial primordium which bears finger-like protrusion of the conidiogenous cell, elongates and curves, becomes septate and is released. Mature detached conidia hyaline, walls thin and smooth, sigmoid or curved in 1 or 2 planes, tapering 43-45 µm. x up to 2 µm. with 1 usually median septum per spore. **Matrix:** Submerged wood. **Loc:** Ganpatighat Newasa. **Date:** Mar.2016. The specimen is identified based on the measurements and characters which match with the original description of the species. Sridhar and Kaveriappa (1986) collected this species from Karnataka state and reported it as new to India. Latter on Sati and Tiwari (1992) collected it on submerged leaves from Kumaun Himalaya region. The present collection is rare in occurrence. The characters of this specimen are similar to the original description. It being reported as new to Ahmednagar District.

Helicosporium phragmitis Honnel (1905).

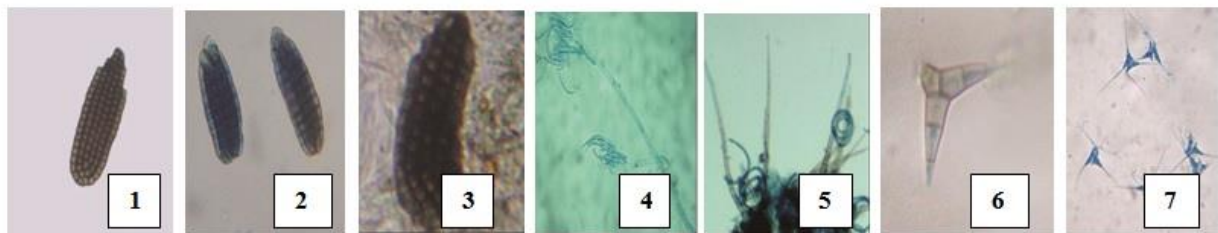
Annals.Mycol. 3:338 (1905).

Colonies raised cottony pale gray, conidiophores: branched, colorless to pale brown, 122-240µm ×2.6-6 µm. Conidia: helically coiled 2-4 times in one plane, colorless, 12- 20 µm in diameter and 1.2-2.6 µm thick, filamentous, Septa 7-15. **Matrix:** On unidentified wood **Loc:** Ganpatighat bank of Pravara River. **Date:** April, 2016. Shinde & Pawar (2008) first recorded this species from foam sample and on leaf litter in Maharashtra state. The characters of this specimen are similar to the original description. The present collection is commonly found in study area.

Acknowledgement:

The author thankful to the Principal Dr.Kaphapure G.B., Shri Dnyaneshwar Mahavidyalaya, Newasa, Vice-Principal Prof. Ghanwat A.J. Shri Dnyaneshwar Mahavidyalaya, Newasa. Provided Laboratory Facilities also for encouragement.

Figure: 1 *Campylospora chaetoclada* Ranzoni. 2. *Dictyosporium heptasporum* (Gorov) Demon., 2. *Dictyosporium elegans* Corda., 3. *Dictyosporium oblongum* (Fuckel) Hughes.) 4. *Diplocladiella scalaroides* Arnaud ex Ellis. 5. *Flagellospora penicillioides* Ingold. 6. *Helicosporium phragmitis* Honnel.



References:

1. Agarwal, D.K. Agarwal, G.P. Hasija, S.K. and Pandey, A.K. (1991) *Fungi associated with submerged decaying leaves and twigs from Jabalpur. Proc. Nat. Acad. Sci. India.* 61:199.
2. Agarwal, D.K. Agarwal, G. P. and Pandey, A. K. (1992) *Seasonal occurrence of aquatic Hyphomycetes in different aquatic habitats at Jabalpur. Jour. Ind. Bot. Soc.* 71: 95-97.
3. Borse, B.D. and Patil, R. S. (2007) *Aquatic fungi from North Maharashtra-I. Bioinfolet* 4(2): 101-104.

4. Chandrasekhar, K. P. Sridhar, K. R. and Kaveriappa K.M. (1986) Aquatic Hyphomycetes of the river kempu hole in the Western Ghat forest of Karnataka. *Indian Phytopath* 39:368-372.
5. Lau, J. Cai, I. Zhang, K.Q. and Hyde, K.D. (2004a) Fresh water in Lake Dianch, a heavily polluted lake in Yanan, China. *Fungal Diversity* 16: 93-112.
6. Madhusudan Rao and Manoharachary, C. (1980). Two interesting fungi from aquatic habitat. *Curr.Sci.*49:490-491.
7. Panwar, K.S. and Chouhan, J.S. (1976a) Hyphomycetes of Mt. Abu-I. *Indian Phytopath.*29:178-180.
8. Panwar, K.S. and Chouhan, J.S. (1976b) Hyphomycetes of Mt. Abu-II. *Indian Phytopath.* 29: 287-295.
9. Ramesh and Vijaykumar (2005) Studies on freshwater foam fungi of Uttar Kannada Karnataka. *Indian Phytopath.* 58(1): 89-95.
10. Sati, S.C. and Tiwari, N. (1992b) Colonization, species composition and conidial production of aquatic Hyphomycetes on Chair pine needle litter in a freshwater, Kumaun Himalaya stream *Hydrobiology*, 77:445-453.
11. Shinde, V. and Pawar (2008). Some aquatic Hyphomycetes from Satara district. *Bioinfolet.*5 (4):423-424.
12. Sridhar, K.R. and Kaveriappa, K.M. (1988b) Colonization of leaf litter by aquatic hyphomycetes in a Western Ghat Stream. *Proc. Indian. Natn. Sci. Acad. B* 54 (2 & 3):199-200.
13. Sridhar, K.R. and Kaveriappa, K.M. (1989b) Colonization of leaves by water borne hyphomycetes in a tropical streams *Mycol.Res*, 92:392-396.

Overview on Skill Based Education in India

Dr. Amruta Suhas Misal

Assistant Professor Arts and Commerce Mahila Mahavidyalaya, Ambajogai

Email ID - amrutamisal19@gmail.com

As the world changes and economies along with it, the need for a skill-based workforce is on the rise.

In India skill-based education is considered to be a vocational skill that is obtained through short term training or courses not part of the formal education sector and which provides employment in informal sectors. Such skills are also a part of the governments Pradhan Mantri Kusal Vikas Yojana (PMKVY) scheme, which aims to promote recognition and standardisation. However, expertise needs to be developed in the formal learning system as well.

What is Skill Based Education

Professionally known as soft skills. Skill based education helps one to reach their full potential and to prepare them for the challenges of everyday life. It is the ability to think abstractly and approach problems from multiple angles to acquire practical solutions. Furthermore, it focuses on nurturing the skills such as self-reflection problem solving, critical thinking and interpersonal skills. As per WHO, Skills are the abilities for adoptive and positive behaviour that enable individuals to deal effectively with the demand and challenges of the everyday life. Skill- based education takes into account psychosocial competencies and interpersonal skills that help students to take the right decision to solve problems, think critically and creatively communicate effectively build healthy relationships emphasize with others and cope with managing their lives in a healthy and productive manner.

Importance of skill-based education

Ramesh and Farshad (2004) in his study proved the effectiveness of skill-based training in increasing mental and physical health, prosocial behaviour and decreasing in behavioural, social problems and self-destructive behaviours. Roodbari, Sahdipoor and Ghale (2013) in their research showed that life skills training has a positive effect and improves social development emotional and social adjustment, suggesting an increase in comparability of children and public health.

Transition

When the Indian economy opened to the outside world through liberalization and globalization it created a great demand for graduates with skill across vital industries which led to a huge race to secure more marks and more degrees. Post the internet and mobile revolution job seekers in the formal sector saw new opportunities learn necessary skills from the internet and through internships prior to a full-time job. The reliance on informal education to obtain job-ready skills saw a slow decline. The current pandemic has advanced the use of local products and has helped people recognize the importance of a skill driven society. Being a young nation with 75 percent of the population in the walking age employment becomes a major concern. With the help of schemes such as Recognition of Prior Learning (RPL), students can receive both security and benefit, as it aids in an equivalent acknowledgement of both informal and formal learning. Students are the human capital of the country and it is essential to empower them for the development of economy. Some of the benefits of skill – based education includes

1.Flexibility - Skill-based education places the ownership of learning in the hands of students and helps them restrict the big gap of understanding. The assessment demonstrates their competency rather than grades and education process is a great boon for dropouts, as they can easily move ahead without the gap. The whole structure depends on the individual where students control their learning with the help of assessment and hands on projects.

2.Acquiring experience - In skill-based learning students are groomed to become successful leads in their chosen field. To facilitate this process, it is paramount for students to think beyond grades and acquire real life skills. These tangible experiences are often overlooked in the traditional form of education.

3.Purpose driven – Skill-based education is definitely more effective and purpose driven which helps students receive a clear objective along with a vibrant culture. It is a perfect mixture of opinions, values and routine to form a solid foundation, it promotes and develops the art of learning and development hence empowering the students to become successful in their chosen field. Students should also keep in mind, that post Covid the skill based sector will witness a jump in the demand of the job opportunities related to sanitation, health technology and more with the various skilled workforce roles, student can be a part of the process in helping break down the cycle of unemployment. Today skill-based education is not a choice but need in India. The irreconcilable difference in our country is that while the demand of skilled professionals is quite high, the desire to get skilled is considerably low. Pure academic subjects are always more popular with learns, parents and society as socially acceptable qualifications. Most youth in the country still

incorrectly believe that skill-based education leads to low paid jobs and it is perceived to be meant for only academically weak students. India's education system is also characterized by high school dropout rate with as many as 56 percent students leaving school before reaching the qualifying examination of 10 standard. There is a definite need for skill development to be brought to the forefront to enable this section of society to become employable. If we look at the graduate segment according to one particular study only 25 percent are considered employable by employers. The biggest challenge is the lack of employability skills. As a result, the individual's ability in the work environment in terms of communication, presentation, interpersonal skills, teamwork etc. does not meet the desired expectations. Inculcating employability skills requires huge efforts on the part of our education system to bring in the transition to the role from a student to a worker and prepare the candidates for the modern working world. Skill based learning is about planning, implementing and analysing skills gained through knowledge-based learning method. Students are motivated to think logically, analyse concepts and apply their insights. The idea behind this innovative and most in demand learning method is to develop learners in two independent thinkers and prepare them for the challenges in the future. Here are the reasons to implement the idea of skill-based education in universities.

Sparks creativity - Helps students in learning how to be independent and approach problems in a creative way. It gives a way to move beyond traditional methods and think innovatively. **Develops critical thinking** - Enables students to hone analytical and critical thinking skills in all the courses. It is a way to avoid rote learning focus more on synthesizing, evaluating and applying facts and ideas on your work. The suggestions on entrepreneurship help students to anticipate problems and devise solutions accordingly.

Enhances Collaborative Problem solving - students learn how to work in a constructive manner to solve problems in a collaborative manner. Skill based learning helps in drawing enhancing strengths and important skills to achieve their goals while organising an event or a field-based activity students work as a team to deliver the desired results.

Build effective written and oral communication - Building effective communication skills whether it is oral or written should be an integral part of curriculum. Engaging students in articulate discussion, active listening and presentation skills help in exercising their communication skills.

Develops leadership - Another advantage of introducing skill-based learning in classrooms is to develop effective leadership skills in students and help them see beyond their self-interests. Through activities and events, students build skills that help them to listen organise and inspire the team. Education is important but skills are necessary. Indeed, skill-based education can no longer be considered a choice but has become a fundamental requirement. Despite having a growing population there is still a considerable gap between education and an employability. **Benefits of skill-based education**

1. If individuals get educated through skill-based learning, they can produce better results and earn more money.
2. Education and training improve and individuals' employability and labour mobility and it also increases the individual's ability to adapt to changing technologies.
3. Ample education and great skills influence the path of national economic development attract investment from abroad and promote growth.
4. Countries that have a greater share of educated and very skilled work forces have raised productivity at very higher pace.
5. Education and training generate other significant and grate social benefits reduced dependence on income support for the unemployed individuals reduced incidence of crime, improved lawful behaviour and health awareness among them.

Imparting technical skills is something most training institutes do well many ITI s today harness technologies like smart classrooms, blended learning and MOOC as mechanisms to share resources and course elements like practical's that cannot be easily replicated. The National Program on Technology Enhanced Learning (NPTEL) from the Ministry of Human Resource Development (MHRD) is no longer just about disseminating engineering courses of the ITI s. The programme has assembled more than 950 courses comprising 30000 + video hours, maybe we are being usefully harnessed as a massively online open course resource by technical training institutes. According to the India Employment Report 2016 issued by the institute of Human Development (IHD). India will need to create at least 1.6 crore jobs over the next 15 years to come close to a point where there is neither surplus labour not unemployment. Skilling needs an education industry partnership. Industry can play a very important role by quickly adopting schemes like an apprenticeship or setting aside some CSR budgets for skilling the youth. India can grow only if India is skilled for a skilled India all the stockholders need to work closely to make this dream come true. Education can simply be defined as an enlightening experience and the process of acquiring

knowledge. However, it should rather be skilled based than knowledge solely. In any given class, there are students who are not excellent in their studies alone, so they have other projects in which the weaker ones can come up and excel in certain disciplines. Ultimately it is not only the knowledge that matters but if one has the skill to do something, then it guarantees to work much more.

Conclusion

Here it is concluded that skill-based education is not a choice but a need in India where the demand of skilled professionals is very high and the desire to get skills is low. Youth in the country still incorrectly believe that skill-based education leads to low paid jobs and it is perceived to be meant for only academically weak students, school dropouts and for the people in the lower strata. Skill-based education raises confidence, improves productivity. Development of skills is very essential for the individuals as it channels them for proper job opportunities. In order to maintain high levels of productivity and complete effectively with rapidly growing economies, India will need to develop policies to ensure that more people acquire higher quality education and skills.

References

1. *Skill-based education: Necessity for Employability Imperial of Interdisciplinary Research (IJSR) Vol-2, Issue-4, 2016. ISSN: 2454-1362 <http://www.onlinejournal.in>*
2. *The Hindu thehindu.com Hands on Education*
3. <https://reva.edu.in>
4. *Skills, Schools and Employability: Developing Skill Based Education in Schools of India. Journal of Social Sciences 12 (2) :99-104*
5. *Shalini Saksena (2016) Need of Skill based education*

Impact of Contemporary Literature on Changing Perspective of Socio Economic Discrimination in Education

Captain Sonika Saini Manrai

Assistant Professor English Govt. Degree College, Haroli , Una (H.P)

e-mail – eqagrmann@gmail.com

Abstract

Literature is the mirror of the society. The impact of literature plays a significant role in holistic development of the society in general and the nation in particular. Dalit and many other traditionally oppressed sections are playing a pivotal role in national discourses. Despite that, gap between the haves and have-nots seems to be widening. Historically, illiterate subalterns especially women haven't been heard chiefly because narratives of colonial and other elitist historiographical records have been mostly concentrated on the "written word". In order to revolutionize the education system, it has to be comprehensive in its approach. While our nation is digitizing and creating ripples in the field of technology by bringing education to the remotest corners of the country, it has a long way to go to bridge the gap between the educator and the educated. Only when socio economic caste-based bias is transcended, that education will have its true purpose. Therefore, the perspective, especially of the educator remains the prime area of concern. In these modern times contemporary literature can disparage the pervasive modes of blatant caste discrimination and subjugation of the underprivileged. This paper focuses on the role of contemporary literature in changing perspective of education with special reference to the poem "one eyed" and to study the influence of the society, culture and religion Dalits/ Women are nurtured in and its impact on the education system. The limitation of our study is that the paper singularly focuses on one contemporary women poet Meena Kandasamy. Major themes in this poem are caste, untouchability, essentialism, and corporeal trauma. This research is a about the role of contemporary literature on changing perspective of socio- economic discrimination in education with special reference to socio-cultural analysis of the poem "One eyed" by Meena Kandasamy. The nature of this research work is analytical. The poem reiterates the need to understand modern day issues like human conflict in the field of education.

Keywords: Literature, Educator, Dalit, Discrimination, Indian Society, Education System.

Introduction:

The primary motive of any realistic literature is to unravel the truth and present it to the reader. It becomes a vehicle of thoughts of the educated from the point of view of the oppressed. Education can only act as a beacon of light, if it reaches out to the farthest citizen of the nation and ameliorate its suffering through the power of literacy. This aim can only be realized by a collective effort of the society by educating the lowest rung of its ladder. The literature in this case becomes a vessel of ideas for upliftment. Literature is as literature does. Literature is something that reflects society, makes us think about ourselves and our society, allows us to enjoy language and beauty, it can be didactic, and it reflects on "the human condition". It both reflects ideology and changes ideology, just like it follows generic conventions as well as changing them¹.

Importance of Literature in Education:

Literature has two roles, an active, engaging role and a passive, reflective role. The active role represents the very action of reading. This role is a significant part of an individual's development. From reading an individual forms ideas and concepts about the world in which they live. These ideas and concepts form together into an ideology of sort. From this ideology stems individual motivation, action, and engagement. The second role is distinguishable from the first in that it is a thing observed, rather than a thing done. The reflective role of literature is to show society the history of ideologies, of thought and of action. It allows the individual to understand how a society functioned and why it functioned that way. "Literature is thought provoking, it allows us to raise questions and gives us a deeper understanding of issues and situation". Said Judith Caesar. Caesar emphasized literature's role in allowing its reader to grasp the meaning of human conflict. Literature has had a major impact on the development of society. It has shaped civilizations, changed political systems and exposed injustice². The fabric of a society is held together by the citizens of any nation. The collective upward mobility is only possible with an egalitarian and educated society. In order to achieve this lofty ideal, it is essential for the society to work together with same pace However, the same is thwarted if the nation is fraught with ills of caste, religion and gender bias. In these changing times where the need to usher in modernization of education is imperative, there is a daunting task to free the mind from past encumbrances.

Socialistic Approach in Literature:

This research is about the role of contemporary literature on changing perspective of socio-economic discrimination in education with special reference to socio-cultural analysis of the poem "One eyed" by Meena Kandasamy. In the ancient times, the term "Chandala" (Manusmriti), Avarna (outside four varnas) were used. Subsequently, they were given the status of "Scheduled caste" in Apr 1935 by The British Government. They have been called various names such as "Untouchables", "Harijans" (popularized by Mahatma Gandhi), "Depressed classes" or "Exterior Castes". Later, the term Dalit came into Hindi from Marathi and means "ground", "broken" or "reduced to pieces"³. Modern era is a reflection of modern minds. However, the society is yet to recover from the darkest pits of educating the Dalit/underprivileged and a girl child. Contemporary literature is steeped in breaking such shackles through writing of many poets as Narayan Surve, J.V.Parvar, Arun Kamble, Nimbalkar, Prakash Jadhav etc., among men and Mina Gajbhiye, Hira Bhanshode, Mallika Amar Shiekh, Jyoti Lanjewar, Anuradha Gurav. The limitation of our study is that the paper singularly focuses on one contemporary women poet Meena Kandasamy. Major themes in this poem are caste, untouchability, essentialism, and corporeal trauma. The nature of this research work is analytical. The poem reiterates the need to understand modern day issues like human conflict in the field of education. In this case the poem becomes a vessel and opens up another way of thinking. Being able to empathize with a group of characters written on a page is categorical and a necessary skill from a student's perspective. In the male bastion, Meena Kandasamy has emerged as a fledgling yet a prominent female voice who uses interpretation as a tool in her poetry to expose the challenges of fair and impartial education to one and all. Thus, Dalit literature becomes a voice of the marginalized. Meena Kandasamy, based in Chennai, is an emerging poet, translator, fiction writer, and female activist. She presents herself as a Dalit woman writer and articulates the voices of her own community by retelling the Tamil myths from feministic and anti-caste perspectives. Her first and major volume of poems "Touch" was published in 2006 has won many accolades. The present poem "One Eyed" has been taken from her anthology of poems "Ms. Militancy" published in the year 2010 which is imbued with experienced wisdom of the gendered Dalit issues prevalent in the society⁴.

Objective of the study:

- To analyse the role of contemporary literature in changing perspective of education with special reference to the poem "one eyed".
- To study the influence of the society, culture and religion Dalits/Women are nurtured in and its impact on the education system.

A Brief on Socialistic Angle:

This paper singularly focuses on one contemporary women poet Meena Kandasamy. Through the medium her simple poem "One eyed" she offers a sharp critique on the prevailing oppressive structures of class, caste, race and gender embedded in the Indian society thereby challenging the very purpose and reach of education. The poem talks about Dhanam who drinks a glass of water from the pot to quench her thirst with her "clumsy hand". She is slapped by the teacher for her audacity to drink water from a pot not meant for her strata of society. The concept of untouchability is practiced mainly against the lower caste as well as the lower section people who are a victims of the Hindu hierarchical social order. They mutely accept subjugation as the girl in the poem who ends up losing an eye as a punishment. Dalits are not allowed mingle with the public and have to use separate vessels, pots, glasses, etc. Dhanam in the poem is a submissive girl who by virtue of her birth is on the other side of the fence from where world is divided into two. In the poem only the inanimate objects are willing to offer water to the girl. The girl who wanted to quench her thirst was slapped by the learned teacher and the school which is called "the temple of learning" found the child's action embarrassing. The doctor viewed it as a virtual epidemic and for the media, it was a front-page news with a picture caption. Meena through the medium of poetry essentially unravels the routine struggle of the Dalit/underprivileged who can only fail at any bid to transcend this state of being.

Socio cultural Analysis of the Poem³:

Caste system:

The institution of caste is basically a system of social stratification wherein a caste or "jati" is inherited by birth and ascribed for life. Based on this, the concept of "varnas" refer to four broad categories into which the Hindu society is divided and thereby constitute a hierarchy of Brahmins (priestly caste), Kshatriyas (Kingly or warrior caste), Vaishyas (clerical and trading caste) and Shudras (agricultural and artisan caste). However, Dalits were considered to be very low and were excluded from the hierarchical social order. As "One eyed" explores the subject of untouchability, but it also shows the life of the Dalit in the caste afflicted India. The effect on the environment around the girl has a deleterious effect where a learned

teacher slaps the young girl for breaking a “RULE”. While the school is embarrassed as stated in Line 5, the doctor and the media see it as medical emergency and a news feature respectively as stated in line 6 and 7. These institutional intricacies of the society dislocates not only the harmonious mutuality of interests but also mars cultural anthropology to acquire equal prospects and personal sense of importance.

Untouchability

Dalit is presently a commonly used term for “untouchables”. Dalits are considered to be a discrete set of low caste, excluded on account of their extreme collective impurity from particular relations with both human and divine. The poem "One eyed" looks like a poem was written about any innocent young girl doing a mundane act. But lines 4,5,6 and 7 clearly change that impression because untouchable's even in modern India are not allowed to share utensils with other caste. Young girl named Dhanam is evidently shown her place by being slapped so hard for an innocent act that she loses “one eye”. Too subservient and young to understand this cruelty she doesn't even whimper and ends up paying” the price for a taste of that touchable water”. Symbolically, the slap holds a significant resonance in the cruel and violent history of the pathetic existence of Dalit from the ancient times of Manu Smriti to the 21st century where in “State of the Art” technological world, sadly the “State of Mind” remains stagnant.

Essentialism:

Essentialism, a contentious theoretical position in relation to identity theory, refers to a set of characteristics or properties which are common to a given entity. This clearly states that a community or caste or individual is expected to behave or show traits. In the poem the Dalit girl is forbidden to drink water from the forbidden pot like the proverbial forbidden fruit. They must use separate vessels, pots, glasses, etc. Also, that Dhanam in the poem is a submissive girl. She does not even react to the upper-class supremacy because she lacks that aggression. These sets of characteristics are the essences that characterize a substance or a form. They do not allow variations of these traits among individuals or even over time in multi-cultural social spaces. Her disgruntlement with the essentialization of culture and the very venture of nationalism ruptures the texture of her poetry vowing to unravel truth.

Corporeal Trauma

Sometimes, in order to capture the extent of unbridled corporeal and psychological trauma, amplified realism becomes essential. Dhanam loses her one eye for the price of tasting that untouchable water. The trauma here is scripted directly on to her body which is subjected to physical assault, while the subtext ingeniously foregrounds the continued existence of oppressive structures of caste, class, race and gender domination within the boundaries of the secular Indian democracy. Kandasamy focuses on a corporeally traumatic event of a subjugated Dalit girl through realist narration and amplifies it through metaphor and imagery. The effect of such foregrounding is further heightened when the poem is viewed against the background of Dalit literature, history and sad saga of pathetic existence which invokes the pathetic reality surrounding the Dalits. The study also recognizes the immense accusative potentiality of the poem where the helplessness of the Dalit girl is signified. Even the inanimate objects have life and see this world as one, but the treatment of the Dalits is dissimilar. She sees the torn world but not a complete one. In her eyes, the world seems to be partial one and it shows partiality to a group.

Conclusion:

The poem effectively reveals that the weight of social pressure which operates to confirm their extreme subordination despite earnest efforts towards upward mobility. To make the reader feel the part of all experience, the poetess deliberately picked the words that convey meaning aptly while maintaining the rhythm and harmony of thoughts too. The choice of words helps the reader to comprehend the message the poet is trying to convey. Of course, there are myriad ways of other influencing factors such as institutions, communities, and families. However, Literature has dual impact on students psychology and on the society as a whole. A small yet significant poem of Meena Kandasamy has not only struck inner chords but also touched the individual soul. If such a small piece of work can impact the nature of young minds of tender age, then the whole ambit of literature can lead to revolutionizing a behavioural change of the society at large. Thus, Literature can not only be viewed as a subject but also a vehicle of ideas which can mobilize the society to a righteous path.

Webliography & References:

1. *The Importance of Literature in Modern Society* by Sophie Austin;
https://resource.acu.edu.au/siryan/Academy/Foundation/What_Is_Literature.htm
2. *The Role of English Literature in Re-Construction Society* Dr.Karnik, Baharti Sheikh, Showkat Ahmad Jiwaji ; *Journal of Culture, Society and Development* www.iiste.org ISSN 2422-8400 An International Peer-reviewed Journal Vol.7, 2015
3. https://en.wikipedia.org/wiki/Caste_system_in_India

4. https://en.wikipedia.org/wiki/Meena_Kandasamy

References:

1. Dhasal, Namdeo (2007), *Poet of the Underworld, Poems 1972-2006*, Tran. Dilip Chitre. New Delhi: Navayana Publication, pp. 43.
2. Duarte, Silvia.
3. "Meena Kandasamy: Angry Young Women Are Labelled Hysterics".
4. *Dalits in India: Origin of Caste and Social Exclusion* by Laxmi Narayan Singh
5. Foucault, Michel. *The History of Sexuality*. London: Penguin, 1990. Print
6. Mitsu, Sahav. *Meena Kandasamy's Ms. Militancy and its Other Poems of*
7. *Resistance*. Web. 24 July 2017, FII.
8. Kandasamy, Meena. "One-Eyed". *Ms. Militancy*. Narayana Publishing House, New Delhi 2016. Print.
9. Ranjit Guha (1989), "On some aspects of historiography in India", *Writings on South Asian History and Society, Subaltern Studies Vol. 1*, Delhi: Oxford University Press, pp.335

Appendix:

One Eyed

the pot sees just another noisy child
the glass sees an eager and clumsy hand
the water sees a parched throat slaking thirst
but the teacher sees a girl breaking the rule
the doctor sees a medical emergency
the school sees a potential embarrassment
the press sees a headline and a photofeature
dhanam sees a world torn in half.
her left eye, lid open but light slapped away,
the price for a taste of that touchable water.

Meena Kandasamy

Role of Moral Education in Education Process

Dr. Govind Digambar Kokane

Asso Prof Department of English Dr. Babasaheb Ambedkar Marathwada University Subcampus,
Osmanabad

Email: koknegovind@gmail.com

Abstract

Ethics guides us to tell the truth. Every human being has the responsibility to abide by the ethical principles regarding individual freedom, intellectual integrity, and the fair and respectful treatment of others. Ethics guides us to keep our promises or help someone in need. Ethics underlies our lives on the daily basis. It helps us to make decisions that create positive impacts and steers us away from unjust outcomes. Morality gives real and practical guidance to human lives. The great Indian statesman Dr. Babasaheb Ambedkar has rightly said that to moralise and socialize the people is the purpose of education.

Every day we have to make decisions which are based on morality. Our decisions show our ethical standards. Morality is seen as the ultimate aim of education. Moral education helps learners to decide what is right and wrong. Education does have a significant impact on moral reasoning. A person's morality is reflected in his / her willingness to do the right thing even if it is hard and dangerous. Morality protects life and is respectful of others. Morality is synonymous with goodness or rightness. Morality is the base of personal and social life. A central purpose of the university is the moral formation of students. Higher education helps us to develop a sustainable society. Sustainable society comprises social thinking in terms of ethics, democracy, and knowledge development. Our progress should be balanced. It means we should avoid the extremes. The philosophers like John Locke, Jean Jacques Rousseau argued that human life must be in balance with nature. If we do not maintain the balance, we could face the situation of social and ecological collapse. We should rethink of how do we organize our society and economy. We should rethink our ideas of growth, wellbeing and how market forces can be aligned with the social needs. Social and political challenges are the parts of the sustainability agenda. The current capitalist model has failed to address environmental and economic issues adequately. Capitalism has increased inequality and other social dysfunctions all over the world. Thomas Piketty in his book, *Capital in the 21st Century*, argues that inequality is a permanent and growing feature of today's capitalism. Capital in the Twenty –First Century is the magnum opus of the French economist Thomas Piketty. Concentration of wealth in the hands of tiny minority causes social and economic instability. Inequality can only be reversed through state intervention. The book argues that capitalism should be reformed to overcome the threats and challenges before the democratic order. Higher education should aim at creation of a wealthy, more humane and free society. Universities play an important role in social and economic development of the society. Universities at their best are spaces for critical thinking. They present approaches to conquer economic, ecological, social and political challenges. Universities should endow the students with the necessary professional and life skills for them to embrace and enact change. Universities should address inequalities in higher education. University can build mutual competence building which is democratic, rational and which will help to meet future challenges.

Moral education strengthens the social fabric. Education should not only impart the technical skills to the students but also life skills, social skills and cultural skills required for meeting the challenges in the twenty first century. If students get the knowledge of subject like language, literature, social science and also technical and scientific subject, it will be useful for the achievement of the goal of sustainable development. There should not be strict and unnecessary compartmentalization of education. Education should be helpful to develop all round personality of students. If education system becomes excessively oriented towards professionalism, commercialization, there is the risk of losing the valuable life skills which are imparted in the disciplines of humanities and social sciences. Maharshi Valmiki rightly said that development has no meaning unless it is moral and ethical. Therefore education should develop students morally and ethically also. Infrastructural development without moral development is not of any use, nor it is sustainable. Kothari Commission emphasized on the moral development of students. National Education Policy 2020 also emphasizes on the holistic development of the students. Education should develop students in academic and nonacademic fields as well. The policy brings out the fact that there should not be hard separation between arts and sciences. It ensures the unity and integrity of all knowledge. It emphasizes on conceptual understanding rather than on rote learning. Quality higher education must aim to develop good, thoughtful, well rounded, and creative individuals. The policy focuses on value based education. The policy is aligned to the 2030 agenda for sustainable development and aims to transform India into a vibrant knowledge society and global knowledge superpower. Education system should relate

itself closely to the life and needs of people. It is a powerful instrument of social, economic, and cultural transformation.

The formation of character has always been an important objective of education. In the contemporary education system, value education has been not given adequate attention. Health of the modern society depends on the motivation of the individuals who have access to a larger way of life and a greater variety of choices than at any time in the past. It is therefore very essential that entire education system must be given orientation towards moral development of the individuals. Present education system is mainly oriented to the imparting of knowledge. Education process should inculcate moral, spiritual, and spiritual values among the students. Education should help people to meet their needs and aspirations. Education refines the sensibilities and perceptions of the people which play an important role in the cohesion of the society. Radhakrishnan Commission recommended that higher education should be based on Indian history, culture, and philosophy and to achieve a right balance between material and spiritual life. Education should develop the hidden potentiality of the learners. D. S. Kothari Commission attempted to link education with national development. It focused attention on the creation of the education system which will impart constitutional values among the learners. There should be right balance between the general education, scientific education, and vocational education. New Education Policy 1986 also discussed the importance of research in higher education. Research is an integral part of higher education. Research is important from the perspective of creating the new knowledge. It has envisioned educational development of SCs, STs, and OBCs. Acharya Rammurti Committee reviewed the New Education Policy 1986. The recommendations were based on principles of equality and social justice. The report emphasized that human beings should not be valued as resources or economic commodity. Education should focus on the development of not only science and technology but also spiritual development of human beings. Education and knowledge are the central factors for the development. Moral education creates the students as the responsible human beings. Morality develops good interpersonal relationships and it prepares the mutual trust and respect among the individuals. If the students develop good moral values, they will be able to differentiate between what is right and wrong, they can solve the problems in their personal and professional life. Their future will be bright. They will treat other people with respect. The society will be cohesive and united. They will solve the problems through discussion and right decisions. Moral education makes the students the good members of society. Morality enhances the standard of individual and social life. Without the moral development, human life will become a kind of liability for the society. The education without morality is of no use. Therefore all education commissions have emphasized the role of morality in imparting the higher education. Higher education develops the analytical skills, creative skills and the moral reasoning of the students. Nelson Mandela rightly said, "Education is the most powerful weapon which you can use to change the world. Desirable socio-economic changes can be brought through higher education. Central and state governments should both provide adequate funding to the field of higher education so that it will be accessible, qualitative, inclusive, transparent, and relevant to the social needs. Literature teaches moral values to the students. Humanities and social sciences develop the attitude, perceptions of the learners. It teaches them the right kind of behaviors among the learners. One should stick to moral and ethical principles while performing the actions and responsibilities. Through the study of literature we become aware about the different types of human natures. We can learn about the behaviors of various people in society. Literature is reflection of life. Without the study of literature it is not possible to understand human life which seems to be simple but in reality it is one of the most complex things in the world. Literature teaches the universal cultural values like courage, loyalty, justice, respect, hope, honesty, and love. Literature develops the communication and soft skills which are the most sought after skills in any employment opportunities. Literature teaches life lessons like how to make decisions, how to treat others, what is right and wrong. Through literature people learn through the mistakes and wins of others. Life is complex, profound, full of surprises and challenges; therefore the study of literature is very important to understand the various aspects of human life. Study of literature helps us to avoid the mistakes which are committed by the characters depicted in it. It gives the various life experiences. Through understanding literature the quality of life certainly increases. Moral education is the right education which prepares the students to overcome any challenge in their personal and professional life. Moral education will also be important for making development of the nation on the principles of social justice and equality which is the basis of strong democracy.

Bibliography

- *Piketty, Thomas. Trans. Goldhammer, Arthur. Capital in the Twenty-First Century. Cambridge: Harvard University Press, 2014.*

Innovation Methods of Teaching Strategies

Dr. Sunita S. Balapure

Prof. & H.O.D. Home Economics Late Dattatray Pusadkar Arts College, Nandgaon Peth,
Dist. Amravati.

Sunitabalapure222@Gmail.Com

Introduction :-

Education Is A Light That Shows The Mankind The Right Direction To Surge. The Purpose Of Education Is Not Just Making A Student Literate But Adds Rationale Thinking, Knowledge Ability And Self Sufficiency. When There Is A Willingness To Change, There Is Hope For Progress In Any Field, Creativity Can Be Developed And Innovation Benefits Both Students And Teachers. There Is A Common Belief That, The Innovation In Education Is Only Related To Technological Advancements. However In Reality, Innovation In Education Transactions Technical Expertise. The Words Innovation And Learning Are Synonymous With Human Nature And Technology. While The Stress On Innovation Can't Be Higher, It Is A Well Established Fact That, Innovation Is Driven By Learning. The Foundation For Preparing Creative Leaders Of The Future Starts With Innovation Learning.

2) Objective Of The Study :

- 1) To Study The Meaning Of Innovative Methods.
- 2) To Study The Strengths And Weakness Of Traditional Teaching Methods.
- 3) To Study Innovation Teaching Methods.

Innovation In Education :-

Innovation In Education Encourage Teachers And Students To Explore, Research And Use All The Tools To Uncover Some Things New. It Involves A Different Way Of Looking At Problems And Solving Them. The Thinking Process That Goes Into It Will Help Students Develop Their Creativity And Their Problem Solving Skills.

“Innovation Methods Of Teaching Are Methods Of Teaching That, Involve New Ways Of Interaction Between Teacher-Student. Teacher – Student A Certain Innovation In Practical Activity In The Process Of Mastering Educational Material.”

Creative Thinking And Design Innovation Finds Its Application Across The Education Sector. The Introduction Of Innovation In Education Allows Students To Expand Their Mind And Develop Skills Outside The Textbooks. It Is Quintessential That, We Change And Improve Learning, Education, Teaching And Learning Methods According To Society's Changing Dynamics.

Importance Of Education :-

“Education Is The Manifestation Of Perfection Already In Man”

Swami Vivekananda

Education Is A Light That, Shows The Mankind The Right Direction To Surge. If Educations Fail To Inculcate Self-Discipline And Commitment To Achieve In The Minds Of Students, It Is Not Their Fault. We Have To Convert Education Into A Sport And Learning Process Has To Generated Interest In The Students And Motivate Them To Stay Back Institution. Education Is The Engine For The Growth And Progress Of Any Society. It Not Only Imparts Of Knowledge, Skills And Inculcates Values, But Is Also Responsible For Building Human Capital Which Breeds, Drives And Sets Technological Innovation And Weaknesses Of The Traditional Educations Are Following.

Strengths :-

- ✓ Makes A Particular Concept Clear.
- ✓ Students Develop Interest To Know Exactly The Concept.
- ✓ Creates Long Lasting Memory / Correction Of A Concept.

Weakness :-

- ✓ Take Quite Long Time For A Teacher To Introduce A Concept.
- ✓ Initial Difficulty In Understanding A Particular Concept Encountered.

Innovative Methods Of Teaching Strategies :-

Some Of Our Most Inspiring And Unforgettable Moves Are Of Teachers And Professors Who Use Innovative Methods Of Teaching To Reach Out To The Mind Of The Students And Win The Heart Of The Audience While Doing So. Here Are Some Innovative Teaching Strategies Which Every Teacher Can Embrace And Make Their Teaching Way More Interesting.

- 1) **Cross Over Teaching.** While This Form Of Teaching Does Not Include Technology, It Is An Enriching Experience For The Student As Well As The Faculty. Here, The Learning Happens In An Informal Setting Such As After School Learning Clubs, Trips To Museums And Exhibition. The Teacher Can Link The Educational Content With The Experiences That, The Students Are Having. This Teaching Is Further

Enhanced And Deepened By Adding Questions Related To The Subject. The Students Can Then Add To The Class Room Discussions Through Field Trip Notes, Projects And Other Group Assignments Related To The Trip.

- 2) **Teaching Through Smart Boards :-** Smart Boards Are Effective Way To Bring The Class Room To Life While Helping Students Experience A Deeper Level Of Engagement And Understanding. This Is Done By Making The Course Content Inter Active And Visual. The Smart Boards Transform The Teaching Experience Into An Interactive And Collaborative Experience On The Teacher Use Dynamic Multimedia Content To Help Convey The Topic More Effectively To The Students.
- 3) **Teaching Through Flipping Classrooms :-** Flipping The Classroom Is Becoming An Increasingly Popular Effective Teaching Method. In This Technique, The Students Are Made Active Participants Of The Learning Process By Passing The Onus Of Learning On Them, It Requires The Teachers To Relegate To The Role Of Resource Providers And The Students Take The Responsibility Of Gathering Concepts Information. Using Various Tools Of Technology The Students Are Encouraged To Constructing Knowledge. While Many Question If Giving Students The Responsibility Of Learning May World, It Has Been Seen By Teacher Across The World That, When Put In Charge Of Their Own Learning They Immersive Themselves More In The Subject, Taking More Interest And Learning Better.
- 4) **Learning Through Collaboration :-** Another Innovative Method Of Teaching Involves Encouraging Student's Collaboration For Various Projects. Today, We Live In A Globalized World And Collaboration Is An Essential Life Skill That Is Important For All Careers And Enterprises. Teachers Can Help Foster This Skill In The Classroom By Allowing Students To Learn, Study And Work In Groups. Today, Collaboration As A Form Of Teaching Is Gaining Acceptance As A Powerful Teaching Tool Where Once Again The Responsibility Is On The Group Of Students Are The Educators Play To The Role Of Guides, Supervisors For Students.
- 5) **Teaching Through Virtual Reality :-** Virtual Reality Technology Involves Helping Students Learn Through Interactions With A 3d World. For Instance, Instead Of Taking The Students Through A Boring History Class, The Teachers Can Use 3d Technology To Countries For A Class In Geography Virtual Reality Technology Offers Students A Valuable Opportunity To Learn In An Immersive Manner That, Creates A Lasting Impression On Their Minds. It Helps The Students Retain The Material For A Longer Time – All The Essential Points When Considering Effective Teaching Methods In Classroom.
- 6) **Teaching Through Cloud Computing :-** The Use Of Cloud Computing In One Such Method Where Teachers Can Save Vital Classroom Resources Such As Lesson Plan, Notes, Audio Lessons, Videos And Assignments Details On The Classroom Cloud. This Can Then Be Accessed By The Students From The Comfort Of Their Homes, Whenever Needed Bringing The Classroom Back To Students With The Click On A Mouse. It Also Ensures That, Students Who Have Missed Class Either For Illness Or Any Other Reason Stay Updated At All Times.

Conclusion :- Bring Technology Into The Classroom Allows Educators To Experiment With Innovative Methods Of Teaching. The Use Of Technology In Classroom Helps To Engage The Students With Different Kinds To Stimuli And Creates An Environment Of Activity Based Learning. It Makes The Content Of The Classroom More Interesting And Makes Learning. Fun For Teachers, Technology Offers An Endless Set Of Resources That, They Can Top Into Depending On The Need Of Students. While This Blog Lists A Few Such Resources, For A Teachers Looking For Effective Teaching Methods In A Classroom, Turning Towards The Latest Technology Will Offer A Vast Number Of Updates Solutions.

References :-

1. *Vaughan, T. (1998) Multimedia Making It Work (4th Edition, Berkeley, Ca : Oshome / Mcgraw-Hill).*
2. *Cfa Level - Book Edition 2000.*
3. *Bpp (2000) – Success In Your Research And Analysis Project.*
4. *Agnew, P.W., Kellerman, A.S. And Meyer, J. (1996) Multimedia In The Classroom, Boston : Ally And Bacon.*
5. *[Https://Fedena.Com](https://Fedena.Com)-2019.*
6. *Www.Teachtrough.Com*

Skill Based Education – Need of Present Era

Dr. Sandhya Ayaskar

Assi Prof, Department of Home Science, Mahila Kala Mahavidyalaya, Beed.

Abstract :-

In the present of globalization the high premium is placed on education and skills both. So if a person wants to get employed he or she requires high skill. So that, skill based education is important.

Keywords :- Skill Development.

Introduction :-

Skill development is a vital tool to empower people. Skill development is key feature in every individuals life is he / she want to be employed. To safeguard their future and for the overall development of an individual. It is an important aspect that enhances employability in todays globalization skills are as essential as one's academic status, Education and skills should now go hand in hand. Globalization has increased competition between different companies in various kinds of services and variety of products, the design. And for this they need to acquire knowledge about new technologies. A skill based curriculum empowers children as readers, writes, critical thinkers and Mathematicians to become creative, well informed, passionate and joyful learners and citizens of the world. Children think for themselves and are ready to begin their journey of learning and discovery.

Important of skill based education.

- If individual get educated through skill based learning, education they can procedure better results and can more money.
- Ample education and great skills influence the path of national economic development afford investment from abroad and promote growth.
- Counties that have greater share of educated and very skilled workers have raised productivity at very higher pace.
- Education and training generate other significant and great social benefits reduced dependence on income support.
- The most beneficial lifelong learning skills.
 1. Creativity, its no surprise that creativity factors into the list.
 2. Problem solving, as far as beneficial lifelong learning skills go, this one is probably the most important.
 3. Critical thinking.
 4. Leadership.
 5. Communication
 6. Collaboration
 7. Information management
 8. Adoptability

In every day life, the development of life skills helps students to; find new ways of thinking and problem solving recognize the impact of there actions and teaches them to take responsibility for what they do rather than blame others. Build confidence both in spoken skills and or group collaboration and co-operation.

What is skill development in education ?

They are the abilities for adoptive and positive behavior that enable human beings to deal with every life challenges and situations effectively. We needs them to make the most out of life. In short, any life skill which is useful in life can be considered as a life skill. What are the learning skills ? The 21st century learning skills are often called 4 C's: Critical thinking, creative thinking, communicating and collaborating. These skills help students learn and so they are vital to success in school and beyond.

Skill that could help students become great employees.

A skill based education system can help students build specific skill sets that are required in the corporate environment. This system can no longer be focused only on traditional, theatrical methods, but must be incorporated with a dose of practicality! Following skills can make students employee and more ready for the future.

Adoptive Thinking –

Technology is always in a state & evolution, and it can be challenging for the employees to be flexible enough to adopt to it. Future employees will always prefer students who are able to pick up things effectively and efficiently and only a skill based education can achieve that communication skills.

Probably one of the most underestimated skills knowing how to communicate. Technology play an important role here, with the barriers to communication disappearing everyday and the availability of

multiple modes and media to connect with anybody irrespective of Geography. Skills and knowledge development are the driving forces behind the financial growth and community development of any country. Skill building is a powerful individuals and improve their social acceptance.

Life skills education in schools :-

Life skills must be made compulsory in school education as without learning these skills, children can struggle when it comes about real world responsibilities.

Therefore, it becomes necessary that schools provide their students these types of basic mental social & physical skills to make them ready for leading a better after school use.

Skill Development in schools :-

Schools in India at large adopt an academic center model of Education. For the most part of schools, the learning process is confined only to classrooms. The very best way to address the problem is to introduce life changing skills learning in the school based curriculum. It is this process which helped children to build a stronger foundation for a thriving future on the academic as well at the professional front.

Benefits for the Individual :-

In regular day to be life, the development of life skills encourages student to

1. Encourage them to take responsibility for what they do, instead of shifting blames.
2. Build confidence both in speaking skills for group collaboration and co-operation with joint effort and participation.
3. Analyze various alternatives make decisions and understood why they make certain specific decisions outside the classrooms.
4. Develop a greater sense of self awareness, feeling of mindfulness and on appreciation for other people.
5. The capacity of self manage tackle issues while understanding individual responsibilities.
6. Readiness and flexibility to various jobs in adoptable work places.
7. Help them develop self-confidence and higher self esteem.
8. Prepare them for upcoming challenges, difficult situations as well as opportunities.

Benefits for society as a whole :-

The more we develop life skills individually the more these benefits the wood in which we live by recognizing culture awareness and citizenship easier with people of other societies and by respecting diversity to allow creativity and imagination to flourish a more developed society. Vocational and life skills need to be encourages. These facts are the reason that developing countries like India should invest in skill development for youth with the proper education. In short 'children must be taught how to think, not what to think'. Education is more important but skill the most important.

References :-

1. <https://www.barlleby.com>

Role of Languages in Education

Dr. Sukhwinder Kaur¹ Ms. Satvinder Kaur²

¹Principal , Sant Baba Bhag Singh Memorial Girls College, Sukhanand (Moga)

²Asstt.Professor ,Sant Baba Bhag Singh Memorial Girls College, Sukhanand (Moga)

Meaning of language and its importance

Language is one of the most important components of any culture. It is a way for people to communicate with each other, build relationships and create a sense of community. Approximately 6,500 languages are now spoken around the world, and each language is unique in many ways. Language is an integral part of human relationships. All species have unique communication channels, but only humans have mastered cognitive language communication. Language allows us to share our thoughts and feelings with others. The five main components of the language are phonemes, morphemes, tokens, syntax, and context. Together with grammar, semantics and pragmatics, these components work together to create meaningful communication between people.

Features of language

The functional language of the language is arbitrary.

Language is a social phenomenon.

Language is a symbolic system.

The language is systematic.

Language is vowel, spoken, and tonal.

Language is not instinctive, it is conditional.

The language is productive and creative.

Language is a communication system.

Types of languages we use

Beyond the current discussion, it is helpful to distinguish between five (or six) types of language use: conversation, storytelling, recitation, language learning (especially in class), and writing (and monologues).

Status of Indian Languages in pre and post independent India

The British carried out management and teaching of the English language at the expense of Hindi. However, even after independence, the Indians faced the problem of having an official or official language. Although Hindi has been declared our national language, the English protagonist says it is a design that imposes Hindi hegemony on others. Everyone recognizes that the mother tongue should be a medium of instruction at the school level and may even be extended to the college level. So, if you want to dampen non-Hindi sentiments in India, especially in South India, you need to learn three languages at school.

Language and classroom

Classroom communication is mostly carried out through verbal and non-verbal means. effective communication is the essential requirement for having an effective interaction or getting maximum advantages from the process. In this way, the degree of its effectiveness can be judged from the amount of advantages drawn through it. Now the question arises what should be done for realizing the utmost effectiveness in communication. The effectiveness of a communication process in any classroom situation very much depends on the quality and nature of communication material. Students must show zeal, enthusiasm, curiosity as well as need for maintaining the chain of communication. Teachers and students communicate with each other through words and writing. Presentation of assignments, participation in the learning process, presentation of scientific content, assessment of learning, demonstration of knowledge and skills, and shaping life in the classroom. Also, most of what students learn is language.

When the children returned from lunch, they slowly calmed down. The teacher will ring silently as a well-rehearsed signal to attract attention. He waited a while until the last child calmed down and looked at them before speaking in a chatty voice. Change your child's focus and classroom A few simple words will lead your child to a place where they can best learn. The teacher's language - what we say and how we say it to our students - is one of the most powerful educational tools. Careful use of language can help students develop self-control, a sense of community, and acquire academic skills and knowledge. The adaptive classroom learning approach offers specific language strategies for different areas of education. These strategies range from open-ended questions that boggle children's minds to respectful warnings and verbal reconciliation when children's behavior deviates.

Expressing confidence in children's abilities and intentions

Our language shapes the way children see themselves and the world. When our words and tone instill confidence in their hopes and abilities, they are more likely to meet our expectations. Our language plays an important role in the development of self-criticism in children. Knowing when to be silent can be

as effective as speaking skillfully. Silence gives children the courage to think, practice what they say, and sometimes not say anything at all. You can see the benefits of silence by asking a question and pausing for 3-5 seconds before receiving a response from students. At first, you may feel uncomfortable for a long time, 3-5 seconds. However, if we stick to this and stop thinking for a few seconds to respond to student comments and set the pace for the whole class, it will soon become natural. The entire class is then rewarded with better quality classroom conversations. Silence also allows us to listen to our students. When we listen to our students in this way, we simulate respectful interaction in the learning community. Allowing students to speak at their own pace helps learning because speaking is an important means of reinforcing knowledge.

Changing perspective of education and future

The National Education Policy 2020 is based on the principle that education is accessible to all students regardless of geographic location / resources. Equality - the entire faculty and student group; Quality - The quality of education and curriculum must be completely changed to be more effective. Accessibility - To make education accessible to all learners from all walks of life and foster a sense of equality among all, we have solicited valuable suggestions and contributions from all teachers across India. And accountability - where schools, teachers and parents, and students are held accountable for the child's learning. First, NEP aims to make students self-sufficient and, most importantly, empower them to become self-reliant in academia and other areas of collaborative learning. Second, NEP takes student learning into account by shaping skills-based learning and enabling curriculum delivery using newer and more interesting teaching methods. Third, NEP focuses on research and innovation and how they can be successfully applied in the classroom. In the Indian context, as in most other countries, language education occupies a prominent place in the over all educational policy. The various commissions and committees related to education in India have unequivocally laid stress on the need for providing quality language education to all the learners. All the educationists agree that the mother tongue needs to be given top priority in the system right from the first day of education and that must be the medium of instruction in subsequent years if education is expected to help the learner maximally to grow in the physical, intellectual and spiritual domains of life. We need to promote the study a second language in order to communicate outside our own language group for any practical purpose like business, tourism, cultural exchange, administration and social work. It would also bind together the citizens of a nation. But that is not enough. Human beings cannot exist as islands in themselves; they have to transcend the geographical boundaries of states and countries goaded on by their personal, cultural or business needs. For them it is imperative to learn a foreign language of their choice. Based on these considerations, the leading educationists of India forged a Three Language Formula which was also accepted by the Indian Parliament. The government policy, the National Policy on Education (1986/92) endorses that formula and puts emphasis on its acceptance in the educational scenario of the country. The National Curriculum Frameworks prescribed the Three Language Formula in 1968, 1975-76, 1988, 2000 and 2005. In theory, even now educational forums resound with the praise of this Formula and a resolve to implement it. However, in reality even about five decades after the formulation of the 'Three language Formula' it is yet to be effectively implemented in its original spirit. In spite of all the changes in the socio-economic scenario, market pressures and the behaviour pattern of the Indian youth, the Formula still remains relevant.

Conclusion

In this way, more and more aural and oral skills of language are to be emphasised at the primary stage; all the skills of reading writing, thinking, listening and speaking are to be given in a balanced manner by the end of the upper primary stage, and slightly more attention is to be paid to the skills of reading and writing at the secondary stage. The most crucial and ultimate task of language education as all these levels remains to prepare the learners to use the languages effectively in speech and writing and wherever required in their life situations of all sorts. Incorporating the five principles of teacher empowering language into everyday communication with students will help create classrooms where students feel safe, respected, and engaged. By listening to our language and opening doors for children, we help them become successful learners.

References:

1. Erickson, K. A., & Geist, L. A. (2016). *The profiles of students with significant cognitive disabilities and complex communication needs, Augmentative and Alternative Communication*, 32(3), 187–197.
2. Gooden, C., & Kearns, J. (2013). *The importance of communication skills in young children [Research brief]*. Lexington, KY: University of Kentucky Human Development Institute.

3. *Kearns, J. F., Kleinert, H. L., Kleinert, J. O., Page, J. L., Thurlow, M. L., & Quenemoen, R. F. (2015, August.) Promoting communication skills in students with significant cognitive disabilities (NCSC Brief #4). Minneapolis, MN: University of Minnesota, National Center and State Collaborative.*
4. *Kearns, J., Kleinert, H., Harrison, B, Sheppard-Jones, K., Hall, M., & Jones, M. (2010). What does "college and career ready" mean for students with significant cognitive disabilities? Lexington, KY: University of Kentucky*
5. *National Alternate Assessment Center.*
6. *Vijay Kumar, World Perspective On Teacher Education, Sanjay prakashan, New Delhi, First Edition: 2004*
7. *Pathak R.P., Development and Problems of Indian Education, Published*
8. *By Dorling Kindersley (India) Pvt.Ltd., licensees of Pearson Education in South Asia*

Perception towards Gender Equality through Education

Mrs.R.Rajalakshmi¹ Dr. P. Jayakumar² Dr Gurumoorthi V³ Mr. S.Charles⁴ Mrs.P.Meenaloshini⁵

¹Assistant Professor, PG & Research Department of Social Work, Madurai Institute of Social Sciences

²Assistant Professor, PG & Research Department of Social Work, Madurai Institute of Social Sciences

³Assistant Professor, PG & Research Department of Social Work, Madurai Institute of Social Sciences

⁴Assistant Professor, PG & Research Department of Social Work, Madurai Institute of Social Sciences

⁵Assistant Professor, PG & Research Department of Social Work, Madurai Institute of Social Sciences

Abstract:

Gender perspective is right based perspective, it implies that right to education is a most powerful weapon to intervene the social evils, it also alleviates gender inequalities and ensure gender balance in all aspects of social functioning. Equal access to good quality education needs speaking extensive and determined inequalities in society, include a stronger focus on how different forms of inequality intersect to produce inadequate outcomes for marginalized section of groups. Education enables both genders to participate in social, economic, political development of society. Education as platform provide pathways for gender equality and equality through education where both genders treated and empowered in democratic way. This paper also studies about the perception towards gender equality through education among college students.

Key Words: Gender equality, Education, Perception, Girl children

Introduction

India is a diverse nation in means of language, culture, religion, but still providing diverse needs and responsibilities to the gender, gender is culturally defined concept where it gives numerous meanings to gender identity and gender values. Gender equality is not new concept, from ancient and medieval period, many Tamils literature narrates about equality in perceiving the gender, pre – post independence showed various gender-based violence among the women, but education is an power tool which emphasized gender equality, where clear evidences and their participation, shows that education is a tool which provides overall development Education is basis for development. With reference to gender, classroom interactions between the teacher and students and among students of different genders are important, if male students tend to participate more actively than girls during class discussions, it may be a consequence of internalized gender norms and it may be reflective of lack of acceptance and respect on the part of other students. Classroom plays a major role in defining gender roles, acceptance norms, culture, gender value. Amartya Sen notes “empirical work which has brought out very clearly how the relative respect and regard for women’s well-being is strongly influenced by their literacy and educated participation in decisions within and outside the family”,

Review of literature:

A Study on Discrimination in Early Childhood Education, conducted by CLADE in 2014, after talks with mothers, fathers, children, teachers and professionals from pre-primary schools in Brazil, Colombia and Peru, reveals that discrimination based on gender already manifests itself among the students of initial education. The study also shows that there is a great opening from girls and boys of this age group, guided by an educator, to identify certain behaviors as incorrect.

Sustainable Development Goals Agenda (SDG), adopted by the UN member states in 2015, which recognizes that “gender equality is inextricably linked to the right to education” and establishes a commitment to ensure inclusive and quality education for all, and to eliminate all forms of discrimination against women and girls by 2030.

Dilip Kumar (2020), reveals that, A consistent growth in female literacy is also visible but still current gender gap is almost 16% according to the census report 2011. Parents, teachers and students were three phases which directly influence the female enrollment in school education

The Global Gender Gap Report 2018: Although progress continues to proceed at a very slow pace, and despite significant heterogeneity across countries’ performances, the fact that most countries are moving toward greater gender parity is encouraging and rewards the efforts of all policy-makers and practitioners across the world that work to achieve the UN’s fifth Sustainable Development Goal: Gender equality

Many research on women and education highlights the importance of investing in the education of girls as an active way of attempting the social problems. This strong link between education and women will lead to increased women’s participation in spheres of life will result in gender quality and societal development, which ultimately yields higher benefits for communities. For Example, Government of India has launched Beti Bachao Beti Padhao initiative for Ensuring education and participation of the girl child. A government programme of distributing bicycles to all girls enrolled in Grade 9 in Bihar, India, reduced the gender gap in secondary school enrolment by 40%. A nationwide, government-led programme in the Gambia

exempted all girls attending public secondary schools from paying school fees. The programme led to an 8 to 9% increase in female secondary school enrolment. Over the past two decades, the mean years of schooling for girls has almost tripled from just 1.7 years in 1990 to 4.7 in 2018. Boys are also getting more education. The same period also witnessed a doubling in the average educational attainment for males from 4.1 to 8.2 years. Despite the higher rate of improvement in the mean years of schooling for girls, the gender gap, measured as the simple difference between male and female attainment, has actually increased with time from 2.4 years to 3.5 years, education plays a vital role in ensuring gender equality

Objectives

1. To understand the perception of students towards gender equality
2. To know the gender equality through education
3. To understand factors motivating the education and gender quality
4. To provide suggestions to improve the gender equality through education

Materials and methods

The Researcher selected area of study as college students of the Madurai city, and adopted the descriptive design to describe the perception towards gender equality through education. Conducted pilot study and found feasibility of the study, followed by pretest process also done to identify the researchable questions for the study. The researcher had adopted the Convenience sampling is a type of nonprobability sampling in which people are sampled convenient accessibility and proximity to the researcher and collected data to understand the perception gender equality. Data were collected from 123 college students.

The researcher chosen semi structured questionnaire for data collection, contains independent variable as socio economic conditions and dependent variable as perception towards the gender equality through education.

Major findings

Demographic details:

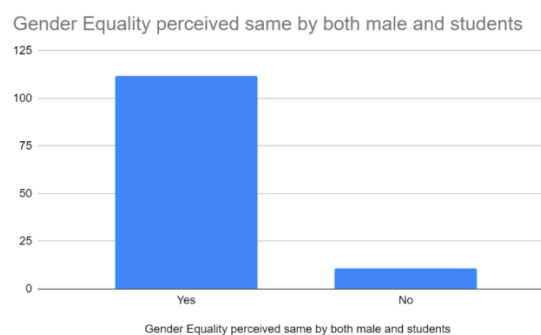
It is found that, Majority of respondents 57.7 % are female and 41.5% were male ,82.9 % of respondents are doing under graduation, most of the respondents (91.1 %) are Hindus ,59.6% of the respondent's fathers are working as daily wages,30.9% of the respondent's mother are working as daily wages,63.4 % of the parents are completed up to schooling.56.9 % of the respondents are having more than one sibling ,58.5 % of the respondents are living in Urban area

Perception on gender equality and Gender concept, Gender bias:

More than half respondents (76.4) are observed gender equality is seen in educational institutions,41.5% of the respondents said that Gender can be determined through social concept,38.2 % of the respondents said that there is no gender bias seen among the teachers

Perception on Gender perspective and Equal opportunities:

Majority of the respondents 82.1 % agreed that education improves the gender perspective, 56.1 % of the respondents said that equal opportunities for both men and women provided to impart quality education, 73.2 % of the respondents said that both male and female gender gets more opportunities in classroom activities, 89.4 % of the respondents agreed that education should be considered from a rights perspective

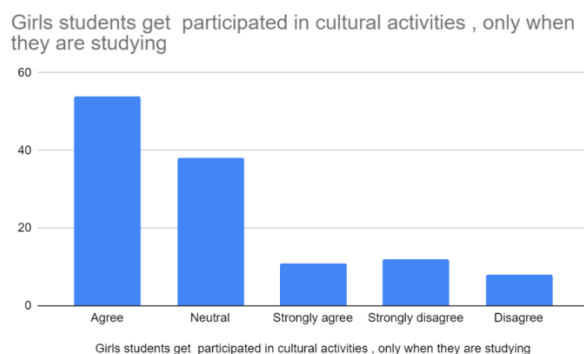


Interpretation: The above table exhibited that, 91.1 % of the respondents accepted that gender equality perceived same by both male and students

Perception on gender dominance and Stereotyping of girls

42.3 % of the respondents said that no gender dominance prevails among male students,66.7 % of the respondents said that they have no idea about Stereotyping of girls and women forms gender norm, 56.1 % of the respondents said that parents prefer admitting the girl children into coeducation school.59.3% of the respondents stated the gender-based violence is the reason for girl student school dropouts

Perception on girl student's participation:



Interpretation: The above table exhibited that,43.9 % of the respondents said that girls' students get participated in cultural activities, only when they are studying

Suggestions:

Following aspects can be insisted to improve gender equality through education in terms of

- Curriculum development, teaching learning process
- Inculcating value of respecting the both genders in the child rearing practice itself
- Safety and mobility audits of areas in and around the school campus for both genders
- Establishing institutional mechanisms that redress incidents of gender-based discrimination such as Sexual harassment Cell / Internal complaints committee at educational institutions is important to address the gender inequality and creates an atmosphere of safe and protected
- Activity-based assessment to be increased in awareness levels through questionnaires regarding knowledge of gender identities, sexual and reproductive health and rights, consent, gender biases can be conducted
- Providing comprehensive sex education implies recognizing boys and girls as sexed beings from an early age in an informed, free, responsible way
- Quizzes, plays, debates and writing activities can be used for the same for gender equality through education

Conclusion:

Gender equality is a universal concept, women striving hard to achieve the equality in all dimensions of the society. Sex ratio, women's education, health and employment opportunities, equal pay delay and denied to women. In this study also women hesitating to share their views, other findings students reflected that their parents wanted them to study in co-education institution, stereotyping of girls and male discrimination when involving in public activities shows the status of women in the current scenario, Education given equal importance of positive and negative opportunities for both genders. Both genders can be provided with education and equality will result in informed about various health and medical care, increased participation in nation's per capita income, increased participation economic activity and development programmes of a country

References:

1. K.Muralidharan and N.Prakash, 2017. "Cycling to School: Increasing Secondary School Enrollment for Girls in India," *American Economic Journal: Applied Economics*, American Economic Association, vol. 9(3), pages 321-350, July. 2015 (Accessed 25 September 2017)
Madhumita Bandyopadhyay,Ramya Subrahmanian,*Gender Equity in Education: A Review of Trends and Factors*, Consortium for Research on Educational Access, Transitions and Equity (CREATE), April 2008
2. Sahin, Elmas. (2014). *Gender Equity in Education*. *Open Journal of Social Science*. 2. 59-64. 10.4236/jss.2014.21007
3. Dilip Kumar,Jharkhand A Literature Review on Gender Disparities in School education System, *The ICFAI University*, June 2020
4. *Gender in Education Network in Asia-Pacific (GENIA) Toolkit: Promoting Gender Equality in Education*. Bangkok: UNESCO Bangkok, 2009
5. <https://www.un.org/en/chronicle/article/education-pathway-towards-gender-equality>
6. <https://campaignforeducation.org/en/2018/10/11/the-right-to-education-with-gender-equality/>

Changing Trends of Education in Global Era: Present Status

Dr. Nakade Meera Murlidhar

Head Dept. of English Shree Yoganand Swami Arts College Tq.Basmat, Dist.Hingoli.

Education system from ancient to present has gone through tremendous changes. It concentrates on from Gurukul education, traditional education and now it came to a phase of virtual / online learning. Which is the result of social realities, technological progress, mobilization of people from international sphere, Covid pandemic situation, life insecurities gave birth to new education system i.e. – online education which is preferable to people in present situation. Globalization is complex term that has acquired many emotive connotations. It creates relationship by electronic networking, cultural hybridity and travel-based encounter in the present complex situation and its connection to international and beyond the local and national dimension and world levels. Becoming global means adapting technological, cultural, economic, political, social and flow of ideas, images and people and money and goods. Appadurai defines Globalization that, “Global refers to systems and relationships that are practiced beyond the local and national dimension at continental meta nation, regional and world level. These global relationships and technological, cultural and political as well as economic and are expressed in flows of ideas, images and peoples well as flows of money and goods.” (Appadurai 1996: Held et al 1999). Becoming global in the present era is not new as universities in the globe are trying to become a part of larger global networks in the field of academic disciplines. Global technologies are playing significant role in data transfer in context to international collaborations. As a result of it, we found that students are promoted to migrate in western countries to achieve their desired goals in research field and for job opportunities in academic fields as cross border staff and expand of student movement. They take advantage of emails, flights, agreements, cross-national teams, international students and colleagues all are increasing in number. Apart from that knowledge of English language is important in internet communication so people are acquiring mastery in English language. Globalization gave opportunities to international people to enjoy cultural diversity and to see that world through the eyes of others in this complicated world. People can achieve their goals through global education that is paramount for success. Global education focuses on such kinds of education that is virtual and distance education. With the help of technology where face to face communication is absent. It has been described as, “A process to create and provide access to learning when the source of information and learners are separated by time and distance, or both.” (Honeyman, M. Miller 1993) It is web-based platform that helps us to share ideas, thoughts and information among international communities. It also gives us quick electronic communication such as important lectures on different subjects, research articles, videos, pdf files, notes, study material for our convenience.

Now a day’s technology became essential part of our life and we can’t escape from it. The most rapidly growing technologies in the world is smart phone or mobile phone, it plays important role in teaching and learning process. Today smart phones are the devices that provide all the facilities that students or user need in his / her daily life. These are email, notebook, Bluetooth, videos to share and circulate knowledge. Thus, students can use it for studies and get access to vast knowledge available on internet Online education is beneficial in the academic field as just in one click students can educate themselves and get information on various topics using internet connections. This education has following advantages:

1. In the era of spread of knowledge throughout the world to make knowledgeable population.
2. Standards are maintained through cross country education.
3. Increase of literacy rate as those deprived people from education get chance to learn without caring about their age and other things.
4. Update knowledge is acquired to students and they get opportunities to migrate in foreign countries.
5. Blended learning is possible for students they will get flipped classrooms at reasonable prices. Geographical limits are vanished and gates of free education are opened.
6. Online education is important in context to spread of knowledge in more and more easy way and constant manner.
7. It provides positive atmosphere to share social, cultural, moral values worldwide through playful atmosphere as there is no strict mentor to punish. Hence learning becomes fruitful one.
8. It is good tool for education as with just one click all the information is required to learn will get them easily.
9. It is important to carry research work as it is easy to do group discussion among students even; they are far from each other.
10. Knowledge and awareness levels of people have increased through this way we can understand and know the issues of any part of the world.

11. After completion of education students get job opportunities and also, they can enter in E-market and tackle business fields.
12. Schools and colleges now a day provide internet connections, WIFIY connections to those students whom cannot afford economic burden. Then it is a kind of revolution in academic field.
13. While attending online classes there is no need to travel. The whole world is the platform of study. Students can study from their residence / home. It saves their time, money, fuel and hard work.
14. Online courses increase retention power among students. They get knowledge from authentic sources in the form of explanation, descriptions, Ppt, videos, charts etc.
15. Online classes are meant for all age groups so that grownups people can complete their education without narrow feelings.
16. Online teaching doesn't require infra- structure and its expenditure are very expensive for schools and colleges.
17. Students are free from boring teaching methods, demonstration and project method.

Disadvantages of Online education are as following:

1. Through there are many advantages of online education but it keeps deprived to the poor sections of the world. Who cannot afford education that keeps limited to economically flourished people? When we call that education is fundamental right / need of all citizens, then this type of education cannot provide education to poor strata of society.
2. It lacks morality, familial and social respect. Students learn from remote person from distant online mode hence this education lacks morality and respect. It is necessary to mix in social atmosphere in school, with their friends and discuss their issues.
3. In the global era online education is not appropriate for all. As teachers teaching give first-hand knowledge to students which are absent in this method.
4. Slow internet speed is the biggest hurdle and failure in this system. Rural students face this problem often.
5. Online learning requires hours of sitting in front of laptop, mobile that create health problems such as red eyes, infection, headache, hearing problems, bad sitting posture, tension and other physical problems in future.
6. Online education is costly everyone cannot afford a computer or a smart phone. Again, we see internet prices are increasing day by day.
7. Concentration is prime concern in learning process, but here it is found that student's minds are distracted with these devices. When they open mobile to learn anyhow wind up their study quickly and go through social media, websites, chat, play video games, so problem arises how to control students from this mishap and wastage of meaningful study time.
8. Excess use of internet surfing creates psychological problems in future as students avoid family, friends and people and become lonely.
9. There is no strong relationship between students and teachers; they have to learn alone and individually.

Conclusion: Though in global era online education is both advantageous as well as it has disadvantage too. But it is necessary to overcome on problems and choose positive side of it. It depends on us how to use it properly. Recently devices like smart phone became part and parcel of our life without which we can't proceed. In this Covid Pandemic era online teaching became central pillar in life. We should use it in a proper way and carefully for our better hustle and bustle free life. We have to change with the changing world. Educators play vital role in transferring information in knowledge form. Online learning is the finest strategy for delivering knowledge in the digital age. It has its all-rounder benefits in development of student's personality. No doubt internet and web help to overcome the barriers of time and place in teaching and learning process.

References:

1. Appadurai, A. *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota 1996, press, Minneapolis.
2. Bates, A. W. *Technology Open Learning and Distance Education*. 1995, London Rutledge.
3. Honeyman, M. Miller, G "Agriculture Distance education: A Valid Alternative for Higher Education?" Dec 1993 Proceedings of 20th Annual Agriculture Education Research Meeting. 67-673.
4. Sharon W. *Computer Technology in Distance Education; Quest*, 57.
5. <http://www.online teaching.com>
6. <http://www.education in India.com>
7. <http://www.smartphone.com>

Need of Environmental Education

Sangita G. Katle

Librarian Arts & Commerce Mahila Mahavidyalay, Ambejogai
Sangitakatale@gmail.com

Abstract

Environmental Education is elementary in understanding the problem and creating an impartial result between the Social, Environmental and Economical aspects. The rate of urbanization in India is [faster than](#) the rest of the world. Such rapid immigration and urbanization give rise to social issues like scarcity, unplanned urbanization and industrialization, and several related problems responsible for [the rapid degradation](#) of the environment. Environment education is the process by which people develop awareness, concern and knowledge of the environment and learn to use this understanding to defend, save and use the environment in a sustainable manner for the benefit of present and future generations. Environmental Education implies establishing proper natural equilibrium which entails proper use and conservation of resources in a sustainable manner. Environment is a multifaceted of many variables, which includes man as well as the living organisms. Environmental education illustrates the interdependencies among organisms, which impact life on earth, including atmospheric conditions, food chains, the water cycle etc. it is a basic science about our earth and its daily activities, and therefore, this science is vital for each person.

Introduction

Environmental education conveys knowledge about the current circumstances and future protects of nature. In order to take any step towards protecting our environment environs, we need alertness, which can come only from studying subjects related to our environs. What are the issues the world facing today? How to control pollution? What is feasibility and how can it be achieved? All these questions will be answered only if we gain knowledge of about the environment and apply that knowledge practically. Majority of environmental degradation arises from lack of education. We have to make sure our children are conscious of the various environmental troubles around them so that they can find solutions and generate a better world. Children are the future, and that is precisely the reason why they need to be educated at a tender age so that they grow up to lead a sustainable and eco friendly life. We have only one earth, and only earth has all the resources, climate and geography which can maintain and enlarge life. At the current rate of expenditure, natural resources will be exhausted far too fast for future generations to stay alive. Our capriciousness usages of these resources will leave our future generations to stand with the results of this utilization. Environmental education helps people understand the effect caused by over utilization, and act accordingly. Both physical and mental health get exaggerated with a reduction of the environment. These can instead flourish if we come more in contact with nature Environmental education will help students to find sustainable solutions, as well as endorse green culture. Defended the environment is the liability of everyone; hence environmental education cannot be restricted to one group or society. Every human being must be ready for saving the environment. It must be a nonstop and a enduring process. Environmental education creates alertness about renewable sources of energy and makes people appreciate the need and significance of renewable energy. The use of renewable sources such as solar energy, wind energy etc which is a superior and non-pollutant source of energy is optimistic by educating the people which is very important to stand against global warming. A number of schools have taken the initiative to provide practical as well theoretical knowledge about the impact of human activities on nature. They take students out of the four walls of a classroom and make do activities like gardening, watering plants, meditation in community parks etc. Education is the only way to build the best minds work effectively. India is a miscellaneous country in terms of geography, climate, fauna and flora. Every location in India needs a different kind of solutions, so it is very important to have an environmental education location specific. Education and guidance are needed to save the biodiversity and species death. Whether we carry nature to the classroom or take classroom to nature, it will connect students more with mother earth. The pollution and tainted environment seriously affect the physical condition of all living things on earth, including man. the urban area, attached with industries, is major sources of pollution. The people should take a combined responsibility for the deteriorating environment and begin to take appropriate action to save the earth. To promote environmental awareness across the nation, the centre for environment education (CEE) was established in August 1984 with a support from the ministry of environment and forest, Government of India. One of the tasks of the CEE is to put effects to give due recognition to the role of environmental education. The CEE runs many education programs in this regard. the Indian administrative has documented these vital issues and passed several laws and committees to help the environmental re-establishment,

1. The National Green Tribunal Act, 2010
2. The Air (Prevention and Control of Pollution) Act, 1981
3. The Water (Prevention and Control of Pollution) Act, 1974
4. The Environment Protection Act, 1986
5. The Hazardous Waste Management Regulations, etc.

Many organizations work on various environmental issues to [save our planet](#). These organizations also run various campaigns to educate people about the major environmental issues such as the Natural Resources Defense Council (NRDC), WWF (World Wildlife Fund), National Wildlife Federation, Forest Stewardship Council Friends of Earth (FOE), etc. In the end, it's all up to us how much are we willing to *save the [environment](#)* around the world because if we don't start to instruct ourselves and our children according to the need of safeguarding our society then we will be too late to give our future generations "a future" of their own and world as we know it will change forever. Here we will discuss how to take responsibility towards environment at personal level

1. Water should be used as appropriate and as necessary.
2. Try to use natural light whenever it is possible.
3. Garbage should be thrown in the bin.
4. Do not use plastic
5. You can install free solar panels in your home. It helps in energy-saving and also saves your electricity bill.
6. Renewable energy including energy from wind, solar, wave, biofuel etc. substitutes directly for fossil fuel and eliminates CO₂ emission entirely
7. Encourage to use of organic fertilizers rather than inorganic fertilizers
8. Recycle and reuse things
9. Use energy (light, boiler, water, kettle and firewoods) wisely
10. Plant trees, live trees
11. Do not throw any useless waste in river or sea.

Objective of Environmental Education

1. To focus on existing and latent environmental aspects for progress and growth.
2. Allow students to examine, assess and illustrate inferences about problems and issues linked to environment.
3. To get better the quality of environment.
4. To inspect origin cause of environmental poverty.
5. To create awareness among the people on environmental problems and conversations
6. To make an atmosphere so that people participate in decision-making and build up the capabilities to appraise the developmental programs.
7. The main goal is to develop anxiety and alertness among world population about the total environment and its linked problems.
8. To make new patterns of activities of individuals, groups and society as a entire towards the environment.

Necessity of Environmental Education

1. Environmental education is required as it teaches us about ourselves. It reminds us that nature and people are not separated.
2. We should all be knowledgeable and prize of the impacts of our decisions.
3. Future generation will live here too. They need to learn from what we have done – both right and wrong.
4. To encourage people to care for the land and defend it for all species.
5. To build up an alertness, connection, and stewardship of the local environment in our society
6. To create good decisions about our quality of life now and for our children and it brings happiness.
7. Interconnection of life and planet requires environmental education for sustainability.
8. To appreciate the world around us and the systems that keep it performing and find our individuality within it.
9. To save the planet and its earthling.

Benefits of environmental education

1. Imagination and eagerness are finely tuned
2. Significant and creative thinking skills are superior
3. Tolerance and understanding are supported
4. Healthy lifestyles are expectant

5. Communities are strengthened
6. Students and teachers are empowered
7. To help our population hold our relationship to our biotic community.
8. Progression of positive attitudes, values and approval towards the nature.

Conclusion

1. We should be thankful to the plants and animals which feed us by giving food
2. We should love and respect the earth since it has blessed us with life and governs our survival.
3. If we want to achieve sustainable development, we need proper rules of resource use.
4. We must create public awareness to reduce pollution and waste management.
5. Water should be used in moderation and Water sources should be kept clean and waste free.
6. We should make sure that the natural environment is used intelligently. And continues to be accessible for the advantage and relaxation of future generations.

References

1. *Das, Shantanu (2010).Strategies for knowledge and skill development in environment Education, University News, 48(38) September 20-26, 2010.*
2. *Kaushik, Anubha; Kaushik C.P. (2007) Perspectives in Environmental Studies. Mrunalini, Dr.T. (2007).*
3. *N.C.E.R.T (1981) Environmental Education of the school level. A lead paper. New Delhi NCERT publication.*
4. www.epa.gov.in
5. www.plt.org
6. *Earth5r.org*

Online Teaching: Challenges Faced by School Teachers

**Mr. S. Charles¹ Dr. P. Jayakumar² Dr Gurumoorthi V³ Mrs.P.Meenaloshini⁴ Mrs. R. Rajalakshmi⁵
Mr.D. Chinnadurai⁶**

¹Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

²Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

³Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

⁴Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

⁵Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

⁶Librarian, Madurai Institute of Social Sciences

Abstract:

The Covid-19 pandemic situation has made entire global community to remain as home confined and uncertain life style. The pandemic situation has set a topsy-turvy in all the sectors and economic slowdown. Irrespective of various sector educational sector has also had a paradigm shift from conventional pedagogy to neo-technocratic teaching method, which is not practiced in many educational institutions. As a custom the school education was expected to be chalk and talk, but in last half past one year the situation is virtual rather than one on one contact. The online teaching has various fortune aspects as well as misfortune effects. This article attempted to highlight the challenging situation faced by the school teachers in the virtual teaching- learning process.

Keywords: Online class, teachers, Perception, Constrains, Challenges.

Introduction:

The Covid-19 pandemic situation has brought the entire pedagogical methods in to online mode by changing the face-to-face teaching method. Wearing of face mask, maintaining physical distancing and following the covid-19 protocol has brought educational institution to cease their activity. The entire teaching learning process has been replaced by the help of technology as e-learning. Both the teachers and students struggled in the teaching learning process. The pandemic situation has restructured the class room and teachers to home through virtual platform. Unlike other countries Indian students and teacher community faced lot of constrains and challenges. Since before the pandemic the digital class room means using of PowerPoint presentation, LCD projector, touch screen class room but the pandemic situation has made the leaners and teachers to the next phase of neo-technocratic teaching learning activity. The effectiveness of teaching learning process was measured by various parameters such as close follow-up, getting feedback, tracking the students record, apprising the performance, practice of read, recall and reflect has been transformed to virtual platform. The teachers too face lot of constrains in equipping their skill, knowledge and attitude towards the virtual teaching methods and using of aids. The virtual classroom is new to students and vast teacher community. An attempt is been made to study the challenges faced by the teachers in online class.

Review of literature:

Muirhead, W. (2000) recognizes that online education is new to schools and can be considered as a way to improve traditional school and family education. Were the family members have a close contact with their wards and they can understand the area of improvement.

Seema Sareen (2020) recommended that teachers should equipped with pre-service and on the job awareness training programme related to e-learning technology.

Objectives of the Study:

To understand the basics of online teaching

To study the challenges and constrains faced by school teachers in online teaching.

Methodology

In this study, a self-structured questionnaire was used to collect data from respondents. The questionnaire contains demographic related questions and teaching platform related questions, which is an intervention method used in the teaching process. The data comes from 50 school teachers. Use convenient sampling techniques to collect data from respondents. Report the details of the survey and collect data by using google forms.

Major Findings

The study reveals that more than two fifth of the respondents (54%) were below 40 years of age. More than three fourth of the respondents (66%) were female. The education profile shows that less than three fifth of the respondents (52%) perused above postgraduation as their educational qualification to teach in the school. The work experience of the respondents shows that less than three fifth of the respondents (58%) possess below 10 years of work experience and more than two fifth of the respondents (54%) were working in private schools. The urban living respondents were above three fifth of the

population (66%) and exactly three fifth of the respondents were engaged in online teaching for more than three hours. Little less than three fifth of the respondents (58%) use mobile phone as their device for teaching online classes rather than other devices such as laptop or personal computer. More than three fifth of the respondents (72%) use their personal mobile data for online teaching rather than LAN or Wi-Fi connections. More than three fifth of the respondents (72%) take classes for more than 40 minutes per class. At the lesser level more than one fifth of the respondents (30%) face students leaving the class room due without intimating the class teacher and one tenth of the respondents (10%) faces interruption of parents in the online class room. At the higher level more than three fifth of the respondents (72%) uses google meet as their mode of teaching the online class. Half of the respondents (50%) uses PowerPoint presentation for explaining the students for better understanding and six tenth of the respondents (60%) disseminate their study material to the students through WhatsApp. Less than one ninth of the respondents (88%) stated that students in the online classes maintain discipline and one tenth of the students (12%) behaves in a mischievous manner. Accurately one fifth of the respondents stated that the face parents interrupt during class hours. Less then three fourth of the respondents received training for conducting online classes. More than four fifth of the respondents (84%) encourage their students through virtual classroom. More than four fifth of the respondents (84%) agreed that they face challenge in tracking the student's academic performance through online classes. More than three fourth of the respondents (76%) face a challenging situation in preparing and delivering online course content. More than three fourth of the respondents (78%) face challenged in facilitating the students and receiving the feedback. More than three fourth of the respondents (96%) face challenging in making the students to read, recall and reflect on the respective subjects. Less than three fifth of the respondent's (56%) face challenged in teaching mathematics to the students. Less than half of the respondents face demotivated during the teaching learning process happens through online.

Suggestion and Conclusion:

Training has to be provided to the teachers as on the job training to equip themselves in terms of technology as well as preparing the e content material. The government has to take necessary measurements to reach out the online teaching to all the sector of schools and more focusing in government wonned and aided schools. Online parents' teacher meeting has to be conducted frequently to maintain a disciplined class room and to create parents as a stake holder in online teaching learning process. Thus, online teaching is the need of the hour where teachers have to equip the self and ascertain enrichment of teaching learning process.

Reference:

1. **Basilaia (2020)** *Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia, Pedagogical Research 2020, 5(4), em0060 e-ISSN: 2468-4929*
2. **Seema Sareen (2020)** *Online Teaching during COVID 19 : Attitude and Challenges faced by School Teachers, International Journal of Disaster Recovery and Business Continuity, Vol.11, No. 1, , (2020), pp. 3012- 3018*

Challenges Faced by the College Students during Online Education System

Mrs. Shalini¹ Mr. K. Arun Kumar² Dr Gurumoorthi V³ Dr M.Nisanth⁴

¹Research Assistant, Department of Social Work, Madurai Institute of Social Sciences

²Research Assistant, Department of Social Work, Madurai Institute of Social Sciences

³Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

⁴Principal (i/c), Madurai Institute of Social Sciences

Abstract

The present study is to analyse the challenges faced by the college students during online education system in Madurai district and to determine the socio demographic profile of the college students. Online education is a computer based education it's a form of distance education students use their home computers and smart phones to access the education through internet. In this study the examined the challenges faced by the college students while online classes with the help of self-structured tool with 25 of statements includes the socio demographic profile of the students. Convenience sampling technique was used for data collection and 30 respondents were selected. Google form was created to collect data from the respondents through online mode. The survey questionnaire link was shared via Whatsapp stating the objective of the study and requesting to fill the given link. SPSS (Statistical Package for Social Sciences) software will be used to analyse the collected data.

Key words: Online, Education, College and Students

Introduction

The COVID-19 has spread almost all countries around the globe. India is a part of the worldwide pandemic of corona virus disease 2019 caused by severe acute respiratory syndrome corona virus 2 (SARS-CoV-2) generating important consequences at different levels like economic, social, and public health systems have been seriously overwhelmed by the pandemic periods, putting the welfare state at great risk. Since the COVID -19 pandemic has disrupted the normal lifestyle of people across the world, the virtual world has come to the rescue from pandemic. Amongst many institutions schools have also shifted their base to virtual platforms to conduct classes through online .Online Education is basically credit-granting courses or education training delivered primarily via the Internet to students at remote locations, including their homes. Online education is defined as acquisition of knowledge and skills using various electronic gadgets such as computer, android and smart phones. Online learning is a combination of learning services and technology to provide high values. Internet plays a vital role in e-learning. Due to the advantages of internet, the students can able attend online classes at anytime and anywhere. The following are the challenges in online education (I) Majority of population staying in rural areas and making them aware about the handling of gadgets is a major challenge (II) Lack of infrastructure in terms of connectivity, availability of Internet and Network (III)The government is taking various measures to improve the communication systems and new technologies like 3G in the telecom space have already started to be implemented.

Review of Literature

According to **L. Song et al. (2004)** reveal online courses and programs may be used in higher education settings. This study was based on a data of seventy-six (76) graduate students identified with the useful components and challenges regarding experiences about online learning. It revealed that the technology used for course design, learner motivation, time management had all given them the relief to accommodate the courses well and gave them necessary output. In contrast, technical problems have not helped them to be easier in picking up the delivery of the courses precisely, especially regarding lack of sense of community, time constraints, and the difficulty in understanding the objectives of the online courses. **C.C. Yang et al., (2006)** describe that perception of peer group's social presence, perception of written and communication skills, perception of instructor social presence, and comfort with sharing personal information, and social navigation are the five factors that define social ability. Through the multivariate multiple regression, the author prove that different motivational constructs vary in their relationships with the multiple social ability factors. The study is a comparison of students' academic motivation and social ability in online learning environments. **Deepshikha Aggarwal (2009)** The social implications of online learning centre around one primary requirement that students need to feel a part of the class, regardless of where they are located physically or geographically. The missing of interaction to the peer group students in the class and with the institution can impact the success of an online student. **N.Z. Nejad and N. Hajiheydari (2012)** conducted a study to achieve learners' participation in e learning which an intrinsic part of learning. They illustrated the effect of six factors, categorized in three dimensions, on participation in e learning. Dimensions include learner, instructor, and course. They have also defined three mediator factors: Motivation to learn, Perceived Usefulness, and Perceived use.

Research Methodology

The study aimed to analyse the Challenges faced by college students during online education. The researcher adopted “Descriptive research design” as it provides scope to describe the challenges faced by the students during online education system. Students from both under graduate and post graduate from Madurai district are included for this study. In this study the researcher adopted convenience sampling method to select the sample from the universe. The researcher has collected data from 30 respondents. Thus the sample size of the study is 30. The researcher used Self structured tool for collecting data from students .The questionnaire link was shared through whatsapp for data collection and the researcher collected secondary data from books, articles of professional journals and other publications related to the topic. The collected data were analysed using SPSS(Statistical package of social sciences).The result of this study is most of the students prefers direct classes instead of online classes.

Major Findings

1. More than half of the respondents are under the age group of 21-23 years.
2. Exactly three fifth (60%) of the respondents are studying under aided course.
3. An overwhelming majority (80%) of the respondents are using Smart phones.
4. Nearly three fourth (71.4%) of the students are not satisfying with their online classes.
5. Nearly half (54.3%) of the respondents are attending their classes regularly.
6. More than two third (68.6%) of the students are spending 4- 5 hours in online classes.
7. More than half (54.3%) of the students sometimes facing network issues.
8. More than three fifth (68.6%) of the students are not able to understand their teaching language.
9. More than two fifth (45.7%) of the students are preferring bilingual as a teaching language.
10. Exactly three fifth (60%) of the students are getting bored while attending the online classes.
11. More than (54.3%) of the students are getting stress in online class.
12. An Overwhelming majority (91.4%) of the students prefers direct class for education.
13. An overwhelming majority (94.3%) of the students are eagerly waiting for college reopening.

Recommendations and Conclusion

The followings are some of the suggestions such as (I) Check all technical needs before the commencement of classes (II) Give regular study break time (III) Give reward for those who participated in online discussions (IV) Encourage the students by appreciation (V) Teachers may adapt most preferable language for teaching. The study concluded that to analysed that most of the students likes direct class instead of online classes but at the same time during pandemic situation online education system only supports the students to continue their education without any break. But students are struggling to attend online classes regularly because of some personal and network issues to rectify this government should necessary steps for network problems and parents should create a peaceful environment to their children for attending online classes.

References

1. Aggarwal Deepshikha (2009) “Role of e-Learning in A Developing Country Like India” *Proceedings of the 3rd National Conference; INDIACom-2009.*
2. C.C. Yang, I.C. Tsai, B. Kim, M.H. Cho and J.M. Laffey, “Exploring the Relationships between Students' Academic Motivation and Social Ability in Online Learning Environments”, *The Internet and Higher Education*, 9(4), 2006, 277-286.
3. L. Song, E.S. Singleton, J.R. Hill and M.H. Koh, “Improving Online Learning: Student Perceptions of Useful and Challenging Characteristics”, *The Internet and Higher Education*, 7(1) 2004, 59-70.
4. S.D. Johnson and S.R. Aragon, “An Instructional Strategy Framework for Online Learning Environments”, *New Directions for Adult and Continuing Education*, 100(3), 2003, 31-43.
5. N.Z. Nejad and N. Hajiheydari, “An Investigation into Factors Influencing Learners' Participation in E-learning”, *3rd IEEE International Conference of E-Learning and E-Teaching*, 2012, 40-44

Perception of College Students towards Life Skill Education

Ms.P.Meenaloshini¹ R.Rajalakshmi²

¹Assi Prof PG & Research Department of Social Work Madurai Institute of Social Sciences, Madurai

²Assi Prof PG & Research Department of Social Work Madurai Institute of Social Sciences, Madurai

Abstract

The family and educational Institutions are prime socialization agents which moulds the personality of the individuals throughout their life. The personal and social life depends on the personality traits of an individual. Personality is defined as the characteristic sets of behaviours, cognitions, and emotional patterns that evolve from biological and environmental factors. Though the family has undergone lot of structural and functional changes, educational institutions still holds its power to bring forth positive traits among children and adolescents through various skill based courses. The children and adolescents were facing lot of psychological issues and to respond them with inappropriate coping mechanism result in disruptive behaviour or anti social behaviour .Its due to life skill deficiency to face life challenges .The Adolescents stage comprises of physical, biological and emotional transition which needs timely guidance and support to handle these changes in a better understanding way. These stages are crucial stage of formation of self image. The life skill classes and training from middle adolescents stage would serves the purpose of developing positive self image .Today's generations are "Gen Z" which has its own features needs and desires. Keeping these characteristics of "gen z" how far the life skill education is being imparted at schools and colleges yet to be reviewed and modified accordingly. Hence the research paper tries to know the perception of college students towards life skill education.

Key Words: "Gen Z", Adolescents, Perception, Life Skill, Personality.

Introduction

Today's young generations are most productive individuals of the society through their physical and intellectual ability. But in reality many adolescent and adult populations are unable to employ their potentials in a constructive way due to lack of life skills to face life challenges. They are technically and intellectually sound enough where as managing stress, accepting failure and coping with stress found to be very difficult. These major challenges marked as characteristics of "Gen Z". The main purpose of education is the integral development of a person.According National Education Policy 2020 The *aim of education* in ancient India was not just the acquisition of knowledge, as preparation for *life* in this world or *life* beyond schooling. According to UNICEF, Life Skills are a behaviour change or behaviour development approach designed to address balance of three areas: Knowledge, Attitude and Skills. The world bodies such as UNICEF, UNESCO, and WHO list the ten core Life Skills as: Self-awareness, Critical thinking, Creative thinking, Decision making, Problem Solving, Effective communication, Interpersonal relationship, Empathy, Coping with stress, Coping with emotion. Creating generation with theoretical knowledge never makes the person successful; indeed inculcating life skills are much needed to be successful and happy in personal and professional life. The life skill education bridges the gap between basic functioning and capabilities. The research paper throws lights on perception of college students towards life skill education.

Review of Literature

UNICEF (2012); The skills developed through life skills are micro behaviours and their acquisition is rarely assessed.

Huang et al., (2012); Mandel et al., (2006) on life skills focuses on program effectiveness rather than the learners' experiences both in and following their time with the program. Therefore, determining acquisition of knowledge, skill and attitude change as a result of life skills program is essential to identify how life skills programs are designed to ensure attainment of program content and knowledge.

Giannotta & Weichold, (2016); identifying the effectiveness of life skills programs, further research is required to identify what and how life skills effectiveness is determined. As such there is a need to review the literature systematically, in order to synthesize the available research on the effectiveness of life skills education with an eye toward advancing our understanding of what and how life skills effectiveness is determined and to identify research gaps and priorities for moving forward.

Objectives:

- To know the socio demographic details of the respondents.
- To know awareness of life skills among college students.
- To understand the perception of college students on life skill education
- To explore the life skill pedagogy methods.
- To explore the much needed life skills among college students.

Research Methodology:

The Universe of the sampling is Co Education Colleges of Madurai Region. The data were collected from students of different programmes or courses representing the perception towards life skill education. The pre-test and pilot study was done with 10 samples from two different colleges to found out the feasibility of the study and suitability of the tool. The researcher collected the data without any identification of the educational institution like Name of the college, Autonomous or affiliated etc. The data was collected after receiving the respondent's willingness. The researcher adopted convenient simple random sampling through which 100 samples were collected through Google forms. The researcher used questioner method for collecting the data which comprises 30 questions including both closed and open ended.

Major Research Findings and Suggestions:

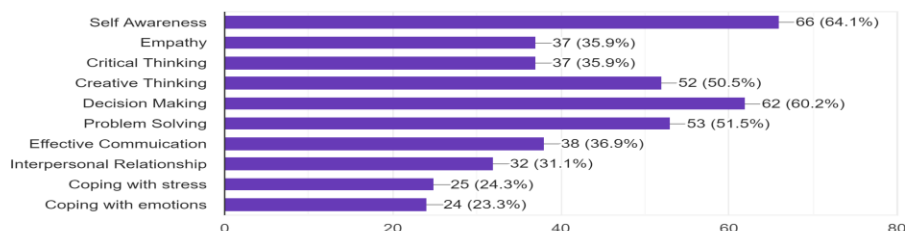
Findings:

- 47.1 % of the respondents were female and 52.9 % of the respondents were male.
- 84.5 % of the college students were aware of life skills class and only 15.5 students were unaware of life skills.
- 88.3 % of the college students responded right to the statement "Life skill education means" Developing positive abilities and skills that enable to face challenges in life" and 10.7 % of the respondent replied as wrong.
- 93.2% of the respondent responded "yes" to the statement life skill is much important to face challenges and only 6.8 % of the respondent gave response as "No".
- 71.8 % of the respondent replied agreed to the statement that today's education system helps them to develop life skills needed to lead a satisfactory life and 28.2% of the respondent disagreed the statement.
- 83.5 % of the respondent thinks life skill education is mandatory to all the students irrespective of their course or discipline and 16.5 % replied No to the statement.

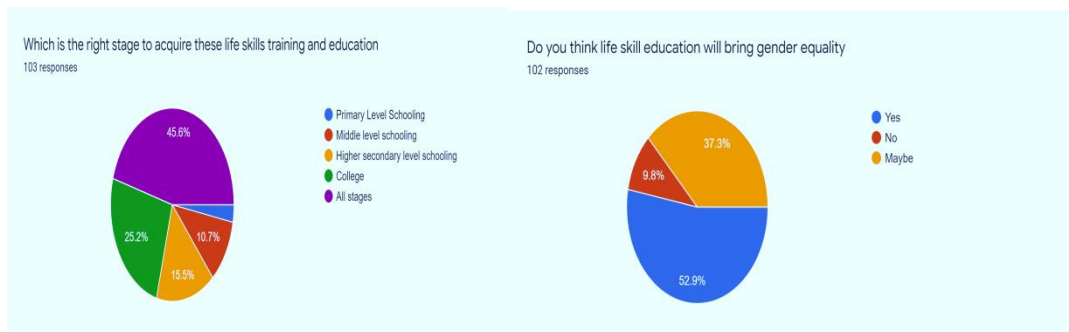
The percentage of respondent based on the perception towards life skills acquired through their respective course or discipline

- 64% of the respondent gained self-awareness through their course.
- 36% of the respondent acquired the skill of empathy.
- 35 % of the respondents attained the skill of critical thinking
- 50% of the respondent acquired creative thinking.
- 60 % of the respondent gained decision making skill.
- 51 % of the respondent acquired the skill of problem solving.
- 37 % of the respondent developed communication skill.
- 30% of the respondent developed skills required for interpersonal relationship.
- Only 23% of the respondent acquired skill of coping with stress.
- Only 23 % of the respondent replied that they have gained skills on coping with emotions.

Choose the life skills which you gained through your course or degree or discipline
103 responses



- 67% of the respondents were responded that their life skill education classes will be handled through lecture mode and only 25 % of the responded replied that the life skill classes will be taken through various theme based activities.
- 65% of the respondents were expecting the life skill classes through activity based learning whereas 11.7 % of the respondent expecting the life skill education through lecturing method.
- 52.9% of the respondent replied "yes" to the statement "Life skill education class would bring gender equality" and 9.8% of the respondent replied "May be" to the same statement.
- 45.6 % of the respondent opinion that life skill education has to be imparted in all stages of learning from schooling to college and 10.7 % of the respondents prefer to learn from middle Adolescent stage.



Inferences

From the above findings, the researcher likes to ascertain the following inferences:

- Irrespective of the course or programme, aimed at enriching the subject and technical knowledge. In addition to that students meant self-awareness as their Awareness with respect to their subject competency.
- The research findings clearly stated the gaps in enriching the life skill pedagogy especially in IPR, Coping with stress, emotions and communication.
- From the perception of college students the life skill education has to be given much emphasis on developing the skills of coping with stress and coping with emotions.
- From the perception of college students and from the perceived feedback of parents the students were in need of developing skills like empathy, Interpersonal relationship skills, and communication skills.
- The teaching, learning process and evaluation has to be well defined through various innovative strategies, exposure visits, practical workshops and seminars etc.
- From the perception of college students the life skill education has to be imparted in all stages of learning process.
- They also opined life skill education would bring gender equality too.

Suggestions:

1. Though well-defined syllabus with different modules been available for the life skill education class, the practical implications of the classes has to be further reviewed.
2. The objectives and purpose of life skill education could be attained and serves the students' needs only by redefining the course structure, teaching, and learning, evaluations process through more critical and innovative practical ways.
3. The teachers have to be given orientation and training on application aspects of the life skill education classes.
4. The course completion assessment should imbibe Content of validity, Reliability, Fairness, Student engagement and motivation, Consequential relevance and needs summative assessment.
5. A psychologist or Social worker or Counsellor could be appointed either to train the teachers or students through which they could obtain the core purpose of the life skill education classes.

Conclusion:

For the past centuries the life skill education classes were present conceptually but the while validating the course outcome from the students and societal perceptive, still it needs improvements. The educational institutions have to be sensitized towards the growing needs of life skills among students to handle themselves in a better way and to face the challenges of life. The reach of life skill education seen mostly in conceptual understanding rather than imbibing those skills in the real life situations. The life skill education course design from teaching to evaluation pattern has to be restructured in a more practical with minimum credits.

References:

1. Ananiadou, K., and Claro, M. (2009). *21st century skills and competences for new millennium learners in OECD countries*
2. Anderman, E.M., and Wolters, C. (2006). *Goals, values, and affect*. In P. Alexander and P. Winne (Eds.), *Handbook of educational psychology* (2nd ed., pp. 369-390). Mahwah, NJ: Erlbaum.
3. Azevedo, R., and Cromley, J.G. (2004). *Does training on self-regulated learning facilitate students' learning with hypermedia?* *Journal of Educational Psychology*, 96(3), 523-535.
4. Azevedo, R., and Alevén, V. (Eds.). (2010). *International handbook of metacognition and learning technologies*. Amsterdam: Springer.

Right to education and current scenario

Mrs. R. Rajalakshmi¹ Mrs.P.Meenaloshini² Mrs.N.Harini³

¹Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

²Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

³Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

Abstract :

Education is a fundamental right of every child who is between 6 and 14 years, this late childhood and early adolescences, is impressive period for socialization process, recreation, play, friendship and school learning. COVID 19 made significant changes in education system , Children become more vulnerable to stress and crisis situation around the globe. To retain children learning, government has initiated remote education programmes, Children particularly those living in poorer households do not have internet access, personal computers, smart phone TVs or even radio at home. **Multiple Indicator Cluster Survey (MICS)** stated that more than half of children aged between 5-17 who are attending school, do not have internet access at home. Online teaching and learning increased the learning inequalities among students studying in government and private schools with respect to their social and economic conditions. So children are lacking access to the technologies needed for home-based learning and have limited means to continue their education. As a result, children face the risk of never returning to school, undoing years in education, child marriages, and gender based violence, school dropouts, child labour. Right to education becomes a question in the current situation, no proper education, no play, learning related stress; increased screening hours become significant issues. This paper critically examines the right to education and current scenario of children and analyses the effects of COVID 19

Key words: Children, Right to education, Covid 19, Gender based violence, online classes

Introduction:

COVID19 pandemic made tremendous changes in lives of people, particularly made great impact on lives and education of children, family and school, government has taken efforts to compensate the educational needs of the children, yet to accomplish the educational needs of the children. The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right. The Right of Children to Free and Compulsory Education (RTE) Act 2009, which represents the Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school, Pandemic situation brought tremendous changes teaching & learning methodologies and as well as in education system, children unable to attend the school for continuous learning , learning process got a break, alternative methodologies / online teaching method also supplementing learning process of the children , but unable to satisfy the actual and learning process. Government is also taking necessary actions to implement Right to education act in this pandemic. This situation paved way for many gender-based violence like Child Marriages, Child labour, Particularly child labour increased to supplement the family income and other important issues like abandoned children, lack of nutrition, physical and mental health issues draw the attention of educators, government and parents, schools

The online education has created a digital divide between the haves and have nots. Subsequently, there have been high dropouts especially for children from socially and economically underprivileged families; fact that the parents of these children lose their employment that forces the children to contribute towards the family income. Digital gap among socially and economically disadvantaged students is higher, lives and the realities they faced in terms of limited digital devices and interrupted connectivity of teaching and learning process

UNESCO-UNICEF-World Bank Survey's factsheet also estimates the potential reach of digital and broadcast remote learning responses, finding that at least 463 million students around the globe remain cut off from education. Various factors affected children and learning ,because of e-learning modes of education without providing adequate infrastructure, related to classroom pedagogy such as student's participation, access to study material, class attendance, and assessment of students along with many other related issues.

Review of literature:

According to UNICEF Data: Monitoring the situation of children and women on topic of Education and COVID 19,

With school closures across 188 countries (as of April 2020), many of them are exploring alternative ways to provide continuous education using technologies such as Internet, TV, and radio. However, access to these technologies is limited in many low- and middle-income countries, especially among poor households. While more than 90 per cent of the countries adopted digital or broadcast remote learning

policies, only 60 per cent did so for pre-primary education. 31 per cent of schoolchildren worldwide (463 million) cannot be reached by the broadcast- and Internet-based remote learning policies either due to the lack of necessary technological assets at home. Online platforms were the most used means by the governments to deliver education while schools remain closed, with 83 per cent of countries using this method. However, this allowed for potentially reaching only about a quarter of schoolchildren worldwide. Television had the potential to reach the most students (62 per cent) globally. Globally, 3 out of 4 students who cannot be reached by the remote learning policies come from rural areas or belong to the poorest households. This article highlights the inadequacies in the learning process of the children around the globe

Online Education in India

According to UNESCO data, more than 143 million primary school children and more than 133 million secondary school children in India are affected by school closures due to the pandemic. Almost 60% of children in India between Class 1 to 8 received their education from government schools in 2016, statistics published by the Unified District Information System for Education show. With reference of net access, In 2018, only 23.8% households across India had internet facilities, according to the government's Key Indicators of Household Social Consumption on Education in India. States such as Odisha, West Bengal and Karnataka had fewer than 9% rural households with internet access. Moreover, there is a sharp gender divide: While 25% of Indian males are able to use the internet, only 14.9% females can. The number of people with mobile devices that could access the internet is also insignificant. As per the Broadcast India Survey 2018, India's 1.3 billion people possess only 300 million smartphones.

Right to Education and current scenario

School is positive place, where children forget their class, religion, caste and other socio – economic inequalities but current pandemic situation made that school going situation is impossible. Above highlighted data, clearly indicates that school children in living in social disadvantaged communities, suffering lot and finding difficult in digital devices, accessing data , following online education, network issues, continuous mobile and TV screening hours, poor income of the family and unemployment of the family members are much contributing to fail to achieve their right to education in their school going age. Child marriages have considerably got increased in recent years, Covid 19 become the threat to child marriages, closed schools, isolation from friends and support networks, and rising poverty important causes for child marriages in India, Evidence from the data of Childline, a nodal government agency for children in distress that receives and addresses distress calls, including those related to child marriage. During May–July 2020, for example, 5,584 distress calls were to address child marriage, representing a 33% increase in reports of child marriage to ChildLine between Jan-June 2019 and Jan-June 2020 (**Times of India 2021; Bahl, Bassi and Arora 2021**)

Bijoy Chhetri, Goyal, Mamta Mittal, Gopi Battineni, According to their study observed that Online education also contributed much to stress among , observed that students were generally stressed during lockdown and the pandemic. Females (mean = 3.03) were more stressed than males (mean = 2.61) as they were constantly under pressure because of stressful life events

The United Nations (UN), in a report issued in August 2020, warned that prolonged school closure could result in a higher incidence of dropouts: 23.8 million additional children and youth (from pre-primary to tertiary) may drop out or not have access to a school in 2021.

According to the National Family Health Survey (NFHS-4), 7.3 percent of girls 6-9 years never attended school; the proportion is 3.6 percent for those 10-14, and 6.6 percent for those 15-19. Among boys, 6.9 percent of 6–9-year-olds never attended school; the proportion is 3.2 percent for 10-14 years, and 4.3 percent for those 15-19. Global evidence shows that during previous periods of disease outbreaks like Zika, SARS and Ebola, adolescent girls are more vulnerable due to lost earnings and education, increased vulnerability to gender-based violence, and unintended pregnancy. National Education Policy, 2020 that was passed during the pandemic and right to education finds hard to reach the children.

The main issues gender-based violence, child marriages, child labour, continues of online classes pertaining threats to child development and progress of the educational development, continuous online education among the children making that no proper understanding of learning concept and children difficult in reading and writing activities, absence of playing time with peer and continuous screening hours results in physical and mental distress. Children from disadvantaged communities having problem of poor nutrition, because of absence of Noon meal scheme from the schools. Providing children with quality learning and equitable access to learning opportunities is important for creating a sustainable future.

Suggestions:

- Government can take initiative to strengthen the service providers of the educational system
- Ensure the fullest utilization of government Child Welfare schemes

- Encourage the children to use the feedback mechanisms
- Increase the telecounseling centre addressing school children needs
- Provide free mobile data facilities for school students
- Provide adequate ICT infrastructure in schools
- Introduce online activity-based classes to supplement the continue online classes
- Strengthen the child welfare mechanisms and allied departments working for children

Conclusion

Education is basis and play a important role in development, for combating the social evils, education helps provide solution to social problems, governments should encourage vast implementation of Right To Education Act, in turn provides much scope in social and economic, educational development of Children, for better social functioning depends on the satisfying the needs of Child population.

References

1. Bahl, Deepika, Shalini Bassi, and Monika Arora. 2021. "The Impact of Covid-19 on Children and Adolescents: Early Evidence in India"
2. BijoyChhetri, Lalit, Goyal, MamtaMittal, GopiBattineni, Estimating the prevalence of stress among Indian students during the COVID-19 pandemic: A cross-sectional study from India, *Journal of Taibah University Medical Sciences*, Volume 16, Issue 2, April 2021, Pages 260-267
3. International Institute for Population Sciences (IIPS) and ICF, National Family Health Survey (NFHS-4) 2015-16 India, Mumbai, December 2017
4. <https://data.unicef.org/topic/education/covid-19/>
5. <https://blogs.unicef.org/evidence-for-action/remote-learning-global-pandemic-insights-mics6/>
6. <https://www.education.gov.in/en/rte>
7. <https://scroll.in/article/999801/in-the-covid-19-times-states-must-do-more-to-safeguard-disadvantaged-childrens-right-to-education>
8. <https://www.theindiaforum.in/article/child-marriages-during-pandemic>
9. <https://data.unicef.org/resources/remote-learning-reachability-factsheet/>

Impact of online education on school going children

Nuzhat Sultana

M.B,Professor & HOD in Home Science,Mrs K.S.K College,Beed.email
nuzhatsultanmb@gmail.com

The covid-19 pandemic has created the large distraction of education system in human history, affecting 1.6 billion learners in more than 200 countries. The pandemic covid-19 has forcefully shifted the mode of teaching and learning from only face to face online in the higher education. Closures of schools, institutions and other learning spaces have impacted more than 94% of the world's student population. This has brought far-reaching change in all aspects of our lives. Social distancing and restrictive movement policies have significantly disrupted traditional educational practices. The covid-19 pandemic is first and most affects education. Home schooling is not only a massive shock to parents productivity, but also hits children's social life and, Moreover student assessments are also moving online with a lot of trial and error and uncertainly for every one within a short span of covid-19 pandemic. Many researchers have shared their works on teaching and learning in different ways. Several schools, colleges and universities have discontinued face to face teachings there is a fear of losing 2020 academic year or even more in the coming future. The covid-19 pandemic has provided us with an opportunity to prove the way for introducing digital learning the impact is far reaching and has affected learning during this academic year or even more the coming dates. (Dhawan 2020) There is a paradigm shift in the way of educators deliver quality education-through various online platforms. The online learning distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators & the learners. Transitioning from traditional face to face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternative available. The education system and the educators have adopted 'Education in Emergency' through various online platforms and are compelled to adopt a system that they are not prepared for. But E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools (Subedi et al 2020) There are subjects with varying needs. Different subjects and age groups require different approaches to online learning (Doucet et al, 2020). Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement (Basilaia & kvavdze 2020) Many students at home /living space have undergone Psychological and emotional distress and have been unable to engage productively. The best practices for online home schooling are yet to be explored (Petrie 2020). Some of the online platforms used so far include unified communication and collaboration platforms such as Microsoft Teams, Google Classroom Canvas and Blackboard, which allow the teachers to create educational courses, training and skill development programmes (Petrie 2020). They include options of workplace chat, video meeting and file storage that keep classes organized and easy to work. They usually support the sharing of a variety of content like word, PDF, Excel file, audio, videos and many more. These also allow the tracking of student learning and assessment by using quizzes and the rubric-based assessment of submitted assignments. The online classroom time is then used to deepen understanding through discussion with faculty and peers (Doucet et al 2020) This is a very effective way of encouraging skills such as problem solving, critical thinking and self directed learning.

Challenges in online Teaching and Learning:-

Mostly identified challenges with E-learning are accessibility, affordability, flexibility, learning pedagogy, life long learning and educational policy (Murgatroted 2020). Many countries have substantial issues with a reliable internet connection and access to digital devices but in many developing countries, due to economical backward children are unable to afford online learning devices, the online education poses a risk of exposure to increased screen time for the learner. Therefore it has become essential for student to engage in offline activities and self exploratory learning. Lack of parental guidance especially for young learners is another challenge, as both parents are working. There are while the vulnerable group consisting of practical issues around physical workspaces conducive to different ways of learning. Students who are weak in learning & facing difficulties & the level of academic performance of the student is likely to drop for the classes as well as final exam and internal assessment, which reduced contact hours for learning and lack of consultation with teaching (Sintema 2020). Student assessments are carried out online with a lot of trial and error uncertainty and confusion among the teachers, students and parents. The approach adopted to conduct online examination varies as per the convenience and expertise among the educators and the compatibility of the learners. School time also raises social skills and awareness besides being fun for the children. There are economic, social and psychological repercussions on the life of students while they are

away from normal schedule of schools. Many of these students have now taken online classes, spending additional time on virtual platforms, which have left children vulnerable to online exploitation. In India in case of online learning majority of learners are from rural villages where parents are mostly illiterate farmers. Students are engaged in assisting parents in farm activities such as agriculture, tending to cattle and household chores. Some students even requested to postpone exam time towards the afternoon since they had to work on the fields during morning hours. Some students expressed that they had to attend to their ailing parents/grandparents/family members and take them to hospitals. In the evening when they are back home it becomes difficult for them to keep abreast with the lessons. Most of the parents whose children are in lower grades feel that it would be better to let the children repeat the next academic year. Most of the students do not have smart phones or TV at home & internet connectivity. There is very less income for their family due to closure of business & private offices. Therefore online education is difficult to design a proper system to fit the learning needs and convenience of all students, whereas teachers are obliged to develop creative initiatives that assist to overcome the limitations of virtual teaching. Teachers are actively collaborating with one another at local level to improve online teaching methods. There are incomparable opportunities for cooperation, creative solutions and willingness to learn from others and try new tools as educators, parents & students share similar experiences (Doucet et al 2020) A crucial part of online and distance learning, teachers who are technologically backward require proper professional development and training in order to orient themselves towards their students authentic assessments and timely feedback are essential components of learning. A crucial part of online distance learning is the availability of helpful for massive assessment and firmaly feedback to online learners (Doucet et al 2020) This is to be challenging for the education and education system.

Conclusion:-

The global lockdown of education institutions is going to cause major interruption in students learning, disruptions in internal assessments and the cancellation of public assessment for qualifications by an inferior alternative.

That means online education have negative impact on education. Schools need resources to rebuild the loss in learning, once they open again finding of the research indicated that online education can be alternative means of the traditional education. Thus it blended approach is implemented the education process would be more effective and successful in the contexts of india. (Pacldel 2021)

Bibliography :-

1. Dhawan, Is, (2020) *Online learning, a paraced in the time of covid-19 crises, journal of educational Teachnology*,49 (1), 5-22 <http://doi-org/10.1177/0047239520934018>
2. Doucet A, Netoicky, D, Timmers, K Tuscano F.J.(2020) *Thinking about pedagogy in an unfolding pandemic (An independent report on appraches to distance learning during covid -19 school clsure work of education international an LINE SCEO* <http://ssuu.com/education/international/docs/2020reh:covid-19-eng>
3. Petric, C.(2020) *Spotlight: Quality educational for children during covid -19 crises(hundrED Research org/ en/collections/quality- education-for- all during coronavirus.*
4. Sinterma E.J. (2020 April) *effect of covid-19 on the performance of grade 12 students : implications for stem education EURASIA KJournal of mathematics science and technology educatuon* 16(7) <http://doiorg//10.29333/ejmste/7893>

Education as a Weapon to Dismantle the Ideology of Gender Inequality

Dr. Shrikant Jitendra Jadhav

Assistant Professor, Department of English, Sant Dnyaneshwar Mahavidyalaya,
Tal-Soegaon, Dist- Aurangabad (MS).

Abstract

This research paper is an endeavor to shed light on how to dismantle the ideology of gender inequality through the education. Nature has created the difference in anatomy of male and female in all the animals. But, human society uses this discrimination and assigns role to men and women in such a way that power relation is established. Gender means the role related with the sex, men and women. For example, relentlessness and aggression are supposed to be qualities of men. While, delicacy and loveable are the qualities assigned to women by the society. Quality education and training are the best and only suitable tools for dismantling the ideology of gender inequality. Hence, the necessity of Educational policies and plans for the betterment of gender justice and various programmes to spread awareness about gender inequality should be implemented in education in order to dismantle the ideology of gender inequality.

Key Words: Gender, Ideology, Awareness, Equality, Education etc.

Introduction

Gender equality is a global priority for UNESCO and inextricably linked to its efforts to promote the right to education and support the achievement of the Sustainable Development Goals (SDGs). The Education 2030 agenda recognizes that gender equality requires an approach that 'ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education'. UNESCO's work on education and gender equality is guided by the UNESCO Strategy for gender equality in and through education and the Gender Equality Action Plan. It focuses on system-wide transformation to benefit all learners equally, and supports targeted action for girls' and women's empowerment across three areas of priority such as better data, better policies and better practices. Dr. Babasaheb Ambedkar said, "It is the education, which is the right weapon to cut the social slavery and it is the education which will enlighten the downtrodden masses to come up and gain social status, economic betterment and political freedom"

Gender

Gender is used to describe the characteristics of men and women that are socially constructed. The cultural conceptions of male and female are two complementary yet mutually exclusive categories into which human beings are placed. This constitutes a gender system. If gender is considered as a social and cultural construct, then it becomes essential within a feminist framework, to relate such constructs to women's position in society and culture and to the conditions of their role in history. The oppression of women by a male-dominated society down the centuries is both a material reality and a psychological reality.

Simone de Beauvoir, in *The Second Sex*, says, "One is not born, but rather becomes, a woman".

Sherry Ortner writes, "The secondary status of woman in society is one of the true universals, a pan-cultural fact."

Rosalind Coward opines, "To be a woman is to be constantly addressed, to be constantly scrutinized, to have our desire constantly courted-in the kitchen, on the streets, in the world of fashion, in films and fiction".

Gender bias is a prejudice of one gender over another. It can be conscious or unconscious and can manifest in various ways ranging from subtle glances to obvious reactions. When children are about two years old, they learn about the physical differences between boys and girls and by the age of four, they have a stable sense of their identity. During this time, they also learn that what boys are supposed to do and what girls are supposed to do. In order to dismantle the ideology of gender inequality, it is essential to avoid stereotyping and to avoid this stereotyping; the quality education which gives gender sensibility is a best weapon.

Primarily all the institutions should generate policies and plans to focus on gender equalities. Gender equality also refers to the outcome of equal rights and equal power between women and men in line with the human rights agenda, which requires transformational political commitment to bring about. Gender equality means that the interests, needs and priorities of females and males are taken into consideration; as such, it has the potential to benefit everyone women and men, girls and boys.

Gender equality includes, though is broader than, the concept of gender equity, which means that responsibilities and benefits are fairly distributed between women and men, and institutional arrangements and consultative processes are in place to secure this. Achieving equity may require temporary special

measures to compensate for the disadvantages for girls that have built up over time. One way in which gender equality is supported is through focusing on girls' education. While the current reality is that globally on aggregate similar numbers of girls and boys are enrolled in school, in many countries, girls continue to lag behind boys in education access, learning and outcomes. Thus, a high priority remains for programs and policies to address disadvantages faced by girls. This is especially true in the majority of partner developing countries.

For sustainable and transformational change, however, specific interventions concerned with girls' education must be connected to a system wide reform that is centrally concerned with gender and connected equalities. Efforts focusing on girls' education should also focus on changing gendered structures, institutions, relationships and norms so that the underlying causes of girls' disadvantage and intersecting inequalities can be addressed.

Hence, the necessity of Educational policies and plans for the betterment of gender justice and various programmes to spread awareness about gender inequality should be implemented in education in order to dismantle the ideology of gender inequality.

References

1. *De Beauvoir, Simone, The Second Sex. H.M. Parshel Harnondsworth: Penguin, 1983.*
2. *Edwards, Sophie. "DFID Boosts Education Programme for Marginalised Girls." Devex, 2018.*
3. *Fyles, Nora. "Gender-Responsive Education Sector Planning to Promote Inclusive and Quality Education for All." Conference paper delivered at UKFIET conference, Oxford, 2017.*
4. *Lewis, Maureen A., and Marlaine E. Lockheed. Exclusion, Gender and Education: Case Studies from the Developing World. Washington D.C.: Center for Global Development, 2007.*

Impact of Online Teaching-Learning during Covid-19 Pandemic: A Topic Modeling Study

Sarang Gajanan Haribhau

Shri Yoganand Swami Arts College, Basmath Di. Hingoli

Email- gajanansarang2@gmail.com

Abstract:

The worldwide Covid-19 pandemic created numerous problems and will remain as the speed-breaker in the whole education system for the next many years. Complete lockdown of educational institutions all over the world will definitely create a dilemma in the minds of experts and those who are waiting to its effects positively as well. The gap of complete lockdown in all types of educational institutions can never be covered in any condition. Though the time is passing; the novel corona virus pandemic kept the whole education system rigid and seems to be coping up from its deep illness slowly. The Covid-19 pandemic has badly affected teaching-learning process in both schools and higher education settings. Now-a-days the pupils from both settings are just gaining the 'bookish knowledge' due to the shift from in person collective teaching to a new and digital form of e-learning and distance teaching. In the present situation a 'live teacher' is replaced by 'the machine teacher'. In this situation, teachers are teaching and students are learning at their best level but what remains unanswered is whether the teaching-learning process is giving proper direction and happiness to both students and teachers or not. So, the present paper is just an attempt to highlight the impact of online teaching-learning during Covid-19 pandemic period in the context of both the teachers and the taught in the context of their joy, method of teaching-learning and developing the skills of a language at primary and upper level. The present research paper also tries to deal with the effects of pedagogy and methodology of teaching used during the pandemic situation. It moreover tries to focus the mental health of students to assimilate with the existing condition of online learning and continuous threat of corona virus.

Key words: online teaching, curriculum, anxiety, stress.

The unprecedented pandemic of covid-19 has uprooted the whole world in all aspects. Evolving in Wuhan, China is now spreading globally in the form of its variants. Since Covid-19 is declared pandemic by the World Health Organization, is rapidly affecting not only the economic growth of the country but also the living standard. Even the developed nations had declared the complete lockdown to cope up with the issue. In order to mitigate the disaster, the governments promoted social distancing time to time. The complete lockdown ushered various problems leading to the major complications in education specially. As a result of complete lockdown more than seventeen months (still going on) experts and the policy makers concerning to the education field are facing many problems in making the policies. The so called shift of offline education into online raised a lot of problems among the students, teachers and the parents on the same track. The change took place suddenly in the methodology of pedagogy is now directly and indirectly affecting the future of both teachers and the taught in many ways. These problems are about the changing style of imitation of students, their exposure to put their opinions, assimilating with teachers during the class. The atmosphere in which they are getting knowledge hardly makes teaching-learning process friendly and fruitful. It moreover hampers the mentality of both teachers and the taught during and after the class.

Before the pandemic, it was aggressively criticized that the teachers should adopt their methodology to make pedagogy very easier. But soon after the declaration of complete lockdown and the implementation of online coaching shows its criticism to be of no value. Now-a-days teachers are delivering their classes with modern tools. So, there are many problems raised from all sides regarding its efficacy. Before proceed we must remember the idiom - 'nine days of wonder'. The idiom sounds much appropriate in the present pandemic situation. Soon after the declaration of lockdown in educational institutions, teachers are trying to complete the syllabus by keeping away its intention. We notice that the traditional education is given full stop to promote online classes. But the excess use of online classes slowly started to bring forth its challenges such as apathy in teaching from the side of teachers and apathy of learning from the side of students. The main reason behind lack of fruitful teaching learning process is its outcome. The happiness which is gained in actual classroom cannot be achieved in 'home-classroom' attended in loneliness. A good classroom experience is enjoyed in the presence of physical attendance. These kinds of various reasons demand the online classes to replace with the offline classes. While turning towards the challenges of e-learning, the researcher wants to convey that while adopting any language a child needs four skills such as Listening, Speaking, Reading and Writing. Unless and until these skills are achieved according its sequence; a child can never adopt the proficiency on language. Now-a-days, the teachers can hardly find the happiness on the faces of students during teaching. They attend the classes as

if they are entitled to receive penalty soon after it. The students are getting very less time in listening foreign words of a language (say English language). They hardly attend a class of forty five minutes in a week which seems very scanty in the adoption of command on language. Linked with the same skill, Speaking is the result of the previous skill. Since the students get scanty time in listening foreign words, they of course cannot develop their Speaking skill. Speaking skill needs continuous hammering of foreign words and daily communication. The pandemic teaching-learning process has completely snatched away the practice of Reading and Writing of students. Students just want to listen the classes. Since they hardly receive study material in hard copy; the Reading skill sounds to be banished from this education. Most of the books are in the form of hard copies. In pandemic only online material is provided to the student which again seems to be scanty and difficult to read. Moreover, the same problems can be found in writing skill. Teachers just provide the short answer questions and one word questions to students. It snatches away the imagination of students and brings obstacles in increasing their vocabulary. While attending the online classes, teachers can never rectify the mistakes of students which they could correct during offline classes. The assignments given them contain the questions with one yes/no type questions, fill in the blanks, etc.. Precisely speaking, the overall situation hampers the writing skill of students and their analytical way to handle or tackle the issue.

While attending the online classes, teachers just want to finish their task without knowing the requirements of students. They can hardly know whether the students can understand them or not. It is not the mistake of teacher when he fails to know the achievement capacity of students. It is not possible to him to cover all these things in specific period. The matter is that all students are not equal in the capacity to gain the knowledge earlier. Even they come from various backgrounds. So, those students who are up to a good level can assimilate easily with teachers where as others remain rigid and feel too shy to communicate frankly with them. When we speak of the availability of technical devices to attend the online classes, students needs mobile phones, laptops or any audio-visual devices related to it. The widespread of Covid-19 has significantly affected the most of the communities with limited technological infrastructure; access to high speed internet and smart device penetration ¹ and in this situation one can raise the hand to deal with the perfect implementation and adoption from both the sides of teachers and the taught. Even though we do not bother of the issue, one can ask whether all the devices are working properly or not.

Topic modeling is a field of natural language processing aiming to extract themes by text mining a set of document. ² Here, the topic modeling themes have been discussed on the basis of various experiences and the news flashed in due cursed of Covid-19 pandemic. Though the faculties form various institutions have been using online mode of teaching, a very few among them believe on its reliability. Due to the lack of proper procedure and learning activities it sounds a major obstacle. Teachers can easily avail the internet facilities where as students cannot. Even though they hardly get; fail to continue the use of internet for minimum six hour in a day. The same issue sounds more severe to hear the students from poor family cannot afford it and cannot get android mobiles easily. Most of the online classes are conducted with Google Meet, Zoom app in which faculties have to develop video clips based on the new topics. While preparing its videos he comes across with various problems since he too is new in it. Faculties have to engage the classes plus they have to send video clips which results in wasting their time since it is an optional job like a video maker. The video clips are supposed to be easier in theoretical classes but it seems hard in practical. Though they send the video clips with toils, the students from rural part cannot download it easily as they do not avail high speed internet facilities. Thus, the pandemic has not only come alone but brought many complexities along with it. It not only affected the educational life of students but also uprooted their lives from their fundamental rights of free education.

If we speak of the schools, we find that there are many schools which lack proper infrastructure to assist teachers in preparing video clips. They lack ICTs to deals with the situation.³ Though the teaching-learning process sounds more impressive, it fails to achieve its target. The digitization of all schools in Covid-19 pandemic cannot be called the best way of methodology. It is said that 'Rome was not built in a day' means every good action cannot happen in shorter period rather it require more time to reach at perfection. So, to spread its efficacy, teachers need too much time untill they get well equipped in handling digital media. Here, the researcher takes an opportunity to bring to notice the reality flashed in newspapers. The newspaper has shown that the use of ICTs in pedagogy in developed countries failed to reach its targets as provisioned by UNESCO and OECD ⁴. Of course, the intention of digital teaching cannot bring enthusiasm because most of the classes are conducted with the help of video presentation which hardly touch the brain and heart of the taught. Use of video clips is granted up to certain extent but not for a longer time. Another issue of the online teaching-learning process is that it lacks proper supervision,

evaluation. The overall atmosphere created in online teaching make students passive which slowly results to make the whole teaching-learning process rigid and monotonous. Sometimes, the lack of proper electricity also adds fuel in the fire in the issue leading to ban the students to attend the classes punctually.

The most significant complexity of Covid-19 pandemic education is the spike in anxiety and stress levels among teachers, pupils and their parents. The anxiety seems to be arrived due to extra quarrels at home, excess use of mobile phone leading to cut down the thinking power of students and unnecessary watching of video clips, lack of exercise etc. Even the psychiatrics, pediatricians, ophthalmic experts, orthopedics have already warned about the complexity arising from the excess use of technical devices among all age group pupils. Even a report has clearly mentioned that the online teaching is interesting up to a mark and not completely. They also predicted that the students do not welcome online teaching to face-to-face teaching.⁵

References:

- 1) *Azman, N., Abdullah, A. Critical Analysis of Malaysian higher education institutions' response towards Covid-19. Sustaining Academic Programme Delivery, 2020 page-70*
- 2) *Blei, D. M., Probability topic models commun, ACM. 2020 page-77*
- 3) *Shamir. Ikkal, T. Blau, I. facilitating emergency remote k-12. Teaching in computing enhanced virtual learning environments during Covid-19 Pandemic Blessing or curse. J. Educational computer., 2021*
- 4) *Martinez, J. H., Tudela Sancho, A. interactions between virtual spaces and schools: a collective case study, future internet. 2020 page-217*
- 5) *Malkawi, E. Banwaneh, A. K., campus offline education on UAEEU students' satisfaction and attitudes towards e-learning and virtual classes during Covid-19 pandemic. Contemporary educational technology, 2020, page-283*

Challenges of Online Education in Rural Areas

Dr.Vandana Bankar

Now a day, the entire world is under the threat of Covid-19 pandemic. This pandemic has created big challenge before the entire humanity, and this has been accepted by everyone. That's why, there was a lockdown in the maximum parts of the world. And it was necessary for overcoming the Covid-19 pandemic. But, this lockdown gave a birth to the many problems, among these problem, the one of the problems is the educational loss of the students. The annual and term examinations of the students have been cancelled for preventing the spread of Covid-19 among the students. Because of such decisions of the governments, we can prevent the spread of Covid-19 among the students, and could save them from it but, on the other side they are bearing the educational loss. So, the government put before us the option of online education. And started online education for all students from primary class.

According to a UNESCO report, as of April 2020, 154 crore students in 188 countries are sitting at home. At least 1.5 million schools are close in India, that's why 26 crore students and 89 lakh teachers are sitting at home. And 3.7 crore Students and 1.5 million college teachers are sitting at home. There is an opinion of the UNESCO that, if 30 crore students are sitting at home without education, it is extremely dangerous for society. Therefore, it has become necessary to open schools at least online in this situation. Otherwise the physical and mental health of the children may be endangered. Though we all have accepted this, there are different obstacles and challenges in the rural areas for online education. To know all this, this research paper has been planned to write down.

Objectives:-

1. To know the problems of parents in rural areas.
2. To know the problems of online education in rural areas.

Hypothesis:

1. Internet and electricity facilities are inadequate in rural areas.
2. The financial problems of parents in rural areas increased.

Research Methodology:

The entire information of this research paper is based on secondary sources, for this, some books and internet websites have been used.

Online Learning Methods:

Every person has a basic right to get an education. There was a Gurukul system in ancient India for education. In the process of time, there were changes occurring in the education system and the school system or formal education system came into existence. In this present era e-learning or online education has become popular all over the world. This education system allows teachers to teach any student around the world using the internet facility. Today, we are facing many problems because of Covid-19 everywhere. Schools and colleges are also closed everywhere due to lockdown. So, teachers are teaching students online. In this, Webex, Zoom, Google Meet, Google Classroom, and YouTube videos, etc. through such mediums students can get an education at their home by using smartphones and laptops. The online education method is much-needed and playing important role in this situation.

The formal education had been started through the digital classrooms, projector, computer, video conferencing, e-books, e-library, EDUSAT, and SwayamPrabha. Even in the rural areas, the government schools were using digital classrooms and computers for teaching-learning purposes. Due to this, the academic and holistic development of the students was taking place, and this students used to love this new technology in the education process. All of these methods were very useful in the offline teaching-learning process. However, relying on online education alone is not every appropriate as it is creating different problems for the students.

Problems of Parents about online education in rural areas:

We have to accept that Covid-19 has disturbed the entire educational system. As we accepted online education methods but, because of this it can be seen that many parents from rural areas are facing harsh troubles. There is always a scarcity of electricity and poor internet facilities in rural areas. This has made the online education system ineffective. Private Schools started online education to maintain students' strength in rural areas. But the number of students was nominal. It happened because students do not have android smartphones and on the other side in a single family, there are two-three children, so, the parents are not able to provide smartphones to every child for educational purposes. Most parents have simple mobile phones and it is not possible to take online education through these phones. Parents in rural areas go to work in their own fields or as laborers in other farmers' fields. When schools were offline then it was full-time but, in the online education method, students stay at home so, it becomes extra responsibility of parents and they feel necessary to make some arrangements to monitor their children at

home. That's why to the mother of children become necessary to stay at home. Because of this parents' works are remaining incomplete and they are facing economic problems in their day to day life.

Educating children online in rural areas is becoming problematic for both teachers and parents. Therefore, parents have a worry about studious students as they are facing their educational losses because of such problems in rural areas. Some measures should be taken for online education.

Difficulties in Online Education:

1. Internet Facility: There are mobile network problems in rural areas. If anyone wants to speak on a phone, he needs to go on the terrace or to a higher place, where it can catch the network. In such a situation those who have mobile phones are also unable to take online education because of poor network connectivity in rural areas. While taking an online education because of poor network connectivity, the students face problems like loss of audio sound and sometimes video cannot be visualized properly. Teachers teach to students for 35 minutes but, because of poor network connectivity, they waste at least 15 minutes to connect themselves to online lectures. If such problems are being faced by the students during online education, then we need to think over this seriously, that how much knowledge the students would be grasping through these educational methods.

2. Electricity: Even today, rural areas are facing load-shedding problems, and in the remote areas people remain unconnected to the electricity for two or three days and they would have no idea when it will be regularized. If rural people are facing such problems regarding electricity shortage then online education would be the wrong option for the rural students.

3. Smartphone: Only 35 percent of parents have smartphone availability in rural areas. And with this, they have also internet and network problems. They are also unable to recharge net pack. If they have two or three students in a family, then they give preference to the 10th or 12th class student and a mobile phone is given to that particular student for an online class, in such a situation student's siblings are being deprived from online education. This situation can be seen in every household.

Impact of Online Education on Students:

Online education cannot lead overall development of students. And in an online education students face many problems to develop writing skills and if we think about offline education, students in school learn a lot of skills through the extra activities, which students cannot learn through online education. Online education is also making students addicted to mobile. Most of the students waste their time watching other websites while online classes and even they don't respond to the teacher's questions while online classes. Some students purposefully keep their videos off, some complain to teachers that they are not getting proper sound. We can observe one thing here that students are going away from an education because of some disadvantages of online education.

Students do not get knowledge of language, practical knowledge and they are not able to do practicals of the subject. In short, the development of the personality of the students does not take place in online education. On the other side, online education is giving birth to various health-related problems among the students like headache, pain in the eyes, pain in the waist, neck pain, weakness and irritation.

Conclusion:

1. Online education will widen the gap between urban and rural areas.
2. There are many types of the problems in rural areas.
3. Due to the financial situation of parents in rural areas, they cannot afford a mobile phone for two children, so boys are given mobiles more than girls.
4. Some parents in rural areas are less educated, so they do not understand exactly that their children are really attending online classes or wasting time on other apps.
5. The misuse of internet is increasing due to online education.
6. Loneliness is also on the rise and could have serious side effects in the future.
7. Online education is also having an adverse effect on the sense of unity, cooperation, friendship, etc.

Recommendations:

There are many problems related to online education in rural areas but some solutions need to be planned considering the current environment and situation.

1. The government needs to take appropriate decisions to solve the problem of electricity and internet facilities for the development of rural students.
2. Wi-Fi facility should be provided for the entire village.
3. Parents, teachers and educational institutions need to work together to plan measures for the education of students. Only 10 to 15 percent students take online education so it is necessary to plan measures for the rest of the students.

4. The Students should be allowed to sit together to attend the online classes on Doordarshan and Sahyadri by following the Covid-19 protocol.
5. Public representatives should help economically for online education in rural areas.
6. Government should implement some schemes like scholarships in rural areas for students.
7. The government should provide question and answer materials to students in rural areas for study practice.

Bibliography:

1. *Gautam Gaikwad (2015), ShikshnatilAdhunikPravah, Kailas Publication, Aurangabad.*
2. *Gautam Gaikwad (2019), Paramparagat Aur Sanganak Sahayit Adhyapan : Anusandhanatmak Vivechan*
3. *Online ShikshanGhatanaVidyarthiyasamorilAdathale, 7th June 2020, DainikLokmat.*
4. *VinyaPimpale, 24 June 2020, GraminBhagat Online ShikshanParyay Ki Adathala, www. Evivek.com*
5. *Prof. Sharad Jawadekar, Corona Vishanu Ani Shikshan, 12th April 2020, Dainik Maharashtra Times.*

Perspective and Need of Skill Oriented Education: Comparison and Development

Dr. Bijaya Thakur

Associate Professor, Department of Commerce, Delhi College of Arts and Commerce, University of Delhi.

Abstract –

With the growth of industrialization, Indian economy shift from agriculture to manufacturing. This shift can also be seen in the field of education and educational institutions. Now the demand of society was skill base education, so it became necessary to provide skill base education for specialized jobs in modern India. We have seen great efforts made to expand diverse education and educational facilities in India by the educational planner during last seventy five years in all regions of country. Education is inculcation of good qualities in a human being and nourishing the desirable knowledge, skills, attitude and analytical thinking. It is actually building of sound mind that analyze the problem and evaluate the various alternate solutions and bring out the best of them.

Key words: education, society, new education policy, skill base education, analytical approach

Introduction:

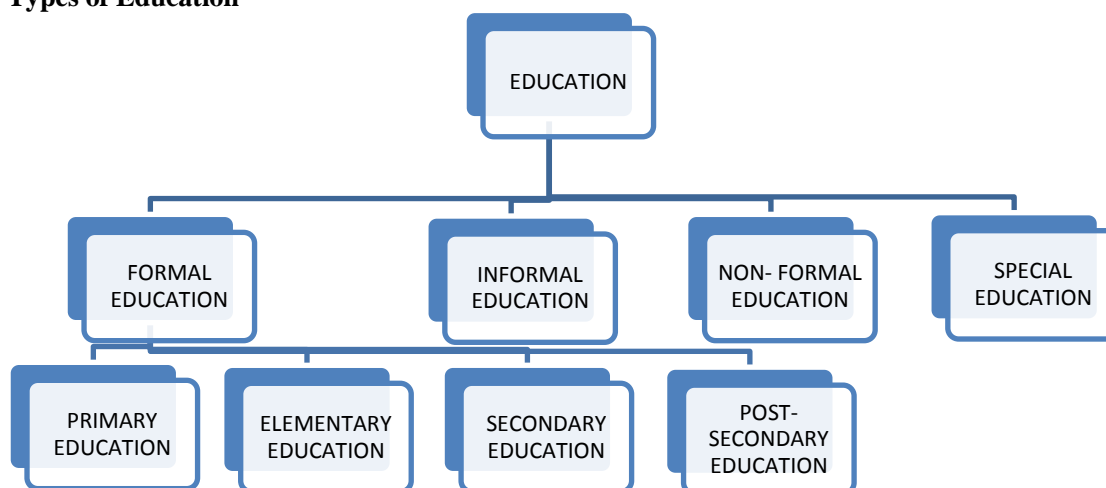
Every individual has a purpose in society and education helps in achieving a purposeful life of an individual. Glorious history of India in the field of education can be seen much before the advent of Christian missionaries, in ancient Takshashila and Nalanda. Then, comes the Islamic education with the establishment of mugal empires. Education which we are getting today, was established during British rule in 19th century by Lord Thomas Babington Macaulay. The subject like science and mathematics were necessary and others subjects like metaphysics, philosophy were unnecessary. With the growth of industrialization, Indian economy shift from agriculture to manufacturing. This shift can also be seen in the field of education and educational institutions. Now the demand of society was skill base education, so it became necessary to provide skill base education for specialized jobs in modern India. We have seen great efforts made to expand diverse education and educational facilities in India by the educational planner during last seventy five years in all regions of country.

Definition of Education: According to Rigved, “*Education is something which makes man self-reliant and selfless*”³. According to Mahatma Gandhi, education is all-round development of a child that include body, mind and spirit. Literacy is not a beginning or end of education ⁴. If we analyze the definition we can conclude that education is inculcation of good qualities in a human being and nourishing the desirable knowledge, skills, attitude and analytical thinking. It is actually building of sound mind that analyze the problem and evaluate the various alternate solutions and bring out the best of them.

Comparison of past and present education system: In ancient India there used to be a system of “Gurukul”, where students use to live and get education. The pillars of education was not only based on subjective content but focus was given to develop over all personality development, moral development, spiritual engagement, character building, logical analysis, intellectual development. According to Gurukul “Swadeshe Pujyate Raja, Vidwan Sarvatra Pujyate”, means “A king get respect in his own country, but a scholar get respect everywhere.”⁵. In ancient India life of human is divided into four stages namely Brahmacharya – first stage for education. According to first stage it actually started from home i.e. parents, grand-parents, and other family members, then after few years a child goes to ashram to get education from Guru at Gurukul, then second stage was Grihastha for family life, third stage is for Vanprastha – old age when person need to get retired from all duties and last stage was Sannyasa means renunciation with god and serve to god.

In modern system, although, government is spending billions of rupees for education and making continuous effort to improve education system but, education is unable to generate appropriate knowledge to improve and develop the society. We can see much scantiness in our society namely generation of knowledge to bring relevant change in society, although we are living in technocratic society but if we see the employment opportunity it is inadequate due to lack of skill knowledge in the students. Moreover, modern education system is totally a failure to generate committed politician, bureaucrats etc on which whole nation is dependent. As mahatma Gandhi said education is overall development of mind, body and spirituality but our education system is completely failure in this regard. In absence of spiritual education, education is contributing immoral activities that we are observing in our society i.e. increasing criminal records due to unfulfilled aspirations. The Nirbhaya gang rape and many other same cases are a threat towards humanity and society where despot mentalities had shown cruelty and inhumanity without any stalling. Now the requirement of education is not only to generate literacy level but to inculcate life skill education and attitudes.

Types of Education



Formal education when a child gets admission in school to get formal education. It is systematic and organised way to get education from teachers in a school. It is further divided into four stages : **Primary education** – This is first level of formal education where a child learn about basics of writing alphabets and numerals, also learn basic attitudes of gestures and manners, learn to sit in class room in a disciplined way. **Elementary education**- this is second stage of formal education this is advance level then primary education that provides writing skills, reading skills, life learning skills like yoga and physical education and other knowledge that are required to get promoted in secondary education. **Secondary education** – This is third stage of formal education. In this, children aging 14 to 18 years, get education. This is an important stage which needed to pass to get pass certificate under central board of education under HRD ministry. After successful completion of this stage one can apply for post secondary education and various other professional areas such as Engineering, Medical, and Management etc. **Post – Secondary education**-this is fourth stage of formal education. It consist of Graduate degree, Master degree, Vocational training degree, Certificate programmes etc. to enhance the knowledge of special field and ready to enter in the competitive job market.

Informal education this is some time attached with formal education and some time not. Education that is provided outside the four walls of classroom is informal education like educational trip organized for students, trip to museum, field trip, etc.

Non-formal education are part of life learning skills. It lies between formal and informal education. It is same as structured and organized learning. Example of non-formal education is Sports activities, NCC, NSS, Seminars, etc.

Special education- when classes are provided to those students who are different and they may not subsist with the uncompromising standards of formal education. There are many types of special education like schools for mentally disable children, night school for adults, distant education (it is a type of formal education but those who are unable to join regular classes in college or universities)

Government is now come up with New Education Policy 2021 which is already passed from union cabinet where it is tried to transform education system in schools and in higher education that exist for more than four decades in India. The objective of NEP is “EK BHARAT SHRESHTHA BHARAT” Prime Minister Narendra Modi main aim for NEP is to increase the usage of technology in the field education irrespective of regular, open and distant education, arrangement of more scholarship for students⁸. The main highlights of NEP The government will also initiate a centralized policy for higher degree except medical and law. The continuation of M.Phil courses will be discontinued. The basic and the higher education would focus primarily on future and scenario development. The preference on mother and home language will be preferred up to middle school. National level examination scheme will be introduced for high transparency in education. The studies will build high focus on core subjects and vocational education. The matriculation study of method has been modified into seven years that would incorporate basic to higher education system. The government is willing to develop short term course for skill development that would enhance self sustained jobs opportunities and entrepreneur quality. The need of skill based education would aid to provide bridge between theory and practical applicability. It will enhance the learning process and create better understanding of students. As per the present grading system lot of students face dropout

as they are not able to cope with the education that is focused on trivial knowledge rather than their skill to grow with inherent qualities.

Recommendations - the structure of new education policy is recommendable but if we go through the syllabus and core courses then we can observe many lacunas. In undergraduate level the core courses for arts and science course are structured in very good manner. However in the undergraduate level of commerce subjects are not well structured as in the case of arts and sciences. Commerce is a subject that hold maximum stakeholder of education and it serve to reach everybody. There are four pillars of commerce namely accounting, finance, management, analysis of subjects. After implementing the courses and syllabus in commerce in under-graduation level it will give only overall knowledge to the students but not the whole knowledge of subject, it will be like “*jack of all trade master of nothing*”. In this scenario how can one expect good job opportunities in reputed companies? It is good to inculcate technology in education but making it mandate for everyone is not correct. India is a big country where there are many places with zero technological applicability, expecting online education for those areas is nothing but waste and departing them from getting education. Not only education but teachers will also get effected from new education policy. It is decreasing the job opportunities in the field of teaching. Teaching means making students more capable of understanding the problems and finding solution and it can be done through proper interaction between teacher and students.

References

1. Bhattacharya and Sriniwas (1977); Sociew and Education, Academic Pub., Calcutta.
2. <https://egyankosh.ac.in/bitstream/123456789/46976/1/Unit-7.pdf>
3. Rather A.R. (2004); Theory and Principles of Education; p63.
4. https://www.mkgandhi.org/articles/education_peace.htm
5. IOSR, Journal of Humanities and Social Sciences (2013) vol 7 issue 5 p32-35
6. <https://www.hilarispublisher.com/open-access/ideology-of-education-in-ancient-and-present-society-of-india--a-studyreport-2151-6219-1000234.pdf>
7. <https://www.througheducation.com/the-different-types-of-education/>
8. <https://taxila.in/blog/the-new-education-policy-in-india/>
9. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

ⁱ Rather A.R. (2004); Theory and Principles of Education; p63.

ⁱⁱ https://www.mkgandhi.org/articles/education_peace.htm

ⁱⁱⁱ IOSR, Journal of Humanities and Social Sciences (2013) vol 7 issue 5 p32-35

Impact of online Education on Higher Education

Prof. Prakash M. Telgote

Arts and Commerce College, Bori Arab Dist – Yavatmal

Be the Light of yourself - Buddha

Education can definitely bring vital changes in human life, in the life of society and nation too. Since ancient time philosophers and thinkers defined education, some of them have given very broad definitions of education. In education system teacher, student, contents and teaching aids are foundational elements. In absence of these elements hoping worthy education will prove hopeless in any sense. Therefore, to understand education and its impact, it is important to study some of the famous definitions by some eminent educationalists and scholars of the world.

According to Aristotle *“Education is the process of training man to fulfill his aim by exercising all the faculties to the fullest extent as a member of society”*. John Dewey writes, *“Education go along with growing, it has no end beyond itself. (Education is everything along with growth, education itself has no final destination behind him)”* Similarly H.H. Horne defines education- *“In broadest sense, education is the device by which a social group continued existence renews himself, and defend his ideals.”* One of the greatest social, political and social thinker of twentieth century Dr. Ambedkar says *“Education is milk of tigriss, if anyone drinks it, definitely roar.”*

Above definitions forces us to realize that without education human lacks something especial for human. Education is a continuous process to learn from cradle to grave and compel man to realize cause of existence thus emancipating man from slavery. Buddha declares that all human beings are equal and everyone has equal right on natural resources and his own development. But unfortunately in all over the world few people who control over natural resources always try their best to keep majority of people away from education. In this regard Dr. Ambedkar definition is important. Because through education slaves can realize that he is a human being like his owner and can struggle for equal right and place in society. Dr. Ambedkar and other modern scholars gave importance to formal education. Personal education through experiences has its limitations but formal education one person can learn so many things which are not possible to experience in one birth. Therefore education is essential for overall development of every man.

Traditional Education

Traditional education is given to the specific age group of persons according to their physical and mental capacity in a class room by designing specific syllabus to be taught to them in specific period. Teacher, student, syllabus, black board and chalk are foundational elements in traditional education. Generally lecture method is used across the world in all class rooms. Teacher demonstrates given topic by using his own oratory skill, gives different examples to prove his point. It is a face to face interaction between teacher – student. This method also underwent many changes in modern and postmodern era. Teachers started to use audio-video and PPT in teaching to make it more effective. This method is used in developed as well as under developed and undeveloped countries. Today’s technologically developed world is an output of traditional teaching method. It provides us uncountable scientists, philosophers, thinkers, reformers, doctors, teachers and many other great personalities in each field.

Online Education During COVID 19:

The use of technology in education is not new, only pandemic has made it more pervasive and acceptable. Lockdown dramatically shifted traditional classes to online classes from primary to higher education. WHO announced the COVID 19 as a pandemic on March 11/2020 many countries forced lockdown and all were forced to be imprisoned in their living places. Schools and colleges were closed for uncertain period. In such critical situation online education was introduced to all kinds of students. Developed countries like America can manage it because all related foundational facilities are available there but it is impossible for under developed or undeveloped countries. Internet facility was not their problem but underdeveloped countries could not manage it. Though it was started in fear of COVID 19 but its result was very poor. In online education there is no face to face interaction, both teacher and student are available on screen only thus lacking close human contact by producing artificially. A student is not in class room but at his home alone. There are limitations of time for interaction to everyone. Online lecture, test, exam etc. all things become online. World accepts it without thinking over the ground reality of technology. Online class exam, *Google class room, Google meet, zoom* etc. become routine words in educational field. Some software are developed to meet the demand of online education.

Ground reality of online education:

In the country like India online education is nothing but a day dream. In India computer literacy is very low not more than ten percent, 85% students do not have computer, Laptop or Notepad, maximum students have to attend online classes on mobile phones. Near about 40% students cannot purchase mobile for education. Even electricity is not available in rural area for 24 hours, network is not available, at many places its speed is very low, a number of students cannot afford monthly mobile recharges. Out of hundred students not more than thirty attended online classes. The ground reality is very dark in India as per as online infrastructure is concerned. Government has to provide food to 80 crore people throughout the country. The people who are not capable to purchase food can provide mobile and monthly recharge to their children. Such education cannot give anything to Indian students. Most of schools and colleges are not prepared for this sudden change, however they become little bit comfortable within one year but their numbers are very low.

Advantage:

Online education allows us for learning something beyond the traditional rules. A learner can access vast knowledge on any topic and something new to learn, otherwise it was not possible in traditional education. In online education student can attend classes from anywhere, he can ask question free and frankly because he is not physically present before his teacher. Student can record lecture and listen or watch it again and again at any time to understand it. To teacher it is more useful because they can make their lecture more effective by presenting picture, audio, video, diagram, etc. It not only makes lecture effective but also interesting too.

Disadvantage:

Generally Internet has been used for entertainment but it is difficult to use for education in any duration. Teachers and students may not find it comfortable with in short time. It is totally unfair to expect from student to accept it as early as possible as a new method of teaching in place of traditional classroom. Body language and eye contact are important things in traditional class through which teacher keeps control over class room, he can guess how much students understand him. Students also keep watching teachers in classroom and judge how his teacher is. In online education teacher cannot keep eye on all students at a time. It reduces the effectiveness of teaching. It is not possible to concentrate on screen for long time and for small children it is too much difficult. Then how can it become effective from traditional education.

Conclusion:

Though online education is effective but its effects are limited to a very short span of time. In compare to developed countries it is not affordable, practical and useful in under and undeveloped countries. The country like India lacks basic technical assistance that essential in online education. If we apply it instead of traditional education it will not satisfy teacher as well as students and could face so many difficulties in future. Many surveys and studies have been taken on impact of online education and 98% survey's point out that online education cannot replace traditional education and have very diverse effect on students of all classes. In India most of students use mobile phones for online education, mobile can be useful in listening to online lectures, but they are ideal medium when it comes to writing exam or even assignments.

References:

1. <https://doi.org> COVID 19 and online teaching in higher education: A case study Peking University. *Human behavior and emerging technologies*
2. <https://www.itdl.org/journal/Jan15> *International Journal of Instructional Technology and distance Learning, The role of e-learning, advantages and disadvantages of its adoption in higher education*
3. *The Economic Times- Times online education survey 30 July 2021*
4. *Hindustan Times, issues facing online education 17/08/2020*
5. *India NSO Survey 2017-2018*

Perception and Challenges Of Online Classes Among School Students

Dr. P. Jayakumar¹ Dr Gurumoorthi V² Mr. S.Charles³ Mrs. R. Rajalakshmi⁴ Mr.D. Chinnadurai⁵

¹Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

²Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

³Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

⁴Assistant Professor, Department of Social Work, Madurai Institute of Social Sciences

⁵Librarian, Madurai Institute of Social Sciences

Abstract:

Online education has become the need of the hour due to COVID Pandemic. It has changed the basic education system and have created new challenges and problems to the students. The students were expected to spend more hours in the net and they were exposed to different world all of sudden. Though it had created many new learning opportunities, it has hampered the interaction, movement and socialisation. To understand the nature of the classes, challenges, perception of the school students towards online classes an attempt s made in this article. The students were feeling bored, irritated and anxious about the online exams. The study also focused on the problems face by the students.

Keywords: Online class, Students, Perception, Problems, Challenges.

Introduction:

Online education has become a part of the education system after the COVID Pandemic all over the world. The sudden change in the environment has a drastic effect on the educational system. The development of any country depends upon the education of the individuals. In this current scenario the basic need of an individual is challenged or hampered due to the unexpected change. In India traditional face to face education is the basic system of education throughout our country. The new system or the modernised way of teaching through online is very new to the teachers, students and to the parents at large. The online classes limits the students to stay indoors, so the influence of peer learning, interaction with one another, adjust mental learning, socialising skills, real time activities and fun were missing. The teachers were unable to monitor, provide advice on the academic and no academic activities of the individuals. At the same time the online education helps the students to go ahead during the pandemic, time is saved, flexibility in attending classes, travelling is reduced and it saves cost to some extent. Online classes have increased the burden on the family members in helping their son/ daughters to motivate them to online classes, providing gadgets and monitoring the way they attend the classes. George Angelos Papadopoulos et al (2021) found that the students and faculty agreed that online classes were good during pandemic, but they have also stated its not effective. Tratnik (2017) have stated that the students attending classes face to face were more satisfied in the course than the students attending online classes. Spielman and Pangelinan (2011) have stated that there is no difference between the students attending online and off line classes. The online classes have become the need of the hour though the satisfaction or the performance is low/average. The online classes possess some challenges to the students. The students were using smart phones/ laptops/ personal computers for attending the classes. Internet connectivity is required for the entire duration of the classes. The internet coverage and connectivity issues are very high in the rural areas and in cities too. The sudden change in the teaching pedagogy led to continous screen timing, which have an impact on the eyes, causes irritation. At times the home environment is not conducive to attend the classes and some students were not having a proper place/room to attend the classes. In spite of all these barriers the net coverage pose a huge challenge. Due to the long hours of classes through online, psychological problems such as feeling anguish, irritated, boredom was surrounding the students. The fun and joy in interacting with friends were missing so they also felt isolated, so they channelize their time or energy in playing games on internet. Though there is parent control mechanism in the smart phones, the awareness among the parents is low, only few might have enabled it. The students were exposed to the content which were not respective to their age. The pop up messages and the internet games lure the students and in turn it becomes a barrier to the learning of the students. The students were easily deviated from the classes. Though many research studies were found on these areas most of the studies were done among college students and faculty members, very few studies were made among the school students. So an attempt is made in this article to understand the perception and challenges of online classes among school students.

Review of literature:

Butnaru, G.I. et al (2021) studied the students perceptions regarding the effectiveness of online education among Academic Students and High School Students from Romania. Data were collected from 784 students using a likert scale. They have found that the students react differently based on the availability

and familiarity of tools in attending online classes and positive affect is found among the students for online classes.

George Angelos Papadopoulos et al (2021) in their study on Faculty's and Students' Perception of Online Learning During COVID-19 among 50 faculty and 280 students in Jordan. It is found that Zoom, Microsoft platforms were used for online classes, WhatsApp is used for communicating to the students. Students and faculty have stated that online is good during pandemic but not effective as traditional classes.

Deepika Nambiar (2020) studied the impact of online learning during COVID-19: students' and teachers' perspective. The data were collected from 70 teachers and 407 students studying in colleges and university in Bangalore city. It is found that the majority of the teachers prefer to have offline classes, reported technical issues such as connectivity, power supply etc. 61 per cent of the students have stated they were easily distracted, 27 per cent were anxious in attending online classes.

Objectives of the Study:

To understand the nature of conduct of online classes

To study the Perception towards online classes and the problems faced in attending online classes

To understand the challenges of the online classes

Methodology

For this study, self structured Questionnaire was used to collect the data from the respondents. The questionnaire contains the questions related to demographic details and questions related to perception towards online classes, problems and challenges in attending online classes were asked. Data were collected from 50 students studying in schools. Convenient sampling technique was adopted to collect the data from the respondents. The details about the survey are informed and with the consent of the respondents data were collected.

Findings:

Demographic Details:

It is found that 27.3 per cent of the respondents were in the less than 13 years of age, 39.7 per cent of the respondents were in the age group 14 to 16 years and the remaining 13 per cent were above 17 years of age. 72.1 per cent of the respondents were male and the remaining 27.9 were female. 48.8 per cent were studying in private school, 34.9 were in Government School and 16.3 were in Government aided school. Majority of the respondents were residing in urban area i.e., 81.4 per cent. 53.5 per cent of the respondents fathers education is schooling and 11.6 per cent were illiterate. 37.2 per cent of the respondents father's were daily wage earners, 23.3 per cent were working in private company. 55.8 per cent of the respondents mother were home makers.

Nature of conduct of online classes:

Among the total respondents 95.3 per cent were attending online classes. The remaining 4.7 per cent were not attending classes due to network issue, not having smart phone and suffering from illness. 79.1 per cent were using smart phone, 7 per cent were using personal computer and the remaining 14 per cent were using both smart phone and laptop for attending classes. Majority of the respondents i.e., 83 per cent depend on mobile data for online classes. 41.9 per cent of the respondents were attending classes through Google Meet, 27.9 per cent through Zoom and 14 per cent through Microsoft teams. 83.7 per cent have live online classes, 11.6 per cent used to receive materials from their teachers during online classes. Majority of the respondents were receiving Word/ PDF document as study materials. 41.9 per cent were having duration of 50min, 32.6 per cent were having 40 min duration and the remaining 25.6 per cent were having 30 min duration of online classes. 67.4 per cent have duration of 10 minutes break in between the classes. Among the total respondents 55.8 per cent spend 2 hrs, 6.3 per cent spend 4 hrs and 11.6 per cent spend 3 hrs. Majority of the students doubts were clarified by whatsapp i.e., 69.8 per cent and 30.2 per cent clarify the doubts through telecalls. 65 per cent used to write the assignment and upload the image, 20 per cent had both writing and objective type and the remaining 15 per cent have objective questions as assignment.

Problems faced during online classes:

Among the problems faced 46.5 per cent were facing network issue, 39.5 per cent have the problem of data limit, 37.2 per cent have problems of poor audio and 27.9 per cent have problems in video, 16.3 per cent have no device, 14 per cent were not having proper environment and 9.3 per cent were facing electricity problems.

Perception of online learning

Among the total respondents 69 per cent of the respondents agree that the time is saved in attending online classes, 55.8 per cent of the respondents were not comfortable with online classes, 51 per cent have stated they were not able to gain more knowledge in online class.

Problems Faced by online classes:

It is found that 41.8 per cent have eye irritation, 39.5 per cent have Blurred vision, 34 per cent have body pain, 65 per cent were suffering from head ache, 39 per cent were feeling irritated, 41 per cent felt stressed and 62.7 feeling bored in attending online classes. 42.5 per cent were feeling anxious in attending online exams. 66.7 per cent have felt they miss the physical / sports activity due to online classes.

Challenges in online classes:

Among the challenges faced, 76.7 per cent face challenge in attending the online exam, 93 per cent in submitting the assignment, 72 per cent does not have text books, 43.2 per cent were tempted to watch or play games during class hours and 70 per cent have stated they were unable to meet their friends.

Activities after online classes

The online classes were conducted 2-3 hrs per day. after the online classes, students engage themselves in spending their time on online. 56.1 per cent involving in outdoor games, 53.7 er cent were listening to music and majority were spending their time on watching Youtube videos, whats app watching TV and surfing in the net.

Suggestions:

Awareness has to be created among the parents about the parental control mechanisim in the smart phones. The Government of India had provided guidelines for all the stake holders Parents, Teachers and to students regarding the online classes. Many were not aware of it. Necessary steps to be taken for the same. Parents have to engage them to learn the life skills after the online classes, which will help the students to be engaged.

Counselling services has to be provided to the students since the online games and watching YouTube content leads to addiction.

Family members have to spent their time with their children so as to reduce their stress, anxiety of online exams and to reduce the feeling of irritation.

Conclusion:

Online classes have become the need of the hour. Parents do motivate the students for online classes since they were afraid of the Childs education and about their future. The children were also adopting to the new way of learning easily. Due to long hours of online they feel boredom, irritated and due to Technological issues they were anxious about their online exams. Since these issues were new to the school authorities, teachers and parents it has to deal by providing psychological support to the students. The online classes will be a successful one.

Reference:

1. Butnaru, G.I.; Nit, ̃a, V.; Anichiti, A.; Brînz̃a, G. The Effectiveness of Online Education during Covid 19 Pandemic—A Comparative Analysis between the Perceptions of Academic Students and High School Students from Romania. *Sustainability* 2021, 13, 5311. <https://doi.org/10.3390/su13095311>
2. Deepika Nambiar (2020), The impact of online learning during COVID-19: students' and teachers' perspective *The International Journal of Indian Psychology* ISSN 2348-5396 (Online) | ISSN: 2349-3429 (Print) Volume 8, Issue 2, April- June, 2020
3. Gopal R, Singh V, Aggarwal A. (2021), Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19. *Educ Inf Technol (Dordr)*. 2021 Apr 21:1-25. doi: 10.1007/s10639-021-10523-1. Epub ahead of print. PMID: 33903795; PMCID: PMC8059127

Higher Education in India and Role of Research

G.L.Pachkore

Vasantadada Patil Arts, Commerce & Science College, Patoda. Dist-Beed (M.S)

Email –gpachkore@rediffmail.com

ABSTRACT:

The significance of research arises from its promotion of creative thinking; finding solutions to impending problems in a methodical, scientific and well-determined way; promoting further studies in the area of interest and keeping abreast with the latest developments in the selected field of study.

Indian system of education is characterized by a number of constraints and research is one of the main ones. Carrying out Research in India has a number of challenges such as absence of intellectual stimulation, emphasis on rote learning, lack of scientific theory and base, inadequate data, lack of scientific knowledge, and training in Research Methodology.

In the globalized world it is imperative to have knowledge driven growth powered by innovation. A number of steps could be implemented to foster research such as industry-academia collaboration, development of vocational skills, provision of more funds and inclusion of research as a criterion for faculty promotion. India has a well-acclaimed Brain Power and promotion Research will only help India move up the global intellectual ladder.

Keywords: Education Research; Industry-Academia Collaboration; Research Bodies

Introduction

Research plays an important role in the economic development of any country. In fact, research and development form the basis of future competitiveness of an economy. Unfortunately, research in India is showing a downward trend. In this Paper an attempt has been made to discuss the concept of research, examine the importance of research, briefly touch on the research scene in India, look into the challenges and attempt to predict the future.

Objectives of The Study

The study is based on the following objectives:

1. To understand the meaning of research particularly research in education.
2. To get preliminary information on the research scene in India and
3. To discuss the challenges facing research and throw light on what augurs for the future.

Concept Of Research

Research refers to creative work which is undertaken systematically, in order to increase the stock of knowledge of individuals, culture and society and further utilize this stock to devise new applications. In the broad sense, it covers gathering of any data, information and facts for the advancement of knowledge.

Innovation can be considered as the key player of economic growth and subsequent improvement in the quality of living. In this century, there is no doubt about the fact that India has the capability of spearheading global innovation, but the big question that emerges is will Indian higher education support this potential? The entire issue warrants a careful discussion.

Research in education refers to solving educational problems in a systematic and scientific manner and also to understand, explain and predict human behavior in a more organized way.

RESEARCH IN INDIA

Education is a prime mover of the society. In order to favorably utilize our demographic potential, the quality of education together with access and equity gathers significance. India has the third largest system of higher education. The overall scenario is that, quality does not match the global standards and there is increased scope and urgency for improving the quality of our country's educational institutions.

The research scenario in India portrays a chequered picture. While some leading world class institutions like the IITs and the IIMs are achieving what was well planned in their objectives others portray a dismal picture in terms of quality and quantity of research.

The first Prime Minister of independent India, Shri Jawaharlal Nehru, believed in the importance of science and education which would facilitate a path of innovations, which in turn would help in the process of development.

Generally India has evolved a large number of high quality research institutions which would provide valuable advice to the policy makers. The institutional framework for research and development can be divided into 2 broad categories: defence and civilian.

The five apex bodies which are responsible for research and development are:

- a) Indian Council of Medical Research; It is the apex body for the formulation, coordination and promotion

of bio medical research.

- b) Indian Council of Agricultural Research; an autonomous body which coordinates guides and manages research and education in agriculture including horticulture, fisheries and animal sciences.
- c) Indian Council for Social Science Research; It was established in 1969 by the Government of India to promote research in social sciences.
- d) Council of Scientific and Industrial Research; It was established in 1942 as an autonomous body and India's largest Research and Development organization. Its activities include various fields like aero - space engineering, structural engineering, life sciences, environment etc.
- e) Tata Institute of Fundamental Research. It is a Research institution in Mumbai dedicated to basic research in Mathematics and sciences.

It is necessary to design a framework that will take into account the entire life-cycle of ideas, beginning from discovery and creation to commercial application and value addition. This calls for a holistic approach to public funding in Research and Development.

India attracts more Research and Development facilities from the US multinationals in the „Fortune 500“ than any other nation. This could be primarily attributed to the large number of science and engineering PhDs available in the country.

The government wants to increase the spending on Research and Development under the twelfth five year plan (2012-2017) from 0.9% to 2%. However, when a comparison is made with other countries India presents a poor picture. In our country there are 119 researchers per million population as against 5287 in Japan and 4484 in United States. She has a little over 6000 Doctorates in Science as compared to 9000 in China and 25,000 in United States.

Most of the Indian colleges and universities lack high end research facilities. The number of PhDs produced every year is very low.

The Government of India has taken several steps to promote the Research and Development sector in India, as mentioned in the Union Budget of 2014-15. Two additional Research Institutes of excellence were set up in Assam and Jharkhand with an initial sum of Rupees 100 crores. In addition the government plans to establish a national level research and referral institute for higher dental studies.

The following are a few examples of recent investments:

1. French tire manufacturer Michelin is planning to set up an R&D sector in India. This facility was set up in Gurgaon, which will be first of its kind in developing country;
2. Sandvik announced the proposal for the setting up of a world class facility at Chakan which is part of the Maharashtra Industrial Development Corporation Park near Pune;
3. Valvoline Cummins Ltd (VCL), a joint venture between Ashland Inc. and Cummins India Ltd has announced the opening of new labs for Research & Development and Product Development along with a training facility at Lexington, Kentucky, USA.

Research in higher education in India The data in the previous section paints a grim picture of the status of research in India. A matter of greater concern is poorer performance of the university sector. The performance of university sector was quite significant in 1950s and 1960s. It has fallen significantly in recent years. In OECD countries, research from academic institutions accounts for about 15-35 per cent of the overall R & D effort of the Country. In basic research, as much as 60 per cent or more is contributed by the academic institutions. In the US there is a very strong relationship between undergraduate / postgraduate teaching and research. In the well-known universities of the US, the undergraduate students have a good exposure to eminent research scientists; which is lacking in the Indian system.

Further, the academic institutions in India are often severely under-resourced. These have insufficient linkages amongst themselves and with the society at large. They suffer from cronyism and academic in-breeding that prevents cross-fertilization of ideas and is an impediment for good science. It is seen that the researchers in India emulate topics of the developed economies often to the neglect of local need and national priorities, in order to get published and gain respectability. Though all universities are expected to have research focus and be comprehensive in their focus both on teaching and research, data on doctorates, particularly in science, engineering and medicine suggests that only a few institutions have real research focus. In engineering there were merely 650 doctorates awarded in 2001/02. Of these 80 per cent were from just 20-top universities. In science, 65 per cent of the doctorates awarded were from the top-30 universities. Sustained research efforts made by the faculty are eventually reflected in recognition of their work at the national level. Such recognition includes membership of science academies. Even here, it is

seen that the distribution is skewed. According to the Research Handbook (UGC, 2005), only about 20 out of the 120 traditional universities have a fellow in one of the three science academies, namely – Indian National Science Academy (INSA), Indian Academy of Sciences (IAS), Bangalore and National Academy of Sciences (NAS), Allahabad. There is a serious and growing concern about the quality of Ph.Ds in the country. Requirement of Ph.D for appointment and promotion as faculty member had undesirable consequences. The fact that the highest number of Ph.Ds are awarded not by the most reputed universities suggests widely varying standards of quality control for Ph.D degree. In some universities, student is awarded a Ph.D degree within 18 months and in others students take three to five years, sometimes even longer to complete their Ph.D degree. The Verma Committee¹⁷, while inquiring about the status of higher education in Bihar, found out that a single thesis was used by as many as eight students for award of Ph.D in Bihar universities. There have also been cases of plagiarism. Quality is a major issue in social science research as well. Doctoral theses in social sciences often apply a descriptive approach to specific limited topics without really relating it to a wider socio-political and economic context. There is a need for a more analytical and comparative approach in doctoral research and relating it to society, policy and economy. A study conducted on Social Science Research Capacity in South Asia – 2002 showed that the share of the Indian universities in the special articles published in the Economic and Political Weekly was only about a 25 per cent. This too was dominated by only three universities, namely - Jawaharlal Nehru University, University of Mumbai and University of Delhi (Chatterjee, 2002). A subject of discussion in scientific circles for almost last fifty years in India has been the ‘two box disease’ that has afflicted the universities and the government funded R&D laboratories in India. The two systems are poorly connected in India and work in 66 isolation. In comparison, in most industrialized countries, these work together in tandem (Parthasarathi, 2005). There is an increasing dichotomy in teaching and research between universities and research institutes in India. It is an accepted fact that research is stimulated, informed and occasionally even germinated as a result of instructional activities, even from teaching undergraduate courses. Being actively involved in research makes one a better teacher; and instructing students makes one a better researcher. These complementarities require research and teaching to go together. The way new knowledge is created, protected and managed requires new ways of collaboration between academia, research laboratories and industry. The need for their working together is no more an option, but an imperative. In the midst of these disturbing trends, there are a few signs of hope. Several initiatives have been taken to address various concerns. The consortia approach has been adopted to enhance access to expensive e-journals and e-resources in a cost-effective manner. There is more liberal funding of selected institutions. The IISc at Bangalore and the seven IITs now receive more funds. In addition, five universities have been identified and five more will be identified as universities with potential for excellence. An amount of Rs.300 million (US\$6.38 million) is being allocated to each of them. The strategy, though similar to the selective approach in public funding adopted by China to nurture excellence, the scale and coverage of funding in India is very low compared to the initiatives in China. In 2005, the Indian government has started two new institutes for science education and research at Kolkata and Pune, the third one is planned at Chandigarh. A new institution for design and manufacturing has been set up at Jabalpur. These are efforts in the right direction, but for a country of the size of India, much more needs to be done.

Importance of Research

Let us discuss the significance of Research

One, our knowledge is limited and a number of problems need to be solved in different fields of study. Very often we identify a vacuum in our knowledge and try to address it by asking related questions. Research through systematic study makes available a variety of methods which help in findingsolutions.

Two, research is regarded as an objective, methodical, well-determined scientific method of investigation. Through research a stock of the current scenario can be taken and this will guide the organizations in their decision taking of the future.

Three, we carry out our mundane daily tasks on the basis of our common sense. However, this may not be the correct approach. We will have to find out what is the best under the current situations and research serves this task the best.

Four, another angle of research is that it helps to gather information. The findings can be recorded and then

analyzed to judge the validity of the information.

Five, Research is a systematic investigator into and study of materials and sources. It helps to pursue your interests, learn something new, hone your problem solving skills and come out with results that can contribute to enhancement of knowledge.

Six, Practice of research adds depth to research papers as students are kept abreast of the latest information. Through learning from real world case studies and by seeking the guidance of faculty members help students“ secure up to date information.

In this world of Information and Communication Technology lack of infrastructure and poor quality of digital content are grounds for concern. For making a healthy ICT environment, digitized PhD thesis, e-journals, research journals, e-books etc have to be developed.

Seven, it is vital that educational institutions establish a Research Consultancy culture involving faculty, students, professionals and industry to work on a few technologies and facilitate discovery.

Research should be the core area instrumental for inter-face between the academic and corporate world. It must provide a theoretical framework that enables reassessment and refinement of current practices and thinking.

It empowers the faculty with in depth knowledge and instills a sense of curiosity among them. In addition it improves the consultancy capabilities of the faculty.

Challenges for Reesearch in India

The Indian system of higher education has been facing a number of challenges. It requires major investments so as to make human resources productive, by coupling the older general disciplines of humanities, social sciences, natural sciences and commerce, with their applications in the new economy and having adequate field base experience to enhance knowledge with skills and develop appropriate attitudes.

There are several basic problems facing Indian higher education at present. They include inadequate infrastructural facilities; faculty crunch; low enrolment ratio; over-crowded classrooms; widespread geographical income, gender and ethnic imbalances etc.

India has a low base of researchers and the academic sector contributes less than 14% of the total number of researchers. The immediate need in this context would be, to encourage industry-academia collaborations, promote collaborations between the universities and the public authorities as also between the government and Research and Development laboratories and also increase the number and quality of doctoral students.

The Indian education system promotes rote learning and students only use prescribed materials. This trend continues even when pursuing higher education. The examinations are more a test of memory power rather than creativity. When the stage comes to pursue further studies and present research papers, they portray a dismal picture hampering the research process associated with higher education.

As the students are deprived of intellectual stimulation fostered by research, they fall short of invaluable knowledge and skills which are not only important in their careers but also in other areas of life. Even the number of students pursuing research is limited by want of time, and support. The result being them ending up intimidated, confused and frustrated.

One of the main impediments is lack of scientific theory. Many of the researchers are incapable of carrying out sound empirical work; data is often inadequate and even when available not availed of; in addition the problem of bureaucratic inertia is always plaguing the system.

Often there is lack of scientific knowledge and training in Research Methodology. Many of our researchers and guides are not competent enough to carry out sound empirical work.

The following factors can be said to be encouraging good research:

1. A conducive academic environment of the institutions/universities;
2. A well-stocked library and Reference section covering books, e-books, journals, online libraryetc;
3. Provision of adequate infrastructural facility;
4. Existence of Research laboratories having the latest equipments;
5. Availability of adequate finance for purchase of funds;
6. Combining teaching and research related activity in the work profile of the Professors;
7. Instilling a feeling of pride and purposefulness among teachers that their major task is to transformation of the economy.

Future of Research in India

One of the great economists and Nobel Prize laureate, Milton Friedman (Consultant to Ministry of Finance –Government of India -1955), said, “The great untapped resource of technical and scientific knowledge available to India for the taking is the economic equivalent of the untapped commitment available to the

US 150 years back”.

In the increasingly competitive global economy, it is necessary to have knowledge driven growth powered by innovations. The key to continued success for India is building up of a higher education system which is superior in quality and which encourages research.

Very often, it is the industry which is the beneficiary of several research efforts and therefore interactions between industry and research establishments is important.

In the current age where issues of research are often of global nature active interaction with international institutions of repute must be encouraged.

Vocational skills should be emphasized. Vocational training will play a crucial role preparing the workforce to be productively used to propel the growth process of the economy. There are emerging interest in linking skills and higher education sector.

While creating an enabling environment, note should be made of reducing the teaching hours, greater financial support and providing access to better infrastructure. Awarding of fellowships and encouraging industry collaborations will promote research.

Research can be promoted by following certain guidelines such as inclusion of research as a criterion for faculty for the purpose of promotion, (a system laid down by UGC and is currently been followed by affiliated colleges and universities); institution of awards for distinguished researchers with substantial financial incentives; generation of greater funding; improvement of infrastructure; and possible reduction of teaching hours so that more time can be devoted to research. India has all the potential of being a research hub given her long tradition of teaching and renowned Brain Power. The impediments have to tackled so as to easy the path to economic prosperity.

Conclusion

Research as we have seen plays an important role in the economic development of a country, more so in case of a developing country like India. We face a number of constraints, in the form of ill-stocked libraries, absence of well-equipped laboratories, lack of adequate finance, government intervention etc. In view of the fact that we possess a universally acknowledged Brain Power, the need of the hour is for innovations and inventions. India prides itself in producing Nobel Laureates of Indian origin. The innate talents of our researchers have to be nurtured and fostered to make a mark in the international arena. All this calls for greater financial support, right policy mix together with working on finding solutions to the impairing problems plaguing the Indian society, if we have to be seen as a major player in the global world.

Reference

1. Chakrabarti, Alok (2007): “The Higher Education and Research in India: an Overview”, Sitra Reports, Helsinki.
2. Chania, Payal, (2012): “Importance of Research”, THE HINDU, July, 4.
3. Dr. Mathew, PM: “Research in India needs a major boost” – India Education Review.
4. “Education in India” – Wikipedia the free encyclopedia
1. Everitt, Richard (2014): “Understanding India: The future of higher education and opportunities for international cooperation”, British Council, February.
2. “Higher Education in India: Vision 2030, FICCI, Higher Education Summit, 2013.
3. Saxena, Vandana, Kulshetra, Sanjay, and Khan Bali (2010): “Higher and Research in India”, International Journal of Research and Technology, Volume 1 (1), June.
4. Singh, JD: “Higher Education in India – Issues, Challenges and Suggestions”.
5. “The future of Indian higher education and its impact on Research and innovation”, A Report for the UK – India Education Research Initiative, (UKRIER).
6. Varghese, Mariamma, A, (2014): “Indian higher education at a crossroad”, DNA, September, 23.

Life Skills: The Need of Today's Higher Education

Anuja Dhiraj Kandi

Assistant Professor

Dept. of Home Science, Dagdojirao Deshmukh Arts, Commerce & Science College, Waluj, Aurangabad.

Email ID : anujakandi76@gmail.com

Abstract:

Higher Education is the first most need of every individual for accruing sufficient knowledge and skills to build their carrier, growth and opportunities in future. Young generation is the most productive age of society but due to inappropriate motivation and guidance they are not able to give their best. The term life skill refers to the skills you need to make most out of life. There is no confirm list of life skills. Any skill that is useful in our life is the life skill. Life Skills Education helps to build a people that is equipped with a resourceful spark, problem-solving attitude, vital questioning approach, rationalistic individual, decision-making potentialities, excessive stage of sociability, advantageous verbal exchange and abilities of interpersonal and empathy for tuning in the society. The new National Education Policy 2020 should be implemented effectively for upgrading the education system based on life skill.

Key Words: Higher Education, life Skills, Education Policy

Introduction:

India is the youngest nation in the world with 41% of population aged under 20 years of age. Higher Education is the first most need of every individual for accruing sufficient knowledge and skills to build their carrier, growth and opportunities in future. But our higher education system is more theoretical based than skill oriented. India is lacking in uppermost class education, modernized infrastructure, advanced research opportunities and faculty who can deliver global teachings and updated knowledge to their students.

Globalization, urbanization, industrialization and privatization are causes of many revolutionary changes in today's rising education system. This increases the unethical competition, unemployment, lack of job security which affects on the physical, mental and social health of the youth.

Young generation is the most productive age of society but due to inappropriate motivation and guidance they are not able to give their best. One of the most pathetic reason for this is the adverse effect of the social problems such as drug abuse, alcoholism, sexual abuse, smoking and other anti-social acts.

This upcoming challenges requires the changes in the education pattern. The education should make the life better which requires knowledge and skills. Life skills enhances the strengths and capabilities of the individuals to face their day- to-day problems peacefully. Life skill training supports them to lead their lives as competently and successfully as possible.

Life Skill Education:

According to the United Nations Children's Fund (UNICEF) Life-Skills schooling refers to "a behavior alternate or conduct development approach designed to tackle the balance of three areas: knowledge, attitude, and skills".

The term life skill refers to the skills you need to make most out of life. There is no confirm list of life skills. Any skill that is useful in our life is the life skill. Any skill like tying shoe laces, cooking, driving, handling computer are for most people are useful life skills. The term life skill is broadly used for any skills needed to deal well and effectively with the challenges of life. So the list of essential life skill is not same for everyone. It depends on individual's age, surroundings, culture, behavior etc.

The WHO list the ten core Life Skills as:

1. Self-awareness
2. Critical thinking
3. Creative thinking
4. Decision making
5. Problem Solving
6. Effective communication
7. Interpersonal relationship
8. Empathy
9. Coping with stress
10. Coping with emotion

These valuable abilities plays an important role in our life. So it is necessary to inculcate these skills in the minds of young students to make their future secure.

Life skills education brings psychosocial capabilities and interpersonal skills that help students to take right 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.

Life skills training would region us on the toll road to boom and development, in the process, enabling us to lead our lives as efficiently and successfully as possible. (Saravanakumar, AR., & Kalaiselvi, R.,2012).

Importance of Life Skill Education

Life Skills Education helps to build a people that is equipped with a resourceful spark, problem-solving attitude, vital questioning approach, rationalistic individual, decision-making potentialities, excessive stage of sociability, advantageous verbal exchange and abilities of interpersonal and empathy for tuning in the society.

-Life skills help youths to transit successfully from childhood to adulthood by healthy development of social and emotional skills.

- It helps in the development of social competence and problem solving skills, which in turn help youths to form their own identity.

- It helps to weigh pros and cons of the situation, hence, act as a mediator to problem behaviour.

-It promotes positive social, norms that an impact the adolescent health services, schools and family.

-It helps adolescents to differentiate between hearing and listening and thus, ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism etc.

- It promotes the development of positive self-esteem and teaches anger control.

Thus there is a need to inculcate the life skills among the students to make them more capable of decision making, facing the situations, problem solving, handle the problems in personal life and at workplace. It will positively impact on socio psycho health of the student.

Benefits of Life Skill Education

Life Skills Education has lots of benefits to people. These includes educational, social, health, cultural and economic benefits, etc.

1. Educational benefits: Strengthens teacher-pupil relationship, improves discipline in schools, Reduces learner issues such as truancy, absenteeism drug, and substance abuse and teenage pregnancies, and Helps beginners to enhance their performance.

2. Social Benefits: Improves the socialization system amongst beginners such as bearing on to others in a friendly way, Helps novices to use their amusement time good assists inexperienced persons to apprehend and keep away from risky situations, Bring about significant interaction amongst learner's teachers and the faculty community in character building.

3. Heath Benefits: Leads to prevention and control of diseases such as STLs, HIV and AIDS Contributes to a person's wellbeing (physical, mental emotional and social, Leads to much less stress on fitness facilities

4. Cultural Benefits: Enables human beings to undertake and preserve meaningful cultural practices and avoid practices that may also put themselves and others at risk, Promotes harmonious interaction between humans of distinctive cultures, Helps in the clarification of values in the society.

5. Economic Benefits: It leads to excessive productivity due to a motivated, sturdy and full of the life labor force; Resources such as time and money are saved as inexperienced persons collect skills to manipulate themselves and their environment. Rehabilitation of drug and substance abusers. Repair of damaged property, Buy teaching-learning resources.

6. Individual Benefits: Find new ways of wondering and problem-solving. Build self-assurance each in spoken abilities and for group collaboration and cooperation, analyze options, make choices and recognize why they make certain options outside the classroom, Develop an increased feeling of self-awareness and appreciation for others

7. Employment Benefits: According to lookup through the CBI (Confederation of British Industry) in 2011 employers have been looking not just for tutorial success however key employability skills including the capacity to self-manage remedy troubles and understand the business environment.

8. Benefits for society: Respecting variety approves creativity and creativeness to flourish growing an extra tolerant society. Developing negotiation skills, the potential to community and empathies can help to build resolutions alternatively than resentments.

But in today's education system, the pressure is created from parents and teachers which may lead to think the student that academic excellence is the only aim of education. Academic performance is necessary but for leaving a happy and healthy life, overall development is required. Few students are best in academic but may not be successful in life. That's why only academic excellence will not contribute much in this regard, unless it is blended with different life skills. This is possible only when the teacher is

capable of finding the interest of students and motivating them for inculcating the new life skills which are essential to live a healthy life. This is only possible by organizing training programmers for teachers to empower them in this regard to make future generation more self-confidence and productive.

National Education policy 2020:

The National Education Policy 2020 is approved by The Union Cabinet chaired by the Prime Minister Shri Narendra Modi, making way for large scale, transformational reforms in both school and higher education sectors. The new policy aims to pave the way for transformational reforms in school and higher education systems in the country. This policy will replace the 34-year-old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

In higher education this policy focuses on broad-based, multidisciplinary education of global standards, strong research culture, holistic under graduate education with flexible curricula, creative combinations of subjects, integration of vocational education, and multiple entries and exit points with appropriate certification. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Thus the new policy is somewhat focusing on skill based education to promote the students to make better choices according to their interest and skill. This will definitely help them to make their livelihood much better.

Conclusion:

Higher education is the important stage of life of individual where the carrier is decided. Education along with life skill will promote the overall development of the student. Life skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the problems of life. They are the beginning of wisdom which focuses on behavior change or developmental approach designed to address a balance of three areas- knowledge, attitude and skills. These skills enable individuals to translate knowledge, attitude and values into actual abilities-i.e. what to do and how to do it, given the scope and opportunity to do so. Promoting efficient life skills training programme in higher education is a need for better future of the students and development of the country. The new National Education Policy 2020 should be implemented effectively for upgrading the education system based on life skill. This will help the students to upgrade their knowledge, attitudes and, skills.

References:

- Kawalekar J.S. The Value of Life Skills in Higher Education. IOSR Journal of Research & Method in Education (IOSR-JRME) Volume 7, Issue 3 Ver. V (May - June 2017), PP 43-46.
- Prajapati R., Sharma B and Sharma D. Significance of Life Skills Education. Contemporary Issues in Education Research – First Quarter 2017 Volume 10, Number 1.
- Saravanakumar. Life Skill Education for Creative and Productive Citizens. Journal of Critical Reviews. Vol 7, Issue 9, 2020.
- Saravanakumar, AR. Implementing Life Skill Education Strategies in Teaching-Learning Process", Indian Journal of Applied Research, India, 2012; 1(5)
- WHO. Life Skills Education: Planning for Research. Geneva: WHO. 1996; 72.
- <https://www.ipl.org/essay/Advantages-And-Disadvantages-Of-Higher-Education-P358MRHESCP6> Advantages and disadvantages of higher education
- <https://www.skillsyouneed.com/general/life-skills.html>
- <https://lawlex.org/lex-pedia/summary-of-new-education-policy-2020/25303> - New education policy 2020 Highlights

Chief Editor

Dr. R. V. Bhole

'Ravichandram' Survey No-101/1, Plot
No-23, Mundada Nagar, Jalgaon

Executive Editors

Dr. Deepa B. Kshirsagar

Principal

Sow. Kesharbai (Kaku) Sonajirao
Kshirsagar College Beed.

Executive Editors

Dr. Sanajay K. Tupe

I/C Principal

Kalikadevi Arts, Commerce &
Science College, Shirur (Ka.) Tq.
Shirur (Ka.) Dist. Beed

Co- Editors

Dr. Donglikar C.V.

Dr. Korde R.C.

Address

'Ravichandram' Survey No-101/1, Plot, No-23,
Mundada Nagar, Jalgaon (M.S.) 425102
