STRATEGIC APPROACH FOR MULTI DISCIPLINARY EDUCATION
VOL-I

Edited by:

Dr. S.B. Kambar
Dr. A.S. Desai
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PREFACE....

Shri Gavisiddeshwara College of Education, Gavi math Koppal has organized a one-day National Seminar on 'Strategic Approach for Multidisciplinary Approach'. There is overwhelming response with more than 100 papers for the Seminar. I congratulate the College for taking a step forward to publish the papers in the form of a digital publication with ISBN number. The efforts from the participants from various corner of India and specifically from Karnataka is note worthy and welcome gesture towards their progressive attitude for research and development.

Multidisciplinary Approach is one of the key concepts that has been given greater importance in the NEP 2020.The policy has focused towards reaching the youth force towards their divers need and employability. The policy demands effective participation form Universities, Colleges and Stakeholders to participate towards the implementation. The multidisciplinary approach is well applied in many of the professional courses internationally. These are basically multidisciplinary programmes. However, to evolve multidisciplinaryprogramme for the nonprofessional programme is a bigger challenge, Operationalization of the NEP2020 dream needs the efforts from all sectors. Some of the questions perse, I) To what an extent the 'General Courses of mass Education' can be re-casted to the employable format? II) Can 'Education' be blamed for the unemployability of graduate youth? III) How can 'Education' make the life of every graduate happy and worth living? There is a need to discuss in length to operationalize the NEP-2020 forward.

Majority of the paper though do not directly focus on the theme; they do make relevance in one or other sense. Let the efforts undertaken make all stake holders a step forward towards better future.

 It may not be out of space to place the achievement of college Sri Gavisiddeshwara College of Education, in the last few years. The college has updated its infrastructure with full-fledged ICT department, awell-structured video studio, and well-designed resource centers for each of the pedagogic subjects. I thank Sri Gavisiddeshwar Vidywardhaka Trust taking keen interest financing liberally to build new infrastructure. Thanks to Principal and faculty of Sri Gavisiddeshwara College of Education, for their academic interest. Finally, I congratulate all the paper writers for their efforts and good job.

Koppal   Prof. E. R. Ekbote
10-12-22   CEO, GSVVT ,
                                                                                 Former Dean and Head
                                                                                 Gulbarga UniversityKalaburagi
                                                                                 Karnataka

Editorial....

Multidisciplinary Education: Learning without Boundaries

A distinct educational approach called 'Multidisciplinary Education' enables students to study and explore many concepts from various areas. Education is not limited to one particular area of study. For instance, an engineering student can enrol in a humanities course.

The diverse perspectives that multiple disciplines many bring to a theme, subject, or issue are highlighted in a multidisciplinary approach to curriculum integration. In a multidisciplinary curriculum, several disciplines are merged to study the same subject. The concept of 'learning' is constrained by a variety of elements in a hierarchical educational system, such as the curriculum, teaching-learning strategies, time limits, and so forth.

A multidisciplinary educational approach has several benefits, one of which is that you get a more thorough understanding of the world. Instead of concentrating on specific divisions and teir subject area independently, a multidisciplinary approach incorporates elements of each department into the study programmes of the other.

Have you ever been working on a problem by yourself when you hit a wall and can't move forwad? You spend hours staring at it, but your are at loss as how to find solution?. Then one day a friend come with all answers and important components and places them just where they belongs. Oh, the attraction of many perspectives !

The students can be given freedom to select courses and which they will sudy and what kind of incentives they may obtain. This will help students to develop a pragmatic mindset.They will get more time to study the advantages and disadvantages before deciding. A diverse curriculum hence increases realism and adaptability in the situation.

Multidisciplinary teaching and learning is more than just an educational idea; it's a way of life. Why different schools have different kinds of interactions and you will have different people from all walks of life. If you will gather and work with people from various backgrounds. It will be simpler for you to perform in the modern work force.

Whichever educational route you take, I hope it emphasizes the need of collaboration and cooperation. The idea of collaborating to create a bigger whole,however, is one of the most important advantages of a multidisciplinary curriculum.

Success in multidisciplinary learning requires the capacity to communicat ffectively with people from many areas. You understand their motivations, use the same language, and hold many of the same ideas. These skills will help you to connect the dots, figure our difficulties and work well with others.

With the 'Multidisciplinary Approach' we are attempting to create natural environment and providing natural experience. Most of all applying multiple concepts in real world contexts.

This edited book contains the chapters from the 2022 national-level interdisciplinary seminar organized at Shri Gavisiddeshwar College of Education, Koppal. The authors of the articles are solely responsible for the information and facts contained in this edited book, as well as the opinions expressed within it. Which are not always those of the editor or publishers

Dr. S.B. Kambar
Editor in chief
Pricipal
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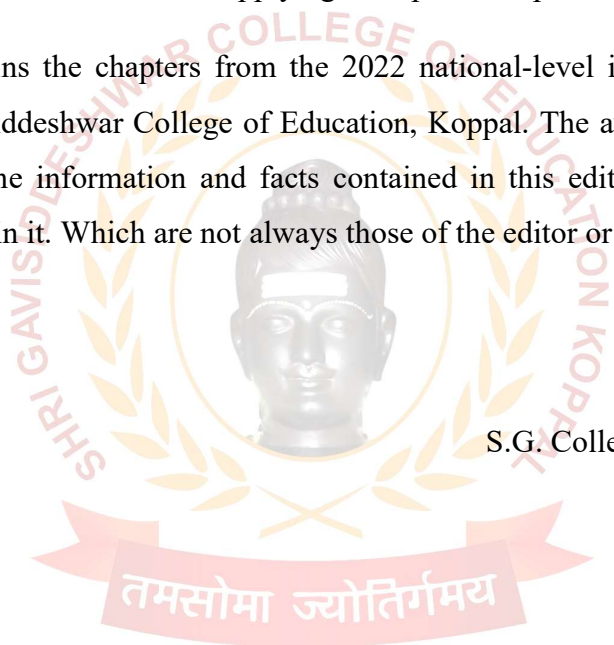
ACKNOWLEDGEMENT

I owe a sense of deep soul respect to my first dept is to late Shri. Mun Niranjan Pranav Swarupi Marishantaveer Swamiji and late Sri. Mun Niranjan Pranav Swarupi Shivashantaveer Swamiji.

I Owe a sense of deep soul respect and heartful grattitute to Shri Mun Niranjan Pranava Swroopi Shri Abhinava Gavisiddeshwar Swamiji for his moral support and guidance who etched in my memory has fountain of energy which he put to use in improving this work, in each step of the way. Even when his duties increased. His impeccable thoroughness and attention to detail not only shaped this work but it also imprints in me the epitome of the scholar that imbody.

My sincere gratitude to SGVV Trust and management my deepest thanks to Shri. Dr .Maregouda Sir secretary SGVV Trust Koppal his expert guidance and continuous encouragement constantly helped me to complete the work with assurance and confidence and Shri Sanjay Kotabal Sir, I am very much privileged to have such guide whose motivation ,enthusiasm is immensed my knowledge and action plan of this book.

Words are few to express my gratitude to sir Dr. E.R Ekbote Sir CEO SGVV Trust koppal to complete this edited book.

My heartfelt thanks to organising team of shree gavisiddeshwara college of education koppal.

I am very thankful to kiran traders who sponsored seminar bags.

KEYNOTE ADDRESS

MULTI DISCIPLINERY APPROACH IN NATIONAL EDUCATIONAL POLICY – 2020

Dr. Shivakumar S. Ganapur,
Director,
(Research Guide in Education)
Board of Examinations and Evaluation,
PAH Solapur University, Solapur, Maharashtra

Abstract: *The NEP 2020 is prepared on the bases of National Social system, Psychological attitude of People, Economic aspirations of people and global expectations. The NEP 2020 is the policy most suitable for our country people life style and thinking. The Higher education system has been completely changed. Horizontal and Vertical flexible mobilization is allowed to learners. Multiple entry and exits are permitted to the learners. The academic freedom is been provided to learners to change their subjects or area of studies. The multidisciplinary system has been suggested to practice to create wholistic atmosphere in the education Institutions. The creation of complete environment for all round development of learner. The final aim of NEP 2020 is producing very competent, able, skilled, values based suitable citizen for this country.*

Key Words: *NEP 2020, Multidiscipline, Liberal education, Cluster Institution, Mobilization, Flexibility.*

I.INTRODUCTION:

The National Education Policy 2020 is the product of our National Historical Perspective. It is not just the policy for the education in our country. The Indian society and Systems have been taken into consideration in preparing this education policy. The Indian Economical Approach and the financial condition of people also influenced in educationpolicy. The psychological perspective of people also considered in it. The Indian Philosophical thinking has deeply influenced on this policy. The attitude of people of this country to is clearly considered in deciding policy outcome. The current condition and global Expectations from India and its people also thought while finalizing this NEP 2020.

II.VISION OF NEP-2020:

1. An Education system that contributes to an equitable& vibrant knowledge society, by providing high Quality education to all.

2. Develops a deep sense of respect towards theFundamental rights, duties and constitutional values,bonding with one's role and responsibilities in aChanging world.

3. Instills skills, values and dispositions that supportResponsible commitment to human rights,Sustainable development and living, and globalWell-being, thereby reflecting a truly global citizen.

III.KEY PRINCIPLES OF NEP-2020:

1. Respect for diversity and local context: in allcurriculums, pedagogies and policies.

2. Equity and Inclusion: As the corner stone of alldecisions.

3. Community Participation: At the levels of educationprocess.

4. Use of Technology: In teaching and learning,removing language barriers, for divyangstudents, and educational planning and management.

IV.EXPECTED OUT COMES FROMNEP-2020:

1) Universalization of Access: from early childhood careeducation (ECCE) to Secondary education.

2. Ensuring equity and Inclusion:

3. Bringingback the 2 crores out of school children.

4. Attain goals of retaining all children in schools tillsecondary education.

5. Focusing on 21st century skills in teaching, learningand assessment.

6. Resource sharing – School Complexes.

7. Common Standards for public and private schooleducation.

V.NATURE OF DISCIPLINES:

1. Mono-disciplinary : Study of one Discipline

2. Interdisciplinary: Integration of more thantwo subjects from same or differentdisciplines.

3. Multidisciplinary: Combining or involvingseveral academic disciplines or professionalspecializations in an approach to a topic orproblem.

VI.MEANING OF MULTIDISCIPLINARY

1. Multidisciplinary refers to knowledgeassociated with more than one existingacademic discipline or profession.

2. Interdisciplinary activities draw upon insightsfrom two or more disciplines.

3. Multidisciplinary work does not typically leadto an increase in the number of discipline.

VII.EXAMPLE OF MULTIDISCIPLINARY APPROACH:

1) Historically the first practical use of the multidisciplinary approach was during World   War II by what became knownas the military-industrial complex. The Lockheed AircraftCompany set up its own special projects operationnicknamed as SKUNK WORKS in 1943 to develop theXP-80 Jet fighter in just 143 days.

2) In the 1960's and 1970's the multidisciplinary approachwas successfully employed in the UK by architects,engineer, and quantity surveyors working together onmajor public sector construction projects and together withplanners, sociologists, geographers and economist, on overseas regional and urban planning projects.

VII.MULTIDISCIPLINARY APPROACH IN NEP 2020:

1) Standalone institutions will be closed by 2030.

2) Multidisciplinary institutions will be open widely.

3) The flexibility to choose subjects from sciences andhumanities with the ability to also learn fine arts andsports will give students a wide range of subjects tochoose without restrictions they faced earlier.

4) With creative combination of subjects, cutting edgecurriculum, flexible options, and multiple entry and exitoptions during the undergraduate course, students canexplore their areas of interest and also choose careers oftheir choice.

VIII.MULTIDISCIPLINARY STUDIES / COURSE:

1) Multidisciplinary studies programs do not involve apre-determined set of courses like most degree programs,but instead consist of a unique combination of courseschosen by a student based upon his or her specificeducational and career interests.

2) The purpose of a multidisciplinary studies curriculum isfor students to design a program that suits a specificcareer path. Therefore, job possibilities are potentially available in many areas, such as education, science, humanities, and business.

3) A student might choose a multidisciplinary studiesprogram if his or her specific goals and interests cannotbe met through a school's existing majors, minors, andelectives.

4) Multidisciplinary studies is also an option for studentswho wish to combine completed coursework from variousdisciplines into a single degree program. Some programsare even available entirely online.

IX.FUCUS AREAS FOR MULTIDISCIPLINARY STUDIES:

Possible focus areas for multidisciplinary studies majorsvary widely, but options include:

1) Biology2) Criminal justice3) History4) Public administration5) Political science

6) Spanish7) Sociology

X. GENERAL EDUCATION COURSES:

Although students are free to build their own course ofstudy, a set of required classes is common among mostmultidisciplinary studies degree programs. These coursescould include general educations courses in the followingsubject areas:

1) Natural sciences2) Social sciences 3) English

4) Mathematics5) Communications6) Humanities

XI.MULTIDISCIPLINARY STUDIES / COURSE:

In addition to the general education requirements, manymultidisciplinary studies programs offer concentrations ina specific area of study. Concentrations allow a student toFocus on a particular topic or career option while stillretaining the diverse education of a multidisciplinarycurriculum. A multidisciplinary program with a variety ofsubjects influence their primary interest. Someconcentrations for multidisciplinary major s include:

1) Human resource management2) Criminal justice

3) Health systems management4) Accounting

5) Business administration and management6) Computer science

XII.MULTIDISCIPINARY COLLABORATION:

Multidisciplinary collaboration consisting members withdifferent professional backgrounds and skills that cancompensate each other and work together toward the same direction to achieve the same goals. e.g.Multidisciplinary collaboration implies the involvement ofmany professional who focus on a set of issues and goals(Persily, 2013)e.g. Physicians, nurses, social workers, other healthcareprofessionals often collaborate to provide high-quality careto patients.

Multidisciplinary approach is used to handle this pandemicsituation, it is a collaborative efforts of doctors, socialworker, pharmacy companies, bureaucrats andadministrations.

XIII.SKILL DEVELOPMENT IN MULTIDISCIPLINARY STUDIES:

1) Foster Intellectual Curiosity2) A critical thought process

3) Self-reflection4) Leadership and team work skills

5) A sense of commitment6) Professionalism

7) Sensitivity to one socio culturalEnvironment.

XIV.BENEFITS OF MULTIDISCIPLINARY SYSTEM:

1) It encourages people to come forward and provide theircontribution to handle a situation or solve a problem and doinnovations in research.

2) Multidisciplinary research leads to unusual scientificinventions.

3) It develops better understanding of the collaborative process.

4) It leads to better skills in communication, collaboration andprofessional abilities as collaborators are forced tocommunicate either to keep their ideas or to avoid complex

Programming efforts.

5) It is useful because different backgrounds of a multidisciplinaryTeam could provide different viewpoints and experience forbetter brain storming across cultures.

6) It has a positive effect on future career development and senseof achievement.

7) Multiple career options may remain open for the students who STUDY IN Multidisciplinary system.

XV. MULTIDISCIPLINARY APPROACH:

The multidisciplinary approach involvesspecialists from multiple academic disciplinesto redefine problems outside normalboundaries and reach appropriate solutionsand encourages collaboration. It enableslearners to develop critical thinking skills andpresents many "real world" opportunities forgrowth.

XVI. TOWARDS HIGH QUALITYTY LIBERAL EDUCATION (NEP 2020):

1. CERTIFICATE COURCE : If EXIT After 1-Year
2. ADV.DIP.CERTIFICATE : If EXIT After 2-Years
3. BACHULAR DEGREE : If EXIT After 3-Years
4. HONOURS DEGREE : If EXIT After 4-Years

XVII. CREATION OF CLUSTER UNIVERSITIES (NEP 2020)

1. Creation of Cluster of group of institutions.
2. Agreement of cluster institutions to have Cluster University.
3. Proposal to affiliated University, State Governmentand UGC.
4. Working under the guidance of Affiliation University.

XVIII.CREATION OF CLUSTER OF COLLEGES (NEP-2020):
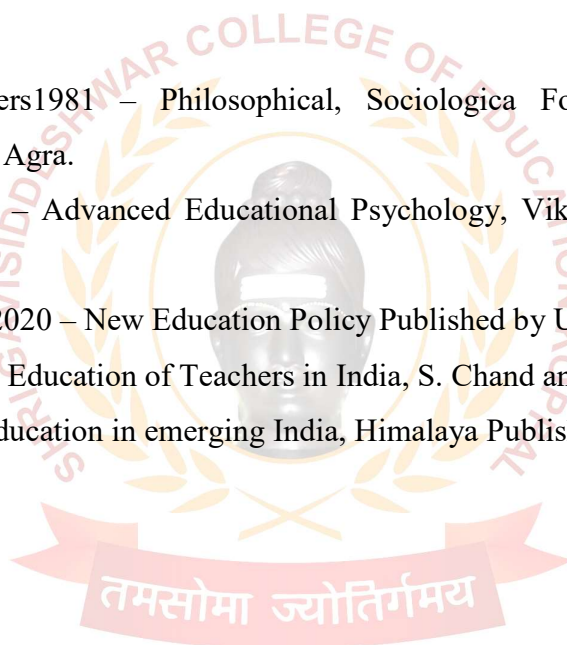
1. Group of institutions come together.

2. Agreement of institutions to have sharing ofresources and services.

3. Maximus Utilization available resources.

4. Bringing quality development in all educationinstitutions.

XIX. CONCLUSION:

The New Education Policy 2020 is boon to India and its People from the so called learned Philosophers, Scientists, Educationists, Social workers, Administrators, Teachers. It will make use of Indian social cultural atmosphere bring world quality education among the children and young generation of our country. The dream of becoming VISHWA GURU in the world come true in the days to come. If the Policy implemented in its true sense the days are very near to all Indians to lead the whole world.

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YOGA FOR HEALTH AND WELLNESS

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Abstract:

Yoga is ancient science of health and wellness bestowed by the seers and sages of India for the welfare of the humanity. This is one of the most ancient systems of Psychosomatic training known for the human beings. Yoga has been great art and science of healthy living even though it is one of the six systems of Indian philosophy. Positive health is an important means of leading meaningful life filled with happiness and inner harmony. The principles and practices of Ashtanga Yoga of sage Patanjali is great contribution to lead such a life. They encompass the aspects of the human personality on account of our Social behavior, personal traits like intellect and emotions as well as the harnessing the potentiality of the mind and body for a state of homeostasis or perfect equilibrium condition. The teaching of Hatha Yoga such as the practice of Asana contribute for the physical and mental health, steadiness and feeling of well being and keeps an individual free from diseases of the mind and body. These techniques are rich in the purification of the mind and body and their mechanisms have been very useful to preserve and promote the health of the practitioners of yoga. The practice of yoga is also great means alleviating the sufferings of the human life through the proper knowledge and understanding the connections of the afflictions and their influence. It is the path of self realization too. The current paper focuses on the preventive, promotive and curative aspects of Yoga as natural health care measures which are really in great demand for the strength and support of the modern health care system. The regular practice of yoga is an antidote for the many of the psychosomatic and lifestyle disorders of the modern life with the revival of the traditional heritage along the lines of the sustainable approach.

Keywords: Yoga Health Wellness and Diseases.

Health and Wellness:

Health is one of the basic human needs and the good health is an important contribution for the quality of human life experience. Our ancient vedic scriptures have shown the importance of the good health by keeping the fit body in which it says "Sharir Madhyam Khalu Dharma Sadhanam"(1)which means body is means of achieving the great objectives of meaningful life.

These objectives are called as chaturvidha purushartha in Indian scriptures.We can see the importance of good health in this sutra of Charakasamhita. Dharmarth Kam Mokshanam Arogyam Mulamuttamam Rogastasya apahartha sreyasojeevitasya cha (2) in which it echoes that in order to accomplish the Dharma ,Artha ,Kama and Moksha health is important and disease become the obstacle to the progress. These concepts are pivotal to the productivity of the individual either in the personal or professional life which depends a lot on the state of the health in terms of physical efficiency and mental concentration.

International Health Conference in New York on 19 June - 22 July during the year 1946 brought the idea of health definition; accordingly, World health organization (3) in 1948 defines the same as "Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity."

Ayurveda the ancient science of health in India contributes the prominent significance to view the health on holistic perspectives which covers much deeper aspects of the health definition of WHO. We shall see the more profound definition comprising the spiritual dimensions of the health including the physical and mental health concepts in the sutras of Sushruta Samhita,

Sama dosha sama agnischa sama dhatu mala kriyaaha| Prasanna atma indriya manaha swastha iti abhidheeyate || (4)

This says that,

The equilibrium condition of three doshas (vata, pitta and Kapha) Digestive fire, all the body tissues & components (Dhatus) as well as all the excretory functions along with a pleasant mind, controlled senses and spirit contribute for the health.

Wellness and its relevancy in the health:

Wellness is a process of achieving the full potential to enhance the higher quality of the life experiences. It is relevant in the reduction of the stress and the risk factors of the disorders leading to illness as well as to ensure the positive health conditions through the multi dimensional approaches based on the sustainable principles and practices.

Health care system and its challenges:

Health care systems around the world are dealing with Great Spirit to provide the best possible health solutions at the same they are facing the challenges of the modern life in which we can see the rise of psychosomatic diseases such as hypertension (5) which are due to the chronic stressful

situations, improper lifestyle and a lack of physical activity. The incidents of the mental sickness are heavily affecting the physical health conditions.

Holistic health view of philosophical foundations of Yoga:

The schools of yoga which are the philosophical foundations(6) of the realization of the higher aims of life through their methods. The collective experiences of these processes help in the stability of the emotions, improved intellect as well as the efficient functional abilities of different systems of our body which encompass the connection of the body, mind and spirit.

Role of Hatha Yoga and its curriculum in health and wellness:

Hatha Yoga is the science of the purification of the mind and body, Hatha means a balance between two forces of energy which represented as physical and mental energy. The channelization of the energy takes place through the subtle energy channels called as nadis and they contribute the flow of the energy in the form of energy centers which are called as chakras. These are the vital forces and places in our body encompassing the entire human spectrum from gross to subtle experiences. The concept of disease is deeply established in the blockages of the energy in the nadis which are mainly due to many of the imbalances on account of psychosomatic disturbances experienced by an individual in his daily life on account of various stressful factors encountered in the external environment of his surroundings either in the personal or professional life. In order to bring about such harmony in the mind and body to enjoy the good health the practice of Hatha yoga curriculum will be of great help. Ancient classical texts explain different techniques; Hatha pradeepika on of the well known texts in on the subject explains the following practices.

Asanas – Body postures:

The practice of Asana is considered as the foremost practice among the Hatha yoga sadhana. The stable and comfortable body posture is called as asana. The regular practice of asana is going to bring the health, steadiness and a feeling of well being.(7) These poses are broadly divided into cultural and meditative categories. The proper growth and strength of the body result from the different poses. They have wide range of therapeutic values in order to heal the internal disorders of the system. Isometric movements are involved in these poses which help in optimum stretch of the muscles and best possible range of joints motion without the risks of exhaustion and muscle fatigue. The description of the diet is also explained in the second part of

the Ist chapter with a purpose to inculcate conducive eating habits for the yoga practice .This is known as "mithahara" (8) or controlled diet for the successful practice.

Pranayama – Control of prana / breath:

The 2nd Chapter of Hatha Pradeepika explains about the pranayama technique. The controlled regulation of the speed of the respiration through the regulated inhalation, exhalation and retention of the breath either internally or externally is called as Pranayama which helps in improving the length of the breath and making it subtle. There are eight classical pranayama techniques. These practices remove the barriers responsible for the blockages in the nadis and bring the purification. Most of the mental sickness and distractions of the mind are attributed to disturbed flow of prana. Hence, the pranayama practice help a lot in harnessing the harmony through the balanced flow and bring the best possible mental health. The effect of steadiness in the breath results in to the steadiness of the mind. This is useful in the regulation of the senses control as well as attaining the one pointedness of the mind. This entire experience of the pranayama will develop the capacity of concentration.

Shatkarmas – 6 cleansing techniques:

Cleansing techniques play significant role in the removal of toxins in the body which are resulting on account metabolism. The balance on thridosha is an important contribution of shatkarmas for the good health and wellness. These gross impurities are also exposing some risk factors for health and proper blood circulation as well as joint range of motions. Body cleansing is brought about by the practice of the shatkarmas or six purificatory techniques .These are very important from the point of view of physical and mental health. These techniques are also highly valuable in healing internal disorders.

There are six main groups of shatkarmas or yogic cleansers as follows.

1. Neti: nasal cleaning, including jala neti and sutra neti.

2. Dhauti: cleansing of the digestive tract.

3. Nauli: abdominal massage.

4. Basti: colon cleaning.

5. Kapalbhati: purification and vitalisation of the frontal lobes.

6. Trataka: Blinkless gazing.

Mudras – Psychic gestures and Bandhas – Energy locks

These are the special practices in Hatha yoga to channelize the pranic force in a controlled and sustainable manner. The guidance and discipline is an important factor in the successful practice of bandhas and mudras. The 10 mudras of Hatha pradeepika reveal the great wisdom to acquire the control on the pranic force to maintain the vitality. Vital points of the body such as navel region and pelvic floor health are improved by the practice of these techniques.

Meditation techniques:

Practice of meditation is one of the best things to inculcate for the good mental health. It is an effective antidote beat the stress and its influence on the mind and body of the routine life. The harmony of the mind and body result from meditation practice which is useful in better neuro muscular co ordination, concentration, memory and other cognitive capacities.(10) This is in important technique to be brought in the practice of yoga as therapy in the modern health care system.

Raja Yoga, the Royal road of positive health:

Raja Yoga is the royal road for achieving the positive health through sturctedrd sequential practices of eight limbs as explained by sage Patanjali in his Patanjala Yoga Sutras. The effects of these different limbs are going to bring the reduction of the impurities and one can attain the higher wisdom for the peace and harmony in life which mainly applied in the reduction of the ignorance. The eight limbs of Ashtanga Yoga(11) begin with the lessons of Non-violence which and other principles necessary to bring the harmony between the self and the society as well as the development of the personal qualification through the set of personal observances . These eight limbs are;

1) Yama are known as codes of restraint, abstinences, self-regulations.

2) Niyama are called as observances, practices, self-training.

3) Asana is Stable and comfortable body posture.

4) Pranayama is controlled expansion of breath and prana or its regulation.

5) Pratyahara is the process of withdrawal of the indriyas (the senses).

6) Dharana is process of concentration.

7) Dhyana is practice of meditation which is an unbroken flow of the awareness.

8) Samadhi is the ultimate state of Yoga which is reached through the meditation.

Conclusion:

The principles and practices of Yoga have been practiced form several thousand years and have been subjected for the investigation in different areas like psychology and allied sciences. They stood the test of all the time and are of great help in the achievement of best possible holistic health through their regular practice. Yoga revives our heritage and tradition and supports the modern health care system to prevent many of the modern psychosomatic diseases.

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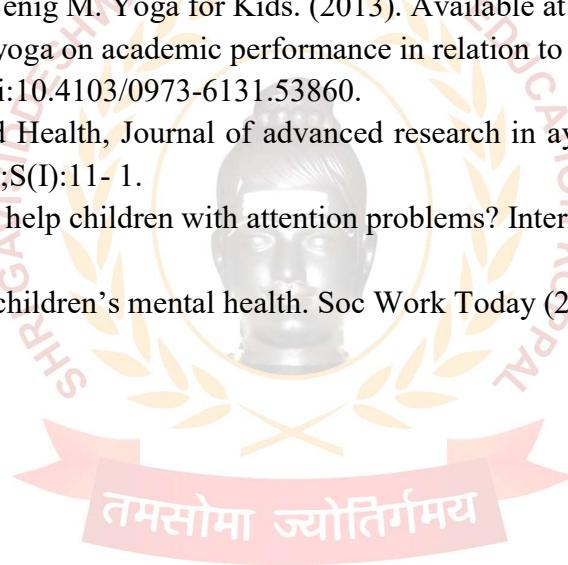
EMERGING TRENDS IN TEACHER EDUCATION IN INDIA

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Abstract:

A quality teacher education program is rational and streamlined to address specific pedagogical issues. It elucidates the ideas about what constitutes good teaching and the content and scope of course work and practical experiences. Teacher education courses are very much connected to practice as well as theory. High quality teacher training programs have students studying to be teachers (pre-service teachers) and working continuously with expert master teachers. Teacher education programs focus to build teacher proficiency and competence; candidates are able to face new challenges in educating students. In today's world, the demands on teachers are increasing. They must be able to create understanding with investigative minds; assimilating the required transformation and accommodating and responding to universal needs. The purpose of this paper is discuss significant changes that have incurred in teacher education in India and also provide how these national tends relate to global trends, reforms and innovations in teacher education. The need for teacher education programs to be innovative and encompass various approaches and practices is also discussed

Keywords: Emerging trends, teacher education, India.

INTRODUCTION:

There have been changes in the perceptions of education in recent years; and this has been partially due to the new flows of information and teacher resources which can be found in the form of the Internet. Because of India's brittle financial situation and challenges which remain in our society, there have been debates regarding whether or not teaching should be professionalized and whether or not this investment is a worthwhile value. Those who commentate in the world of education now believe that more is needed in order to develop effective teachers. Merely having the knowledge and skill to teach lessons is no longer enough as teachers now are expected to recognize and respond to additional circumstances including a depressive or negative personality in students or even signs of abuse in some severe circumstances. Being open and personable from time to time adds to a teacher's professionalism.

E – Learning:

Information technology has long past dawned, and knowledge of it is now considered almost a basic necessity. It is no wonder that schools have begun using computers during classes, whether for basic tasks such as student report presentations or even for crucial activities such as exams. Electronic quizzes are hardly new today. To complement the use of computers, various types of software are available. The most basic ones are the word processors, spreadsheet creators, and presentation programs. Then there are more specialized ones such as attendance trackers, educational games, and graphic organizers. With computers, the use of the internet predictably follows. And with this classroom innovation comes an endless world of possibilities. Notes can be recorded, uploaded, and shared. More communication channels are opened up than ever before. Some classes even utilize social networks for communication, as evident in online groups and forums.

Collaborative Learning:

Collaborative Learning is a system in which two or more people cooperate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. Sharing information and connecting with others, whether we know them personally or not, has proven to be a powerful tool in education. Students are collaborating with each other through social media to learn more about specific subjects, to test out ideas and theories, to learn facts, and to gauge each other's' opinions. Collaboration is a natural part of life and should be included in the curriculum. Sometimes teachers will build a lesson designed specifically to teach collaborative learning and teamwork.

Constructivist Learning Theory:

Constructivist Learning Theory is a philosophy which enhances students' logical and conceptual growth. The role of teachers is very important within the Constructivist Learning Theory. Instead of giving a lecture, the teachers function as facilitators whose role is to aid the students to develop their own understanding. This takes the focus away from the teacher and lecture and puts it upon the students and their learning. The resources and lesson plans that must be initiated for this learning theory take a very different approach from traditional learning as well. Teachers following Piaget's work in constructivism must challenge the students by making them effective critical thinkers and must not merely be a "teacher" but also a mentor, a consultant, and a coach.

Improving Critical Thinking Skills:

Critical thinking is paramount to the development of students and should be the goal of all teachers no matter what subject they teach. Teachers should consider building critical thinking skills in all the rubrics and lesson plans they use in their classrooms. Critical thinking skills can be taught in any classroom and any subject with a little creativity. Some ways to incorporate critical thinking into teaching include:

1. Deep analysis - Take something that students see often and take for granted, and have them analyse it more deeply. For example, if a class recites the Pledge of Allegiance every morning, one day have them spend some time answering some questions about what it means and why they say it.

 2. Evaluation - Give a concept to the students and ask them to evaluate its merit, giving supporting reasons why they think it is good or bad. This makes students think beyond what someone has told them or what they feel and into the realm of the logic of an argument. This can even be done in a group if it is too difficult for the students to come up with several reasons on their own.

3. Synthesis – Give two or more articles to students on a topic and have them put the information together in a summary. Students demonstrate that they truly comprehend the material in an article instead of simply memorizing it.

4. Debate - Give a topic to the students (something as non-controversial as possible to start) and have one group of students debate one side of the argument and another debate the opposite. Make sure that there are some strict guidelines in order to avoid the degradation of the debate into a heated argument. These types of activities can be used in any classroom for any subject, and, if used correctly, can result in a higher level of thinking for students; a lofty and worthy goal for any teacher.

5. Paraphrase - Give a passage of a book or article to students and ask them to explain it in their own words. This is similar to synthesis in that students must demonstrate understanding of the passage rather than memorizing it.

Global Education:

Global education aims to raise children and to give them a boost, putting them on an even footing despite their unprivileged background. Global education can also be founded on international affairs, as the name would suggest. Students who experience this concept in

curriculum are more curious about life and about the various intricacies which are associated with it. Students who are educated with a global focus think about how their actions and their lives have an impact on the world in a far larger scale than they might have imagined beforehand. It is a different way of thinking for young people which they can use in their everyday lives, as they make sense of the different challenges which are faced in the world

Multicultural Education:

Multicultural education is needed as some teachers find it difficult to relate the curriculum to the children they teach. This might be because an educator in the city is far more likely to teach a greater number of children who are from a multicultural background. Experts believe this type of education is progressive, preventing young people from being made the victim of assumptions.

Trends in Educational Research:

Looking at current trends in educational research provides an eye-opening view of the modern classroom. Pre-service teachers who are pursuing careers in education must keep current with changing instructional styles that prepare them to enter the field with the tools they need to best serve today's students.

Team teaching:

Putting two instructors in one classroom is known as team teaching, collaborative team teaching or co-teaching. This model provides benefits and presents challenges to both teachers and students. Students in co-teaching classrooms observe teamwork in action and learn to see concepts from more than one perspective. They have the chance to learn from teachers with diverse backgrounds and can delve deeper into subjects thanks to the opportunity for more one on-one instructional opportunities. However, conflicting personalities and the tendency of students to favour one teacher over the other can threaten the stability of this model.

Individualized instruction:

A great deal of research is being done on how diversification of instruction to meet the unique needs of students may help them to better grasp core subjects. This type of instruction moves away from the traditional lecture model of teaching and offers students a way to learn at their own pace. Slower learners can take the time they need to develop a solid understanding of material while more advanced students don't have to wait to move on to the next concept. This better addresses individual learning styles and allows teachers to utilize diverse platforms to provide instruction

Mixed-age teaching:

The potential benefits of putting students of different ages together in the same classroom are still being researched, but many schools have been using this teaching method for years with good results. In a mixed-age classroom, younger students learn how to interact with older ones and benefit from observing their academic abilities. Collaboration between age groups facilitates further development. Achieving advanced competencies at a young age increases confidence. Teachers also benefit from mixed-age classrooms in that they're able to track their students through more than one grade to get a clearer picture of academic growth.

Brain-based teaching:

Based on neuroscience research that shows consistent practice of a concept creates strong pathways between neurons, brain-based teaching takes advantage of the power of the developing mind to create the greatest amount of positive changes during the short period that students are in school. Students work in groups, participate in games that address specific concepts, and engage in lessons built around central themes; all with the goal of improving their understanding of important academic skills and ideas. Physical education is included to facilitate the growth and development of new neural pathways.

Critical thinking skills:

Although memorization of fundamental facts is critical to building a foundation of knowledge in the early grades, students also need to be able to apply those facts in a multitude of situations. Research into critical thinking skills is driving new ways of teaching that include encouraging students to ask questions, develop problem-solving skills by working in groups, and discuss the outcomes of their experiments. These methods of discovery give students a more active role in their education and teach them how to make decisions by applying the facts they've learned to the problem at hand.

Conclusion:

Examination of case studies and literature from around the world lead to four broad success factors for the implementation of new approaches to initial teacher education:

1. A clear vision of effective teaching that informs the entire program, provides a basis for prioritization and resource allocation, and ensures that all those involved in supporting pre service teachers present a coherent message.

2. Integrating theory and practice so that professional experience in schools is central to the program, and graduates leave with a full toolkit of effective teaching strategies and the capacity to continually review and improve their approaches.

3. Highly skilled and well supported supervising teachers who are accomplished adult educators as well as expert teachers, equipped to play the pivotal role they are assigned in these programs.

4. Sustainable, scalable partnerships that bring the resources and capabilities of all parties to the table, and engage systems to ensure the benefits of successful approaches are spread widely.

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EDUCATION AND WOMEN EMPOWERMENT

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ABSTRACT:

Any country's sustainable development depends majorly upon its human resources, since women constitute almost half of the human resources and thus form a significant portion of the human capital of the country. Human resources development cannot be achieved without proper basic education to the women "There is no tool for development more effective than the Empowerment of Women". These words as pointed out by Kofi Annan remarks that a nation dreaming to build a welfare society its developmental efforts depends on its human resources. Education is the milestone of women empowerment since it enables them to face the challenges, to confront their traditional role and change their life at par. Hence we can't neglect the role of Education in relation to Women Empowerment. This Paper throws light on the role of Education in Women Empowerment.

'Women Empowerment' is one of the prime goals in the present time and Education is the most important and indispensable tool for women empowerment, since Education makes women aware of their rights and responsibilities To improve the quality of life of every citizen of a country empowerment of women is fully essential. Empowerment of women leads the country towards building stronger economy, achieve international standard goals and maintain sustainability

In education system we have need to bring more and more changes for the favour of women empowerment. Give some possibilities, opportunities and assessment equal to men and women. This can be done by developing our syllabus with the help of women representative and give some place to unit or content for Gender equality activities and programmes. Presently syllabus is given some places to equality. Teachers need to have proper use of that place for the equality and organizes in-door and out-door activities for supported equality.

Key Words: Development, Education, Women, Empowerment

Introduction

Education is a process of development of internal and external aspects of the individual. Individual development means men and women were included in it .Welfare of the society depends on wellbeing of both men and women. In the opinion of Swami Vivekananda, "There is no chance for the welfare of the world unless the condition of Women is improved, It is not possible for a bird to fly on only one wing", this is why 'Women Empowerment' is one of the prime goals in the present time and Education is the most important and indispensable tool for women empowerment, since Education makes women aware of their rights and responsibilities To improve the quality of life of every citizen of a country empowerment of women is fully essential. Empowerment of women leads the country towards building stronger economy, achieve international standard goals and maintain sustainability

What is women empowerment?

According to UN Commission on the status of Women (2002) Sources(s),"Women empowerment is a process by which women gain power and control over their own lives and acquire the ability to make strategic choices "

Women empowerment does not mean 'Worship of Women', but it means replacement of Patriarchy with parity. Indian Constitution adopted and included many social, educational, economical and political provisions on the basis of ideas coined by the founding fathers for women empowerment.

Constitutional Provision for Women empowerment.-

- Right to equality under Article 14 of the Indian Constitution- this provision guarantees to all Indian Women equality before law.

- Article 39(d), guards the economic rights of Women by guaranteeing equal pay for equal work.

- Maternity Relief under Article 42 recommends provisions to be made by the state for securing just and human condition of work and maternity relief for Women.

- Dowry Prohibition Act, 1961, prohibits the giving, receiving or acceptance of dowry in any form.

- Protection of Women from Domestic Violence Act, 2005, secures for a more effective protection of the rights of Women suffering from domestic ill-treatment.

- Sexual Harassment of Women at Work Place (Prevention, Prohibition, and Redressal) Act, 2013, helps to build a conducive environment at the workplace for Women. This act helps women not subject to any kind of sexual harassment.
- In order to increase the effective participation of women in politics as per the 73rd and 74th Constitutional Amendment Act, one-third of their total seats in the local elected bodies are reserved for Women.

Challenges for women empowerment

Biased Perspective:

This is the most widened and dehumanizing discriminations against Women the girl child experiences this from the birth itself. Preference given to the boys over girls, results in female infanticide which is a common practice in India.

Patriarchal society:

The ancient and unjust traditions. Guardians who are self-proclaimed caste lords put the burden of traditions, culture, and honor on the women and rate their growth.

Economic Backwardness:

In India only 30% of the work force is constituted by the women and remaining women population is not maid into source of economy. The country is not able to transfer the available women sources to contribute.

Implementation Gaps:

Through there are many schemes and policies for empowerment of women the much of attention is only on devising and developing the programmes. But there is a lack of attention is given to the proper monitoring system.

One example for such is Janani Suraksha Yojana and National Rural Health Mission (NRHM) The country is experiencing a skewed sex ratio and a high maternal mortality rate (MMR).

Loopholes in the legal Action:

Because of delay in legal Procedures and the presence of several loopholes in the functioning of judicial system led to the significant increase in the evils like rapes, extortions, etc.

Lack of Political Will:

Due to the male dominance prevailing in the Indian politics, Nation is unable to pass the women's Reservation Bill, which is still pending bill for many years.

Women empowerment and Education:

Economic Empowerment: Economic Empowerment of women and independence only come through proper education. If education not given properly leads to helpless condition that is economically depending on men cannot be changed.

Identity: Education helps a women to show her identity as an individual .Through education she can read and learn about her rights, her rights would not get trodden down; condition of life would improve.

Health Awareness: Educated women are aware of the importance of health and hygiene. Through health education, they are able to lead healthy life style. Educated mother can take care of both herself and her child.

Source of Inspiration: Educated women are now looked upon with dignity and honour. The women who are recognized by their activities, they become a source of inspiration for millions of young girls as role models

Awareness of Right: women receiving education are more aware of their rights for justice they can raise their voice against injustices to women such as dowry, forced prostitution, child marriage, female feticide etc.

Professional Challenges; Educated women can prove her efficient in the professional challenges such as doctors, engineers, lawyers, teachers, etc. And they can perform exceptionally.

Roll of Education in Gender equality of women empowerment:

Gender "A concept that refers to the social differences between women and men that have been learned are changeable over time and have wide variations both within and between cultures". Gender refers to the rules, norms and practices by which the biological differences between men and women, boys and girls are interpreted so as to result in unequal assessment possibilities and opportunities.

In education system we have need to bring more and more changes for the favour of women empowerment. Give some possibilities, opportunities and assessment equal to men and women. This can be done by developing our syllabus with the help of women representative and give some place to unit or content for Gender equality activities and programmes. Presently syllabus is given some places to equality. Teachers need to have proper use of that place for the equality and organizes in-door and out-door activities for supported equality.

Roll of Education in Health and Employment of women empowerment:

Women are an important section of our society, of education as means empowerment of women can brings about a positive attitude changes. So Education has most important media to provide knowledge, skill to women through school, college, self funding NGO's or Granted Institutions .Hon'ble Pandit Nehru says that 'Women education in India play's a very important role in the overall development of the country .It is not only help in the development of half of the human resources but in improving the quality of life at home and outside. This is why education is the key to all problems including health and employment of women.

Conclusion:

The culture of disregard for Women which are deeply rooted in Indian make it is not going to be easy task to alter the so long existing culture of the land. Women empowerment is an important part of education system. Unless women are educated they will not be able to understand about their rights and their importance. Thus it can be concluded that education plays an important role in empowering women. However, education alone cannot improve the status of women, unless the women themselves grow conscious of their own dignity and genuine needs.

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CHALLENGES OF INCLUSIVE EDUCATION IN INDIA AND THE WAYS TO FACE THEM

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Abstract

Inclusive education stands for improvement of schools in all dimensions to address the educational needs of all children. Recommendations to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944, and again in 1964 by the Kothari Commission Despite this, the change has been slow, with segregation in special schools dominating the scene until recently. There is no need of

reinforcing the fact that teacher education remains a very weak link with respect to equipping teachers to be prepared for an inclusive classroom environment. The teacher education diplomas and degrees offer "Education of children with special needs" as an optional subject, in order to prepare teachers to identify and diagnose disability.

Introduction

India has made impressive economic gains in the last few decades and currently has the 4th largest economy in terms of purchasing power parity. Despite this improvement, more than 260 million people in India live in poverty. The reciprocity of poverty producing disability, and disability resulting in poverty creates unique challenges for the integrated education movement in India. This paper begins with a brief history of inclusive education in India, including challenges, changes to government legislation and policy in the move towards more integrated educational provision and the ways to face them.

Benefits of Inclusive Education

All children benefit from inclusive education. It allows them to develop individual students their own age. Involve their parents in their education and in the activities of their local schools. Inclusive education provides opportunities to learn about and accept individual differences, .Develop friendships with a school and community to appreciate diversity and inclusion on a broader level. Wide variety of other children, each with their own individual needs and abilities. Positively affect both their strengths and gifts, with high and appropriate

expectations for each child. Work on individual goals while participating in the life of the classroom with other

Inclusive education

With the release of the Salamanca Statement in 1994 (UNESCO), a large number of developing countries started reformulating their policies to promote the inclusion of students with disabilities into mainstream schools   Recommendations to send children Education in Salamanca, Spain which emphasized that: Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

Inclusive education in India

Caring for "the old, the sick and the disabled" is a part of the cultural heritage of India The Hindu religion emphasized the value of compassion, charity, philanthropy and mutual aid. The guild system, as existed in ancient India, also contributed to the promotion of such practices for the disadvantaged strata of society.

The custom of joint family and kinship provided an in-built mechanism to support such practices. Rudimentary attempts to educate students with disabilities were made in India long before such attempts were made in Europe. For example, that specially adapted curricula was used 2000 years earlier as evidenced by excavated in diggings in Taxila. Also, the ancient "gurukul" system of education that existed in India for centuries was sensitive to the unique cultural, social, and economic needs of the students.

These educational and rehabilitation practices were lost during the colonial period. The formal education of children with disabilities began in India. For example the Church Missionary Society, started a school for "blind students" in Benares.. Recommendations to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944, and again in 1964 by the Kothari Commission Despite this, the change has been slow, with segregation in special schools dominating the scene until recently.

Integrated Education of Disabled Children (IEDC).   In 1974, the Ministry of Welfare, Central Government of India, initiated the IEDC program to promote the integration of students with mild to moderate disabilities into regular schools. The program was also designed to promote the retention of children with disabilities in the regular school system. Children were to be provided with financial support for books, stationery, school uniforms, transportation, special equipment and aids. Although he following were major factors to failure of the program. (a) the

non-availability of trained and experienced teachers, (b) lack of orientation among regular school staff about the problems of disabled children and their educational needs, and (c) the non-availability of equipment and educational materials. Also, a lack of coordination among the various departments to implement the scheme was another major factor in the failure of the IEDC plan, Due to its shortcomings, the IEDC program was revised in 1992.

Project for Integrated Education for the Disabled (PIED).

In 1987, the Ministry of Human Resource Development (MHRD), in association with UNICEF and the NCERT developed the Project for Integrated Education for the Disabled (PIED). The aim of the project was to strengthen the IEDC plan (NCERT, 1987). Instead of confining the program to a particular institution or school, PIED adopted a "Composite Area Approach" that converted all regular schools within a specified area, referred to as a block, into integrated schools. These schools had to share resources such as specialized equipment, instructional materials and special education teachers. One key aspect of the project was the teacher training component. The teacher training program, available to teachers in each selected block, followed a three-level training approach:

1. a five day orientation course for all the teachers in the regular schools,
2. a six-week intensive training course for 10 percent of the teachers, and
3. a one-year multi-category training program for eight to ten regular school teachers.

The teachers who completed the one-year multi-category training program were required to act as resource teachers. This project produced several positive results.

Persons with Disabilities Act (PWD Act)

In 1996, the Government of India enacted the Persons with Disabilities Act. The Act provided for both preventive and promotional aspects of rehabilitation. It covered such aspects as education, employment, non-discrimination, prevention and early detection, social security, research and manpower development, and affirmative action. Seven categories of disability were covered in the legislation, namely "blindness," "low vision," "leprosy cured," "hearing impairment," "loco motor disability," "mental retardation" and "mental illness."

The Act outlined a comprehensive education scheme to provide transportation facilities, supply free books and other study materials, grant scholarships, restructure curriculum, and modify the examinations system for the benefit of children with special needs

The challenge of poverty associated with disability:

Disability causes poverty, it is also possible that in a country like India, poverty causes disability. The combination of poverty and disability results in a condition of "simultaneous deprivation Motivating poor families, with all the associated costs to send their child to school, is proving to be a big challenge.

The challenge of modifying deeply held attitudes:

Attitudes of the non-disabled are proving to be a major barrier in the social integration of persons with disabilities. For example, Hindus believes with disabilities, because they consider the disability to be the result of a person's misdeeds in his previous life. It is essential that "prejudice, mental and irrational myths concerning disability, is eradicated.

Dissemination and public education:

People, including parents and school personnel, are largely unaware of the full intent of the recent legislation passed by Indian Parliament. Unless people, especially parents of children with disabilities and school personnel, are made knowledgeable about the various provisions enshrined in the Act, the Central and State governments' commitment to providing integrated education will be in vain.

The challenge of providing adequate levels of training to key stakeholders:

Teachers play a multiple roles simultaneously – including creating different strategies to accommodate both, children with disability and regular students. A teacher is one of the key persons in the implementation of inclusive education. But the majority of school personnel in India are not trained to design and implement educational programs for students with disabilities in regular schools. The recent report of the Rehabilitation Council of India states that the number of trained special education teachers is extremely small considering the number of children with disabilities that require their services.

Inadequate resources:

The majority of schools in India are poorly designed and few are equipped to meet the unique needs of students with disabilities. The lack of disability friendly transportation services and accessible buildings are considered by some to be far greater problems than social prejudice and negative attitudes. Both the Central and State governments will have to provide increased resources to this aspect of education to ensure successful implementation of integrated practices in schools.

Possible strategies to address some of the challenges

India is a multilingual, multicultural, multi religious country, and its people are stratified along sharp socio-economic and caste lines. Therefore, unless the challenges are carefully identified and systematically addressed, inclusion will remain a policy on paper.

Training of teachers: If integrated education is to become a reality in India, then the training of teachers has to become a top priority. The teacher would need to be provided with intensive training to work with various disabilities and could then act as an integration specialist or an inclusion facilitator for one or a number of schools located in close proximity. A similar strategy has already worked well in certain parts of India when several school teachers were specifically trained to work in integrated settings under the PIED program and is recommended by several researchers in India. Also in-service teachers would need continued training to update their skills and knowledge of integrated education strategies.

Need to design innovative system of training:

The number of persons who need training is very large and the conventional training methods cannot simply meet the requirements. Therefore, there is a need to design some innovative models to train educators at mass level. One possibility to educate such a large number of teachers is by using Distance Open Learning or DOL Indira Gandhi National Open University (IGNOU) has a history of successfully running courses for a larger number of students using DOL mode. IGNOU, in association with Rehabilitation Council of India, is considering offering various courses to the trainers of children with disabilities, including teachers.

Involve NGO's in implementing integrated education programs:

There are more than one million NGO's working in India These organizations can play a significant role in implementing integrated education because they are widely located in India and can serve both urban and rural school communities. NGOs that champion the cause of children with disabilities and provide specific resource centers in support of inclusive education.

. The Indian government continues to include children special needs under several of their education initiatives, including the Sarva Shiksha Abhiyan (SSA). This is a government programmed that aims at improving and providing quality primary education for all children.

Establish an alternate system of examination:

Most school educators in India are concerned that integration of students with disabilities would result in lowering school standards because these students won't be able to pass exams. Thus, it is necessary to establish an alternative system of examination for students with disabilities.

School-university partnership:

The multilingual, multi-cultural and multi-religious nature of India is often cited as a challenge in implementing any educational reforms. Local universities in each of the States and Union Territories may play a significant role in overcoming this challenge. Evidence from a number of Western countries indicates that such collaborative projects can produce positive results for students with disabilities as well as for school educators.

The curriculum

The curriculum for "ALL" needs to be:

1. Child centered: Children with disabilities need child-centered curriculum, which takes into account the individual needs of children. The curriculum needs to set specific, observable, measurable and achievable learning outcomes (SOMA).

2. Flexible: A flexible, locally relevant curriculum, teaching and learning strategies are intrinsically important for children with special needs to participate in the educational process.

3. Participatory: Children with special needs require a learning environment in which they can actively participate in learning in small groups learning settings

4. Partnership with parents: Partnership with parents is a key factor as children learn not only in the classrooms but also at home

Inclusion is to be successful, along with the above the following parameters need to be taken care of:

Readiness of the general education system to accept responsibility for

education of children with disabilities.

Willingness of parents of children with disabilities to send their wards local schools. General classroom teachers to be equipped to manage the education of children with disabilities.

.   Retention of children with disabilities in schools.

Availability of specialist teacher support, if possible to the regular classroom teachers

Conclusion

With the PWD Act in 1996, India has joined the few countries that have legislation to promote integrated education. This is a landmark step as India has now overcome a major legislative hurdle.. These programs require financial and collaborative commitment from key national and state education stakeholders, and partnership with universities to support research-based initiatives.. To open up the regular school system to disabled children is not an easy task. It was, however that a big gap exists between this ideal situation and the present reality. There is, pointed out an urgent need for interventions for equipping general teachers with special skills, making general curricula, teaching methods. Evaluation procedures, learning material disability-sensitive and addressing the attitudes /needs of other children in the school to ensure such interventions benefits all children.

Lastly I conclude that we as teachers, parents, Teacher-Educators etc have to facilitate the implementation of inclusive education not only as a program but also as an ideology.

That is a big and difficult task, but "where there is a will there is a way!"

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FLIPPED CLASSROOM MODEL: AN INNOVATIVE TEACHING APPROACH

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ABSTRACT:

Flipped classroom approach is a student-centric, engaging approach that has been developed with a view of enhancing the quality of the classroom time. To speak in general, this approach, whose implementations are performed in physical sciences majorly, but in recent times, it has also been attracting the attention of educators and scholars of various disciplines. Flipped classroom technology is an advanced one which helps in the enhancement of learners' engagement, develop communication skills and increase their motivation. The Flipped classroom is a blended learning model in which traditional ideas about classroom activities and homework are reversed, or "flipped". In this model, the instructors will have students to interact with new material for homework first. They then use class time to discuss the new information and put those ideas into practice. True flipped learning is about opening up class time and transforming it into hands-on, differentiated, and even personalized learning experiences. This article provides an overview of the flipped classroom, and the need is to know how to effectively incorporate or implement into digital learning strategy. Through such researches, it is possible to create better learning environments for their students by adopting the flipped classroom technology and to reach better learning consequences.

KEYWORDS:

Flipped classroom approach, Technology, Blended learning, Flipped learning.

INTRODUCTION:

Flipped Classroom is a "pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides the students as they apply concepts and engage creatively in the subject matter"(The Flipped Learning Network, 2014)

Now-a-days, fast developed innovations impact all fields of education. With the pace of development in technology, educational requirements also evolve various demands for learning emerge (Celen, Celik&Seferoglu, 2011). To account for the expectations arising from the transition, the former obligations of education systems are among those. As information and technology transition is so rapid, education always keeps up with it and continues its growth with creative approaches to learning.

A special type of blended learning is a flipped classroom approach which is the most common and successful approach (Tucker, 2012).

The main objective of this new learning strategy is to provide readiness to the students for the subject prior to the course. (Bristol, 2014) and to improve face-to-face education quality through the exercises during the course.

According to Bishop and Verleger (2013), Flipped classroom is a student-centred learning system composed of 2 sections of interactive learning experiences during classes, as well as separate teaching bases that are specifically dependent on computers. It was characterized by Mull (2012) as a model that permits learners to set themselves up for the exercise by watching recordings, listening to digital recordings and understanding articles.

Toto and Nguyen (2009) said that Flipped classroom is a methodology that builds dynamic learning exercises and gives learners instructor direction to utilize their insight in class.

Flipped learning worldview is a moderately new instructing strategy that plans to push the exercise outside the classroom, commonly conveyed by some electronic methods, and to breeze through the assessment of assignments, in the past school work, to the classroom (Educause, 2012; Namaziandost, Shatalebi&Nasri, 2019).

This procedure of Flipped learning considers principally around extending understudy commitment, re-in forcing bunch-based abilities, customized understudy direction, classroom conversation and imaginative work force opportunity while keeping up institutionalized modules.

Exhaust (2012) expressed that utilizing this inductive methodology, the class turns into the spot to "work through issues, advance ideas and take part in community-oriented learning. Such utilization of class time might offer learners the chance to figure out how to think for themselves by being effectively engaged with the substance of learning.

Through the improvement of Flipped or re-arranged classes, a developing number of instructors as of late started utilizing the diverse educating system. This instructional procedure includes moving the exercise material before class, and during class time concentrating on schoolwork and hands-on assignments.

The learning materials may consolidate visual portrayals of sight and sound, for example, intuitive diagrams, photographs or activities.

Contingent upon the writing contemplated, the Flipped classroom is found to empower class conversation, encourage more student adaptability and self-course. It likewise advances creative mind and basic reasoning and expands the energy and investment of the students. At long last, it raises the scholastic execution of the students, improves the collaboration and relational abilities of the learners, and diminishes the quantity of unpleasant sessions.

FOUR PILLARS OF F-L-I-P:

1. **Flexible Environment-** Flipped learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson/unit, to support either group work/independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in theassessments of student learning.

2. **Learning Culture-** In the traditional teacher-centred model, the teacher is the primary source of information. By contrast, the Flipped learning model deliberately shifts instruction to a learner-centered approach, where in class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

3. **Intentional Content-**Flipped learning educators continually think about how they can use the flipped learning model to help students develop conceptual understanding as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional content to maximize classroom time in order to adopt methods of student-centered, active-learning strategies, depending on grade level and subject-matter.

4. **Professional Educator-**The role of a professional educator is even more important, and often more demanding in a Flipped classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and to tolerate controlled chaos in their classrooms. While professional educators take on less visibly prominent roles in a Flipped classroom, they remain the essential ingredient that enables Flipped learning to occur.

FITTING WITH THE REVISED BLOOM'S TAXONOMY:

In the traditional learning, lower level of learning such as remembering and understanding is happening in class, while students are usually left to work on activities that involve higher level of learning outside of classroom. However, in the Flipped classroom model, learning is flipped. As one can see from the pyramid, students can finish the lower level of cognitive work before class. And when they come to class, they can engage in higher cognitive levels of learning with peers and the teacher present.

BLOOM'S TAXONOMY :

1. **Remembering Understanding**
2. **Applying Analyzing**
3. **Evaluating Creating**
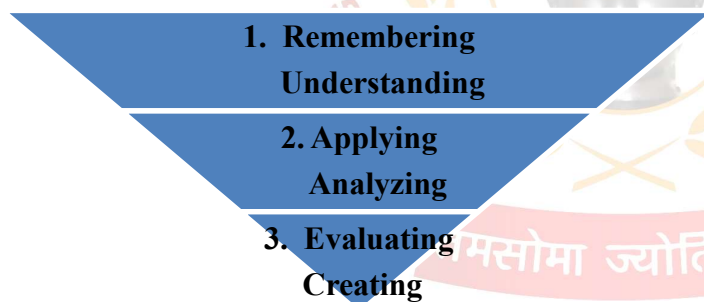
1. **Before Class**

2. **During Class**
3. **After Class**

WHY TO FLIP CLASSROOM OR NEED OF FLIPPING THE CLASSROOM:

Revised Edition (By Lorin Anderson).

The concept of Flipped classroom was first brought up by Jonathan Bergmann and Aaron Sam's, who were both High school chemistry teachers. In their book: Flip your classroom: Reach every student in every class everyday (2012), they discussed a couple of reasons why teachers should consider flipping.

1. Flipping speaks the language of today's students.
2. Flipping helps busy students.
3. Flipping helps struggling students.

4. Flipping helps students of all abilities to excel.

5. Flipping allows students to pause and rewind their teacher's teaching.

6. Flipping increases student-teacher interaction.

7. Flipping allows for real differentiation.

8. Flipping changes classroom management.

9. Flipping changes the way, we talk to parents.

10. Flipping educates parents.

11. Flipping makes our class transparent.

12. Flipping is a great technique for teachers who are absent.

13. Flipping can lead to the flipped mastery program.

TOOLS OF FLIPPED CLASSROOM:

STRUCTURE OF A FLIPPED LESSON:

Flipped lessons can take a variety of forms. Some Flipped lessons stand alone, meaning that students learn the content presented in an instructional video or text and demonstrate their understanding through an assessment, project, etc., before moving on to the next concept. Other lessons may take the form of a unit Hyper Doc that requires students to progress through a series of lesson components designed to encourage them to engage with and explore content, apply what they've learned, and extend their knowledge.

1. Google Classroom: Teachers use Google classroom in a variety of ways- to deliver assignments to students and to provide effective and efficient feedback, for example- and it can be a great landing page for students as they navigate assignments. At the beginning of a lesson, teachers can direct students to assignment goals, objectives, and instructions in classroom. Classroom can also be used to distribute a lesson's digital texts and other resources.

In Flipped environments where students take notes on instructional videos digitally, Classroom can be used to assign an unit Google doc to students for that purpose. Teachers can establish this procedure as a norm at the beginning of the school year so that students can know that they should begin each class period by going to Google classroom.

2. Edu puzzle: Instructional videos are an important component of the Flipped classroom. While there are many schools of thought concerning teacher presence and action in these videos and how long they should be, most teachers would agree that students should be held accountable for

the video content and that teachers should have a way to monitor student progress and provide timely feedback.

Edu. puzzle allows teachers to do just that, and it provides teachers with the ability to embed a variety of formative assessments into videos they create or use from other sources. Students can access Edu puzzle videos from any browser or through iOS or Android apps, so it's very convenient.

3. Padlet: After students have viewed an instructional video, it's a good idea to provide them with an opportunity to reflect on the content. Padlet provides teachers with a way to have students not only review and reflect on content, but also collaborate with their peers.

Teachers can create a new Padlet wall for each video or unit and encourage students to ask questions and answer their peers' questions about content as a review for unit assessments. Using an extension such as Screencastify, teachers can create screencasts of the Padlet wall for their students to use as a study aid.

4. Quizizz: Formative assessment is extremely important in any classroom, and Flipped classrooms are no exception. The Flipped strategy puts more responsibility for viewing and interacting with content on the students, and formative assessment is therefore needed after every video.

Teachers can create gamified formative assessment activities for their students using Quizizz and assign these activities as homework, which allows the students to play the games individually and enjoy the gamified component of the activity and the memes that greet them when they respond to each question.

With the help of these tools, teachers can implement a Flipped classroom approach- with students working on their own either at home or in the classroom-and provide a more individualized learning experience for all of their students.

IMPLEMENTATION OF FLIPPED CLASSROOM:

Jeff Dunn (2014) has wrote a short piece on – "The 6-step guide to flipping your classroom", which presented 6 easy steps for implementing flipped classroom-

1. **Plan :**

   Figure out which lesson in particular, one wants to flip. Outline the key learning outcomes and a lesson plan.

2. **Record :**

Instead of teaching this lesson in-person, one should make a video. A screen cast works. Make sure, it contains all the key elements one would mention in the classroom.

In Bergmann and Sam's book (2012), they also pointed out that do not make a video just for the sake of making a video. It has to be done, when one feels that these are appropriate and necessary. It all depends on the educational goal of lessons. If videos are made, they better facilitate the instructional goal, then one can go ahead.

3. **Share :**

Send the video to students. Make it engaging and clear. Explain that the video's content will be fully discussed in class.

4. **Change :**

Know that students have viewed lesson, they are prepared to actually go more in-depth than ever before.

5. **Group :**

An effective way to discuss the topic is to separate into groups where students are given a task to perform. Write a poem, a play, make a video etc.,

6. **Re-group :**

Get the class back together to share the individual group's work with everyone. Ask questions, dive deeper than ever before.

After the six steps, Review, Revise and Repeat !

Some other strategies that can be used in-class activities include –

1. **Active Learning –** Allow students to apply concepts in class where they can ask peers/instructors for feedback and clarification.

2. **Peer Instruction –** Students can teach each other by explaining concepts or working on small problems.

3. **Collaborative Learning –** Collaborative learning activities could increase student engagement, enhance student understanding, and promote collective intelligence.

4. **Problem-based learning–** Class time can be spent working on problems that can last for the duration of a semester.

5. **Discussion or Debate–** Give students the opportunity to articulate their thoughts on the spot and to develop their arguments in support of their opinions or claims.

SUGGESTIONS BY RECENT RESEARCH ON FLIPPED CLASSROOM:

The effectiveness of Flipped classrooms with different learning outcomes can be as follows-

1. **The effect of Flipped classroom:** Inconsistent findings regarding the effects of Flipped classroom in student learning, with some suggesting benefits while others reporting negligible improvement over traditional teaching methods.

2. **Perceptions of Flipped Classroom:** "Students were generally satisfied with the approach, particularly the usefulness of the online modules, because of easy access to resources for self-paced learning".

3. **Attitude changes after using the Flipped Classroom:** Positive changes were reported. Studies have suggested that students reported increased enjoyment, decreased boredom, and greater task value in Flipped classroom.

4. **Knowledge, skills and behaviour changes with the Flipped classroom curriculum:** Mixed results were detected regarding students' changes in knowledge and skills with the Flipped classroom versus the traditional lecturing. Similar to student learning outcome, some studies have found positive results while others suggesting no differences.

SUGGESTIONS FOR FURTHER RESEARCH:

1. First, future research in Flipped classroom should try to take students' compliance with the Flipped classroom requirement into account.
   Other confounding variables may include time spent in class, outside of class etc.,

2. Second, future research could examine the differences of Flipped classroom on knowledge requiring different cognitive levels.

3. Third, future research could use change in attitude as a moderator to examine the effect of Flipped classroom on knowledge acquisition.

4. Finally, students' knowledge retentions and transfer of knowledge to professional practice would be worthy of examination.

CONCLUSION:

It can be concluded that employing the Flipped classroom strategy in teaching contributes to forming positive attitudes towards learning among students. It works on acquiring self-learning skills. It also provides various sources of support, whether computerized or not, and encouraging students to follow up on televised publications and lectures, and to emphasize the importance of learner's role in discussion and thinking in presenting educational issues and important

problems, the need to integrate technology in Education and provide the necessary tools. It is necessary to use strategies that have an active role in developing self-learning skills, and increasing the ability of learners to be independent in thinking and learning and following their activities. It can also provide students with sufficient attention to follow-up lessons, and increase their appetite for learning different courses which accordingly raises their self-learning skills level.

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DIGITALIZATION OF EDUCATION AT DIFFERENT LEVELS: STRATEGIC APPROACH FOR MULTIDISCIPLINARY EDUCATION

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Abstract:

Multidisciplinary method represents the most efficacious way of managing the knowledge allowing the practice and evaluation of students' technical and non-technical skills. Multidisciplinary should not be seen as a method opposed to specialization but, as summarized by Bohr's phrase "contraria sunt complementa", the two methods can be integrated into a new process of approach to concepts. In addition, multidisciplinary can be a real social experiment in which students and teachers join into different levels of digitalization, organization and interaction. In fact, multidisciplinary consists of three levels: pluri disciplinary, interdisciplinary and trans disciplinary. Each one has its own difficulty degree and represents an approach to the concept under examination, gradually deepening its relations with different disciplines at the level of pluri-and multidisciplinary, until the concept itself has been overcome-at the level of transdisciplinary. The last, actually, presents itself not as a method but as a real philosophy, an approach to a dynamic world in which social interactions mix with cultural pluralism. Multidisciplinary approach, through these levels, has been enriched from the digitalization of Education at different levels.

Discussions about the potential of digital technologies in education today increasingly place the issue as part of a more comprehensive approach to innovation in education. Education systems and institutions are not averse to change in themselves, but there seem to be very powerful barriers in place that prevent digital technologies from reaching their potential in educational institutions and teaching and learning practices. Digitalization for fostering and enhancing learning, the impact of digital technologies on education itself has been shallow.

Key words: Digitalization, Strategic Approach, Multidisciplinary Education, pluridisciplinary, interdisciplinary and transdisciplinary.

Introduction:

Digital devices and the internet have become a particularly important and powerful component. For education it is very important to have a good understanding of the digital practices and behaviors of students. As a result, home computers or mobile devices connected to the Internet also offer users a host of educational resources, both in terms of content and applications, and often for free. To understand how well-equipped students are to manage information in digital Environments, the assessment measures students abilities to solve the types of problems they commonly face as ICT users in modern societies. It's includes problem-solving tasks that require the use of computer applications, such as e-mail, spreadsheets, word-processing applications and websites that students often encounter in daily life.

The **New National Education Policy 2020** is the first education policy of the 21st century, which replaces the previous national policy on education that was released in 1986 and revised in 1992 and 1998. Designed to meet the educational needs of 21st-century students, **NEP Policy 2020** is based on five traditional foundational pillars, which are:

- Access
- Equity
- Quality
- Affordability
- Accountability

The **New National Education Policy 2020** encourages all schools and colleges to go digital and make their curriculum flexible, holistic, and multi- disciplinary. Given the emergence of digital technologies and realizing the importance of leveraging technology for teaching and learning at all levels of education, **NEP Policy 2020** recommends the following key initiatives:

- ➤ **Digital Infrastructure**: The **New National Education Policy 2020** acknowledges the need for creating an open, evolvable, and interoperable public digital infrastructure in the education sector. Multiple platforms and point solutions can use this infrastructure to improve India's device penetration.

- ➤ **Online Teaching Platforms and Tools**: **NEP Policy 2020** advocates the extension of existing eLearning platforms to provide teachers with a rich set of assistive tools to monitor their student's progress. Tools, such as learning management systems, are the need of the hour, as the COVID-19 pandemic has shown.

- ➢ **Virtual Labs**: According to the **New National Education Policy 2020**, schools should leverage the existing eLearning platforms to create virtual labs so that all students can access practical, hands-on learning experiences. In addition, there is a dire need to provide students and teachers access to online learning through appropriate digital devices, such as tablets with preloaded content.

- ➢ **Content Creation, Digital Repository, and Dissemination**: **NEP Policy 2020** recommends schools create a digital repository of content that includes coursework and other play/activity-based learning material. Also, the learners should be able to rate the quality and effectiveness of the content. Schools can use student-appropriate tools like apps and games for fun-based learning.

- ➢ **Blended Models of Learning**: The **New National Education Policy 2020** clearly states that schools should not overlook the importance of face-to-face, in-person learning while promoting digital learning and education. Accordingly, different effective blended learning models should be offered for appropriate replication for different subjects.

- ➢ **Online Assessment and Examinations**: **NEP Policy 2020** recommends School Boards design and implement assessment frameworks that encompass the creation of competencies, rubrics, portfolios, standardized assessments, and assessment analytics. In addition, online evaluations and exams should focus on building 21st- century skills in students.

- ➢ **Training and Incentives for Teachers**: According to the **New National Education Policy 2020**, school principals and teachers must undergo rigorous training to become top-notch online content creators. Additionally, the new policy emphasizes the teacher's role in engaging students through online content.

Fostering Digital Skills:

Empowering individuals with the relevant skills for the digital world is key to enabling them to fully participate in their country's economic, social and cultural life now and in the future. The evolving nature of the digital economy requires individuals to rapidly adjust to shifts in demand for skills and changes in technology. Combined with good foundation skills and social and emotional skills, Digitalization of Education is essential for inclusion in the digital economy and society, "every pupil, on completing education, must be able to use modern technology as a tool for knowledge-seeking, communication, creation and learning".

India has recently launched the National Education Policy – 2020, it initiative to all students at all levels across the country the chance to learn computer. Especially after COVID – 19, Pandemic, government comes to know the importance of technology at all levels of education, and strictly introducing digital pedagogy. The national digital agenda, Digital India 2020, aims to promote ICT studies and career opportunities through the organization of nationwide ICT and engineering related competitions.

Challenges in Implementation:

Before the challenges in implementation, when we analyze the present NEP-2020 and its essentialities, basically, NEP-2020 aims to cater multifarious growing developmental imperatives of the nation on one hand and creating a just and equitable society on the other. The policy not only addresses radical reforms to bring quality and integrity into the education system right from early childhood care education (ECCE) to higher education (HE), but also brings a breakthrough in all aspects of education structure, comprising its regulation and governance to create a new education system for the nation in tune with requirements and aspiration goals of 21st century society.

Implications of Digitalization of Education at different Levels:

The present age is digital technology-driven age and the internet is influencing the whole globe. The internet equipped both the â€˜education seeker as well as â€˜education provider and laid them together under the virtual roof. Due to which the concept of virtual classroom is already popularized across the globe. Therefore, in the modern era, the role of online technology in providing the education is vital and with its flexible nature the online educational technology has gained popularity. The role of online learning is expected not only for delivering content to massive learners anywhere and anytime but also for promoting successful learning for the learners. Consequently this emerged role has introduced the concept of smart leaning environment.

In this regard, the New Education Policy-2020, highlights that, keeping in view the explosive pace of technological development allied with the sheer creativity of techsavvy teachers and entrepreneurs including student entrepreneurs, it is certain that technology will impact education in multiple ways, only some of which can be foreseen at the present time. The policy goes on saying that the use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently

evaluated in relevant contexts before they are scaled up. The thrust of technological interventions will be for the purposes of improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.

Over the last decade, India has transformed itself into an 'information intensive society' and there is a growing requirement to embrace the usage of technology in the field of education. In this regard, the Policy notes that one of the central principles steering the education system will be the 'extensive use of technology in teaching and learning, removing language barriers, increasing access as well as education planning and management'. In the current 'pandemic circumstances', with virtual learning replacing in-person learning experiences, students and teachers have been compelled to re-imagine conventional learning and teaching techniques. Introduction of the Policy at such a critical juncture is significant, as it details the vision of education for future generations and will be a quintessential tool towards building a 'self-reliant' India.

Digital India:

The Policy calls for investment in digital infrastructure, development of online teaching platforms and tools, creation of virtual labs and digital repositories, training teachers to become high quality online content creators, designing and implementing of online assessments, establishing standards for content, technology and pedagogy for online teaching-learning. The Policy envisages the creation of a dedicated unit for the purpose of devising the development of digital infrastructure, digital content and capacity building to supervise the e-education needs of both school and higher education.

In the context of digitalization education, it is important that each student, in urban and rural areas, has access to digital hardware, whether in the form of Smartphone, computers or tablets, exclusively for their use. As of today, majority of students from under-privileged economic backgrounds have limited or no access to exclusive digital devices/ internet/ or even electricity.

The present age is driven by digital technology and whole globe come under the influence of internet and World Wide Web. The internet equipped both the education seeker as well as education provider and laid them together under the virtual roof. Due to which the concept of virtual classroom is already popularized across the globe. Therefore, in the modern era, the role

of online technology in providing the education is vital and with its flexible nature the online educational technology has gained popularity. The online education is now more accessible to the less privileged groups in comparison to the centralized classroom education system.

The **New National Education Policy 2020** raised the bar for both school management and parents. While management is looking to implement the features of **NEP Policy 2020** in their schools, parents want the inclusion of everything contemporary and understandable in the curriculum. To keep up with the dramatic changes that the new education policy brings to the education sector, school owners must choose the right integrated academic management solution perfectly aligned with the **New National Education Policy 2020**.

With LEAD School's online integrated management solution, schools can now deliver high-quality teaching and learning experiences, online, offline, or hybrid, while staying aligned with the grand vision of Digital India outlined in the **NEP Policy 2020**. LEAD's world-class tech solutions enable schools to embrace digital learning to facilitate the government's agenda of online education. Let's look at LEAD's innovative tech-based learning solutions that can help your school align with the **New National Education Policy 2020**:

- **Smart Classrooms**: LEAD provides 100% Smart Classrooms through Smart TV with audio-video lessons and grade-wise activity kits to make learning fun and help students better understand concepts.

- **Super Teachers**: LEAD-powered schools employ fully trained and certified teachers. Every teacher is given a tablet with readymade educational resources. Their personalized attention ensures your child's learning is always on track.

- **International Standard Curriculum**: LEAD School provides 5 times better learning to students with a deeply researched international standard curriculum benchmarked with the US, Canada, and Singapore education systems.

- **Teacher Capability System**: LEAD provides its teachers with all the resources and training required to up skill and deliver exceptional classroom learning experiences.

- **Student Development System**: LEAD provides each student with international standard education with modern learning methods. For instance, the LEAD Master class helps students to learn essential life skills from renowned personalities and experts.

Conclusion:

Digitization has no doubt changed our education system, but we cannot say that it has diminished the value of our old time classroom learning. Neither do we want something so priceless to turn into dust. The best part about the digitization of education in the 21st century is that it is combined with the aspects of both; classroom learning and online learning methods. Walking hand in hand both act as a support system to each other, which gives a stronghold to our modern students. Digitization in education has also proved to be the right method for saving resources. Online examination platforms have restricted the frivolous usage of paper, directly confining the cutting down of trees. This way the digitization of education industry in the 21st century proves to be a boon to our society.

To develop a knowledge society we have to inculcate the required skills among the children which are our legacy. We have to develop among them the power to imagine, to explore, and create a more sustainable world. In this regard the policy has given some important recommendations in the extensive use of technology in teaching and learning process.

While the Policy is a novel and progressive document, acknowledging the invaluable role of technology in facilitating learning and teaching, it is essential to develop a coherent plan of action for fostering technological proficiencies to aid successful engagement with technology.

- Need for creating an open and interoperable public digital infrastructure
- Extension of existing eLearning platforms to provide teachers with a rich set of assistive tools
- Leveraging of the existing eLearning platforms
- Digital repository of content with play/activity-based learning material
- Blended Models of Learning
- Assessment frameworks that lead to better learning outcomes
- Training and Incentives for Teachers

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INCULCATING VALUES THROUGH A MULTIDISCIPLINARY APPROACHIN THE TEACHER EDUCATION PROGRAMME

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Abstract:

Education system has grown in all the ways. There is lot of development in the field of science and technology. Traditional classrooms have been replaced with online blended classrooms. The relationship between student and teacher has become mechanical as most of us are depending on Information and Communication Technology for our communication. There is much scope for human relations National Education Policy has paved the way for rebuilding human relations and inculcating values among children. There is a need to reframe our curriculum, especially Teacher Education Programme based on multidisciplinary approaches to rebuild human relations and inculcate values among the children with various approaches and strategies.

Key Words: Human Relations, Values, Multidisciplinary Approach, Teacher Education,

Introduction:

Education is the vehicle of knowledge, self-preservation, and success. Education not only gives us a platform to succeed, but also the knowledge of social conduct, strength, character, and self-respect. The greatest gift education gives us is the knowledge of unconditional love and a set of values. These values include the simple difference between right and wrong, a belief in God, and the importance of hard work and self-respect. Education is a continuous learning experience, learning from people, learning from success and failures, learning from leaders and followers and then growing up as the person we are meant to be.

Multidisciplinary Approach: Meaning

A multi-disciplinary approach is a unique method in teaching-learning programmes. It is a unique way of curriculum integration to illustrate a theme, subject or issue with the help of

divergent subjects. In a multi-disciplinary curriculum, multiple disciplines are used to study the same topic or content. It is a powerful method of teaching that crosses the boundaries of a discipline or curriculum in order to enrich and enhance the subject area. This approach is very useful and relevant to integrate teacher education programme and enhancing their quality and acceptability. The National Education Policy 2020 has given impetus to a multi-disciplinary approach to teacher education in the country. Multi-disciplinary approaches in teacher education programme will surely develop well rounded individuals that possess critical 21stcentury capacities in various fields of study such as arts, science, humanities, commerce, social sciences, professional and vocational and other fields of education. Teachers must possess almost all skills and knowledge related to enhance and enrich classroom instruction with the help of this approach.

Multidisciplinary **education** is a unique **educational** approach that allows students to learn & explore distinct subjects or curricula from various disciplines. **Education** is not limited to a particular discipline. For instance, a student of Engineering can take a subject from humanities. Through a multidisciplinary approach, a student gains an arsenal of skills—problem-solving, critical thinking, time-management, self-management and communication skills.

Values: Concept, Nature and Importance

The term value has been defined by different philosophers, sociologists, and psychologists in a different manner. Values mean moral or professional standards of behaviour and principles. The literal meaning of the word values means the importance, worth, or usefulness of something. Values can be defined as laws,that direct people's lives and have subjective significance. Values are the principles that determine what is important in life. It gives meaning and strength to an individual's character by having a central place in his life (Debbarma, 2014, Venkataiah, 1998).

Hipple (1969) defined values as the conscious and unconscious motivators and justifiers of actions and judgments.

Cuber (1962) defines values as the ideas and beliefs which people cherish.

Human values have a chief position in the social sciences. Human values are important aspects of any society because they are regarded as the foundation for leading a life of happiness (Debbarma, 2014).

All religious books contain values for leading a prosperous and happy life. Hinduism gives importance to Satyam (truth), Shivam (goodness), Sundaram (beauty), while Christianity expresses love, compassion, and mercy; Jainism Satya, Ahimsa, Aparigraha; and Buddhism the four noble truths of life (Sharma, 2007,Gupta, 2000,).

The problems of simple and complex nature can be easily solved through value-based behaviour. In short, there seems to be a dire need for the education system to focus on value development among learners. The need for human values in a person's life is felt from the very early years. The family is the first institute where the child is born and adopts its value pattern and internalizes them, so it should be aware of its behaviour as children learn and imitate them. The personal and social life of every individual is pervaded by a great sense of righteousness. Humanity, love, brotherhood, honesty, courage, and concern for others can be developed through the combined efforts of the individual, community, and society (Debbarma, 2014; Venkataiah 1998).

Values give meaning and strength to an individual's character by occupying a central place in one's life. Values reflect one's personal attitude and judgments, decisions and choices behaviour and relationships, dreams and vision. These values influence our thoughts, feelings and actions and guide us to do the right things.

Teachers are one of the main pillars of a sound and progressive society. They bear the weight and responsibilities of teaching and apart from parents are the main source of knowledge and value for children. Value education is concerned with the development of the total personality of individual intellectual, social, emotional, aesthetic, moral and spiritual values. It involves developing sensitivity to the good, the right and the beautiful, ability to choose the right values in accordance with the highest ideals of life and internalizing and relishing them in thought and action. The goal of value education is not to promote passive conformity and blind obedience to whatever values are passed on, but to encourage critical and reflective thinking, rational choice and responsible behavior, respecting the autonomy of the learners. When we value educating, we are putting the learners in situations that enable them to think, reason, question, reflect, care, feel concerned and act.

Inculcation of values in schools /Colleges.

❖ Morning assembly: Morning assembly should be held daily in all the educational institutions, for 15 to 30 minutes duration.

Activities of the morning assembly should be as follows.

- Prayer
- Singing of devotional or patriotic song
- Brief ethical speech by a student, a teacher or the head.
- Sermons and spiritual discourses.
- Readings from the scriptures or great literature of the world.

- ❖ Redesigning the textbooks: Textbooks should be value-oriented based on our mythology and the Holy Scriptures.
- ❖ Extension lectures: Every educational institute should arrange extension lectures based on morality/value-oriented education. Experts should be invited to deliver speeches on value-oriented education.
- ❖ Compulsory subject: value education has to be regarded as compulsory in all schools and colleges. students must be taught the fundamental truth(i.e., universal brotherhood) which is common to all religions. There should be at least two periods a week for imparting value education.
- ❖ Redesigning the Curriculum: To inculcate values, the curriculum must be redesigned. Various subjects like history, geography, civics, languages, literature, art and music etc. should be taught in the view of our social, moral, cultural, spiritual and national values, deeds and achievements.
- ❖ Art and painting competitions: These competitions may be held on themes related to different types of values.
- ❖ Celebrations of Birthdays: Educational institutions should celebrate the birthdays of great men and women. Their life principles are going to add some value to students.
- ❖ Celebration of international days will help inculcate noble values.
- ❖ Use of Mass media.
- ❖ Book exhibitions: Every school/college should make arrangements for book exhibitions on literature related to social, moral, cultural, aesthetic and spiritual values by extending invitations to publishers and booksellers of different areas of knowledge.
- ❖ Value-oriented magazine: Every school/college should publish or borrow value-oriented magazines or journals.

❖ Value-oriented prizes: The persons showing gallantry, bravery, honesty, truth etc. should be identified locally and they should be honored in social gatherings and should be given value-oriented prizes.

❖ Declamation contests: Debates should be organized in the institution on themes which should be related to social, moral, cultural, aesthetic and spiritual values

❖ Skits and dramas may be staged in the institutions on themes relating to values of life.

❖ Girl guiding, scouting and National Service Scheme (NSS): Every effort should be made to popularize Girl guiding, scouting and NSS. their programmes and activities should be effectively Organized.

Value Based Approaches in Teacher Education:

The methods and strategies of value education are many and varied the selection of, which depends much upon the values chosen, sources of development of these values, and many other limiting factors. The entire curriculum functions as an important source of value for education. The democratic practice and activities sponsored through student self-government contribute effectively to value learning. Values education, therefore, is affected through direct, indirect, and incidental methods. Values get transmitted via both the implicit or hidden and planned curriculum. The point emphasized is that the entire process of value education is a highly comprehensive and complex one that involves a wide range and variety of learning experiences. All forms of learning cannot be provided through a single source or the teacher should draw from a variety of learning resources either independently or in combination.

With this analysis and understanding background, the following methods and techniques may be suggested.

1. Classroom learning activities methods/approach

2. Practical activities method

3. Socialized techniques and activities

4. Incidental learning method

1. Classroom Learning Activities Method:

A very basic purpose of value education is to develop the moral autonomy of the learner and also sensitivities to the value content of school and classroom activities. This may include reading, listening, discussions, narration, direct presentation of ideas by the teacher, and other strategies.

a. Biographies of scientists, social reformers, and spiritual leaders should be condensed in such a way as to highlight the virtues and their development in the life of the eminent personality. The entire biography may be retold after rearranging the content bringing together all the related events depicting each one of the values hidden in it.

b. Stories could be used to develop value awareness of different kinds. Fables and fairy tales could be used to develop values of kindness, love for living beings, environmental awareness and courage.

c. Extracts from Essays, Articles, Classics and Newspapers Non-fictional writings dealing with value themes, such as essays, articles and newspaper reports may be used for value education purposes.

2. Practical Activities Method / Approach

Children should engage themselves in life-related practical activities which will promote the application of principles and values in daily life. The essence of the practical approach is that they provide the learners with suitable opportunities to practice and live their lives according to the principles and values they have perceived and understood.

a. Social and ethical values, examples from day-to-day situations, extracts from sayings of great men, incidents and problems which develop value judgment among pupils, dramas, dialogues, simple poems (Kavya Vachana) and scriptures from world religions could form the major part of the content along with the biographies of great men.

b. Personal, neighbor and community values should be taught in the classroom and thoroughly discussed with the students.

c. A variety of learning resources can be used for value education ranging from biographies, scriptures, proverbs, hymns and sayings of great men to current social and political events, stories from religion and mythology, moral dilemmas and school events.

d. Yoga and other activities that develop self-discipline among students could be included. Group activities like cleaning the campus, visiting slums, visits to hospitals, visits to places of worship of different faiths should form part of content in value education. Discourses on the lives of spiritual leaders can bring out values like self-sacrifice, collective happiness, love for truth and ultimate values of life for which the great leaders lived.

e. Personality Development Retreats could be held to enable the students to develop self-control, punctuality, sharing and caring respect for other faiths, cooperation and the value of silence (inner peace).

f. Prayer, meditation and `Shramadhan' could form part of the content of value education.

g. Birthdays of great national and spiritual leaders and organizing youth organizations for character development can go a long way in the inculcation of values in students.

3. Socialized Techniques approaches:

A variety of group-oriented techniques may be used in value education. The learner in socialized techniques is involved in activities and experiences which best represent functions and problems of agents of socialization. Socialized learning activities like Gender inequality, Problems pertaining to women's role and education, Caringfor animals and human beings, Problems related to environmental protection, Consequences of air and water pollution, etc. may be taught with dramatization and role plays.

4. Incidental Learning Method:

The incidental approach has a very good point in its favour in that it can be used both inside as well as outside the classroom for value education purposes. This approach is psychologically effective since it is like striking the iron while it is hot. Episodes or incidents centered around experiences of everyday occurrence in the life of children can help children identify themselves with them and understand their own thought powers and feelings. Incidents are to be recorded properly and discussed to promote better insight into human problems.

Role of the teacher in inculcating Values:

Teachers play an important role in inculcating values among the students in the following ways

➢ Organizing co-curricular activities: To Inculcate values among the students, Teachers should organize various types of co-curricular activities such as Extension lectures, Declamation contests, Skitsand dramas, Book exhibitions, art and painting exhibitions and competitions, the celebration of birthdays of great persons, a celebration of international days, value-oriented projects and bringing out value-oriented magazines or journals.

➢ Effective methods of teaching: During teaching the teacher should make all efforts to inculcate social, moral, cultural and spiritual values among the students. While teaching different subjects, especially social studies and languages, the teacher should lay stress on

the values of cultural heritage, democratic citizenship, national integration, harmony between different communities and unity of all religions.

➢ Value-oriented outlook: A teacher can inculcate values amount students only when he is an embodiment of values. Hence a teacher must possess a value-oriented outlook. If the teachers practice these values and inculcate them among their students, then society will also take care of itself.

Conclusion:

Education is a process of all round development of an individual-physical, intellectual, emotional, social, moral and spiritual. The teacher is expected to function not only as a facilitator for the acquisition of knowledge but also as an inculcator of values and a transformer of the inner being. Ancient Indian Education was value-based. Vivekananda has asserted: "Education is not the amount of information put into your brain and runs riot there, undigested all your life. We must have life-building, man-making, and character-building assimilation of ideas. The ideal, therefore, is that we must have the whole education of our country spiritual and secular, in our own hands and it must be on national methods as far as practical."

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DIGITALIZATION OF EDUCATIONAL LEVELS IN INDIA

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Abstract:

Atmanirbhar Bharat Abhiyan, which translates to "self-reliant India" or "self-dependent India," is the primary objective of "making in India." A crucial component of this mission is to advance India's international economy. The key vision of atmanirbhar bharat is to promote sustainable development, self-sufficiency, and reliance only on domestic goods and resources, as well as the eco-environmental lifecycle of production1. When it comes to digital and education, the use of digital media in this field has increased. It has changed many aspects of life and redefined what it means to live. The objectives of the paper as followed those To understand the Atmanirbhar Bharat Abhiyaan in Education sector and To know the interdependence of Atmanirbhar Bharat Abhiyaan and Digitalization of Education.The paper has constructed on the fulfilment of the objectives of the paper. It was based on secondary sources like journals, books, websites etc. the paper followed the descriptive method. Technology unquestionably has a significant impact on all aspects of life. Technology allows for the automation of numerous manual chores. A lot of difficult and important activities can also be completed more easily and effectively with the aid of contemporary technology. Living has altered as a result of the application of technology, and for the better6.

Key Words: Digitalization of Education, Atmanirbhar Bharat Abhiyan, Educational Levels

Introduction:

The current situation is such that we import more than we export, which causes a significant portion of our foreign reserve to be spent. The best illustration of the same is undoubtedly the PPE gear used in the field of medicine. Prior to the COVID pandemic, India imported PPE kits from a number of nations, but now that the pandemic has begun, there is a global shortage of PPE kits, including in India. India decided to rely on its own capabilities and start manufacturing

PPE Kits rather than relying on imports and paying higher prices. As a result, we are now exporting PPE Kits rather than importing them. All of this is a step toward achieving Aatmanirbhar or "Aatmanirbhar Bharat" in India. Since India isn't just a developing economy— rather, it's the fastest-growing developing economy globally—the step becomes even more crucial on this path. However, in light of the new hope for India, "Aatmanirbhar Bharat," many industries are expanding and prepared to take risks in order to become independent and deal with all kinds of challenges2.

India's educational system should place more emphasis on learning than on exams. It is important to let kids select the subjects that interest them. Children must be forced to communicate in groups and share their opinions on many topics rather than learning from extensive books and lectures. Children must be forced to get information on their own from library books and the Internet and share it with the class rather than taking notes from the teacher and textbooks. They will grow confident and receptive to criticism as a result of developing good reading habits. Additionally, it will aid in the growth of their analytical and critical reading abilities. When kids apply what they learn practically, it will stick in their minds. They need to be taken on field trips to places like botanical gardens, planetariums, museums, and labs where they can engage with experts in a variety of subjects and learn new things. They will be able to communicate more effectively as a result. The basic education system in our nation is the subject of this article's author's main interest5.

Objectives of the paper: The objectives of the paper as followed.

1. To understand the Atmanirbhar Bharat Abhiyaan in Education sector
2. To know the interdependence of Atmanirbhar Bharat Abhiyaan and Digitalization of Education

Methodology: The paper has constructed on the fulfilment of the objectives of the paper. It was based on secondary sources like journals, books, websites etc. the paper followed the descriptive method.

Digitalization of Education: The use of desktop computers, mobile devices, the Internet, software programmes, and other forms of digital technology to instruct students of all ages is referred to as "digitalization in education." E-books, online universities, computer-based testing, and edutainment are just a few examples of how education is currently becoming more digital. Some educators and tech enthusiasts predict that education will soon be a wholly digital

endeavour strengthened by artificial intelligence and virtual reality. It appears that the concept of digitalization defines and directs the processes of transformation and digitalization. It highlights the potential for shared meaning to direct priorities and plans, enabling development beyond having access to new digital tools, and promote change in organisational structures and practises in the classroom. This also illustrates how intricate and varied Digitalization and change are, with various stages, levels, and meanings6.

The new stage of learning has started and includes numerous sophisticated strategies such:

1. Online courses: Want to study a new language or perhaps enrol in a particular course, but lack the time to travel there? Online courses are created by specialists who are unrivalled in their field of expertise and can provide you with the experience of in-person learning by creating their own online course.

2. Online exams: With the advent of the online exam, both students and teachers can take exams at their convenience.

3. Digital textbooks: Digital textbooks, often known as e-textbooks or e-texts, offer students an interactive interface via which they may access multimedia information including movies, interactive presentations, and hyperlinks.

4. Animation: This is an engaging strategy that helps kids learn more effectively. Students are better able to understand the subject by being given a visual picture of it. With the aid of animation, even the most complicated subjects can be presented simply.

India is ranked as the third-largest internet customer, behind the US and China. The internet makes online education platforms' fundamental existence possible. The majority of schools and universities in India use the internet, primarily to administer online tests and quizzes. Although there are varied degrees of simplicity in online education due to the prevalence of digital technology in education, the administrative aspect is still an option. When there are more students than administrative staff, maintaining student records, attendance records, and roll numbers is a major hassle. In order to avoid the traditional manual techniques of record keeping, colleges and universities are adopting more convenient digital ways7.

The main issue in implementing a government-sponsored project in India is the lack of awareness among those involved in the process, particularly the local officials, as well as their intent to misuse the funds allotted to it. Evidently, the ANBA's implementation has also

been unable to rid itself of these flaws. The only way these flaws may be eliminated or their damaging effect reduced is if the relevant authority abides by rigorous transparency guidelines8. Infrastructure development may be funded by the government. We need to strike a balance between our ability to provide locally and on a global scale. All parties involved must profit from foreign technology while preserving the distinctive local flavour. Since they recently altered their approach to domestic production using local resources and raw materials, businesses play a crucial role in this situation. It implies that Atmanirbhar Bharat is the path forward. The organisations' long-term objectives must be sustainability, based on systems that value the environment, personnel development, and technological growth. Resilience in supply networks will be ensured by sustainability measures12.

The Different levels of education in India:

Digitalization concepts could be taught in schools. It should be noted that this study is based on institutions recognized for their extensive digitalization efforts. Future studies could concentrate on a greater number of schools at various stages of Digitalization and using various objects. This might paint a more complex picture of how this paradigm might be applied to comprehend the processes of digitalization in education6.

The Hon'ble Prime Minister introduced the updated "Make in India" campaign, known as the Atmanirbhar Bharat Abhiyan, on May 12, 2020. According to P.M. India, while India talks about being independent, it does not support a self-centered system. India's desire for independence is accompanied by concern for the happiness, cooperation, and peace of the entire globe. India suffered several distinct types of losses during COVID-19. The shutdown had a huge negative impact on the Indian economy. Despite this, it is a truth that India has made great strides in combating the global pandemic. The government's near-term priority will be the vaccine's introduction, so the union budget 2021 focused on India's development and changed it to reactivate the Indian economy in a post-Covid environment. The budget also aims to identify industry demand in order to promote growth and consumption. Generally speaking, it is a practical budget that, if fully carried out, may also be progressive for Atmanirbhar. Atmanirbhar Bharat Abhiyan's five pillars must be considered as a quantum leap rather than a gradual change in order to promote growth and strengthen an independent India and turn the current difficulty into an asset9.

The most popular recommendations include having several sources for global supply, manufacturing, and local sourcing. Additionally, businesses must implement artificial intelligence and analytics technology across all departments. The goal is to reach the customers more effectively, and that necessitates optimization and robustness. To reach customers more quickly and effectively, it is vital to lessen the bullwhip impact and use a combination of human intelligence, analytics methods, and technology. Cost-cutting measures and excellent risk management are required so that the supply chain may become more flexible and sustainable. Companies must identify the finest technologies for increasing consumer reach and providing better customer service. Companies should employ a better mix of global and local production and sourcing strategies, be more technologically savvy, and balance automation with intellectual capital12.

India currently has the second-largest global higher education network. In India, colleges are established by both the State Governments and public/private non-profit societies as well as charitable trusts, whereas universities are established by the Central or State Governments through legislation. In India, businesses and commercial organisations cannot open educational institutions. Each institution has affiliations with several colleges and institutes. Following is a description of the various educational levels, including the higher education system and school education:

- School Education: Education that is provided after the 10+2 stage in the Indian educational system ten years of primary and secondary education followed by two years of higher secondary education—is referred to as higher education.

- Higher Education: Undergraduate/level Bachelor's education: In the fields of arts, science, and commerce, a Bachelor's degree can be earned after three years of study. Undergraduate programmes leading to a first degree (bachelor's degree) are longer and last between four and five and a half years in professional fields including engineering, medicine, dentistry, and pharmacy. The majority of engineering courses last four years, whereas medical programmes last approximately five and a half years.

- Post-Graduate/Master's level education: Most post-graduate programmes in the humanities, sciences, business, engineering, and medicine last two years and result in the awarding of master's degrees. A bachelor's degree must first be earned before enrolling in

a master's programme, for example. Following a B.Tech. and an MBBS/BDS degree, the M.Tech., MD, MS, and MDS programmes each take two years to complete.

- Doctoral studies/ Ph.D level education: The M.Phil. programme lasts for 1.5 years. It serves as a training ground for doctoral-level study. While some universities give D.Sc. and D.Litt. after a PhD for original contributions, the PhD programme is for two years and may take several years. PhD and M Phil doctoral programmes are exclusively offered at university campuses. These courses require research work conducted under a designated or chosen advisor, culminating in the submission of a thesis and a viva. The designation of "Doctor" is given to the person upon successful completion of the PhD programme.

- Vocational Education and Training: Students who enrol in vocational education and training programmes are prepared to enter a variety of professions. These programmes range in length from a few months to a few years, although they often last up to a year. Students in vocational education and training programmes receive both theoretical instruction and practical experience to help them become productive from their very first day of work. In India, there are thousands of public, private, and government-sponsored technical and vocational institutions.

- Certificate and Diploma programs: Universities also offer a variety of diploma and certificate programmes in addition to degree programmes. They have a broad scope and discuss everything from computers to poetry. Some of them are postgraduate degree programmes, while others are undergraduate diploma programmes. The time frame varies from programme to programme and from course to course, but it typically lasts between one and three years.

- Distance Education: A learning method known as open and distance learning (ODL) is flexible in terms of teaching and learning modalities and timing because it does not require teachers and students to be present in the same location at the same time. This approach uses electronic and communication technology, such as the Internet, satellite television, video conferencing, etc., to conduct classes, or to provide lectures "from a distance." It means that you can earn an Indian degree without having to leave your country.

- State Open Universities (SOUs), educational institutions and universities, including correspondence course institutes (CCIs) in traditional dual mode universities, are the main participants in the Indian open and distance learning system. This is becoming more and more important for lifelong learning, skill development for service personnel, and quality education that is relevant to students in educationally disadvantaged areas. In fact, distant learning has quickly gained popularity among working professionals as well as students, offering anything from short professional courses to doctoral degrees. Today, a number of schools located all throughout India provide remote learning options for programmes ranging from short-term certificate courses to PhD level programmes3. PM Narendra Modi introduced the AtmaNirbhar Bharat Abhiyaan in May 2020. This movement aims to encourage entrepreneurship. In this time of Covid, the value of having a self-sufficient nation is becoming more and more clear. The pandemic has impacted the majority of developed nations, drastically reducing international trade and population migration10.

Discussion and superstations: In order to increase students' motivation to learn, encourage them to contribute to a group and experience success, help students connect with peers, help students be more productive, and help students learn more by working with peers, teachers should continue to use collaborative learning. To improve the management of early childhood care education, teachers should also use appropriate game-based learning, opportunities for collaborative and inquiry-based learning, improving self-directed learning, supporting skill development that learners need in learning, and driving learners' engagement in learning. The cornerstone of every educational system and a firm platform for future national growth is early childhood education. The education system must be digitalized in order to accomplish the goal of this education. These results demonstrate that encouraging digital learning in preschool education, which could offer an innovative alternative to traditional classroom instruction, is essential for managing early childhood care and education effectively. This study can be expanded upon in future studies using more variables as indicators of the Digitalization of the educational system in addition to cooperative learning and game-based learning. Additionally, the study can be conducted in primary, secondary, and post-secondary educational settings4. Digitalization emphasis on educational and organisational change makes assistance and professional development at numerous levels compelling, in a different way than previously.

Both schools implement student assistance and teachers' professional development (TPD) initiatives geared toward educational transformation at all levels in addition to investments in digital technology (Learning IIb). In addition to technical abilities, the support is concentrated on creation of new teaching and learning designs, new organisational communications, new planning and organising methods for rural education, and new administrative work procedures6.

Conclusion: India is well on its way to utilising IT to the best use in order to become Atmanirbhar Bharat thanks to the established intentional linkage between information technology development and technology adoption and a continuous focus to identify priority areas of research in relation to the socio-economic, environmental, and security needs of the country. Without a question, Digitalization has altered our educational system, but we cannot claim that it has lessened the need of traditional classroom instruction. We also don't want anything so valuable to disintegrate into dust. The finest thing about 21st-century educational Digitalization is that it combines elements of both traditional classroom instruction and online learning strategies. Our current pupils have a stronghold when they are walking hand in hand with each other since they operate as each other's support system. The best way to conserve resources in education has also been shown to be through Digitalization. Online exam platforms have cut down on the unnecessary use of paper, directly reducing the need to cut down trees. In this manner, the Digitalization of the education sector in the 21st century benefits our society11.

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EDUCATIONAL CONTRIBUTIONS OF MAULANA ABUL KALAM AZAD.

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ABSTRACT:

This paper will fundamentally inspect the job of Azad's commitment towards the improving the education system in India. This paper would likewise consider how Azad was particular from different erudite people to advance the thought of instruction in India. Azad has an amazing spot throughout the entire existence of current India since he tested the previous presumptions of political idea of Aligarh school in mid twenties. He assumed a significant job in keeping the development of instruction alive in the nation and demanded the understudies and all Muslims of India to learn Devangri and Hindi contents. He accepted that for free India, appropriate instruction arrangement is a higher priority than the mechanical strategy. Being the primary instruction pastor of free India, his focal point of consideration was to strengthen and democratize the instructive framework. The intention behind democratizing of training was to universalize the accomplishment opposite to break the ruling structures of authoritative chain of importance of rank and class. He needed the Muslims to assimilate a reformist mentality. He was against the rebellion and partisan patriotism which was being lectured by the Muslim association. He was not just one of the incredible researchers of the Koran in present day times yet because of his direction over Arabic and Persian he was held in high regard as a Koranic mediator in the nations of the Middle East and Africa. He ventured out all through India to advance Gandhian idea of training. Adding significance to the training, he accepted that abundance of a country isn't packed in nation's banks however in elementary schools. Truth be told, he was the main individual who raised the issue of National System of Education which is today the bed-rock of National Policy on Education (1986). The arrangement was looked into in 1992, as indicated by

which the youngsters up to a given level, regardless of station, statement of faith, area or sex approach instruction of a practically identical quality. There are two principal focuses on which he makes no compromises. The previously was the solidarity of India and second one is the training of the people. The significant explanation behind standing joined India is that he realizes that any sort of improvement is then conceivable when the nation is strategically, financially and socially joined together. This paper will concentrate on his vision of innovation in these two points of view especially in the region of instruction.

KEY NOTES: Azad'scontribution to Education: Primary and Secondary education, Higher education, Women education, Scientific and Technical education, Azad;s view on Educational Policies, Azad as Education Minister,

INTRODUCTION:

Maulana Azad occupies a distinctive position in the history of our Freedom Movement. An erudite person, Maulana Azad was one of the few Philosopher- Statesmen our nation has been gifted with. He was most assuredly an outstanding scholar, a great journalist, a matchless orator but which equal ease he was also a great statesman who played a significant role in every crisis which India faced in its struggle to make our country free and independent. During the Freedom Movement and in the years immediately following independence, he was closely associated with crucial decision making in the country. Maulana Azad was a man with a mission. His greatest mission in life, perhaps, was Hindu Muslim unity and the unity and integrity of the country. He detested partition of the country. His mission was for national integration and unity of the country. Azad was passionately patriotic and had strong empathies for anti-colonial politics since his teenage.

In the wake of the Khilafat, Non-cooperation Movement, he joined the Indian National Congress and presided over its special session of 1923. He remained with Gandhi and Nehru even as their constituency of support amongst the Indian Muslims dwindled over the years. After Independence, he committed himself to project of building a secular, pluralist and progressive nation-state and was instrumental in founding academic and cultural institutions such as the Indian Institute of Technology, Sahitya Akademi, Sangeet Natak Akademi, University Grants Commission and many more institutions and organizations. Maulana Azad's ideals have made significant contribution to India becoming a sovereign, secular and democratic republic. He remained steadfast on his opinion about religion, nationalism and freedom. The aim of this paper

is to investigate the contribution made by Maulana Azad in Modernizing Education System in India. It also discusses about the Azad as great educationist, and also about his works.

In 1923, Maulana Abul Kalam Azad became the President of the special session of the Indian National Congress. In 1930, he participated in Mahatma Gandhi movement Salt Satyagraha. In his presidential speech he clearly stated that ignoring the idea of religious separatism is very important. His speech thus still stands as the insignia of communal harmony. He held this post till the year 1946. He wanted unified nation and opposed the partition as well as Jinnah's Two-Nation Theory. After independence Maulana Abul Kalam Azad became the first education Minister of India. He was the member of Constituent Assembly which was responsible for drafting the constitution of India. Maulana Azad wanted to spread education among the common people of the country. In 1956 he was selected as the President of the UNESCO General Conference in Delhi. On February 22, 1958, he passed away. His birthday, November 11, is celebrated as National Education Day in India. Maulana Abul Kalam Azad was posthumously awarded India's highest civilian honour Bharat Ratna in 1992.

AZAD CONTRIBUTIONS TO EDUCATION:

PRIMARY AND SECONDARY EDUCATION:

Azad saidif a country is to be corruption free and become a nation of beautiful minds, I strongly feel three key societal members, who can make a difference. They are the Father, the Mother, and the Teacher.

With this view, he suggested all parents that let us sacrifice our today so that our children can have a better tomorrow. India at the time of independence was a society riddled with differences because of caste, creed, and gender. Education was mostly restricted to upper caste males, although social reformers across the country were calling for equality. Azad was sensitive to the needs of the destitute and sought to do away with the inequalities prevalent at that time. It was Azad who first raised the issue of the National System of Education, which was the foundation of the National Policy on Education 1986 that called for equality and quality of education to all students irrespective of caste, creed, location, or gender.

It was his early efforts that helped shape an all-inclusive policy of education, the benefits of which being reaped today. For democratic approach and universal education, he focused on following issues:

- Primary education all over the country.

- There should be three languages, the state languages and Hindi will be medium for instruction but English will be as an important second language.

- Universalizing of elementary education, that means elimination of illiteracy up to secondary standard and education for adults and women.

Azad was one of the uncommon identities raised for a learning society through liberal way, present day and all inclusive instruction consolidating the humanism of Indian expressions and the logic of western sciences a general public where the powerless secure, where the young is reticent and the ladies lead an existence of nobility. He was the first to raise the issue of the National System of Education which is today the bedrock of the National Policy on Education (1986) refreshed in 1992. The concept implies that, up to a given level, all students, irrespective of caste, creed, region, or gender have access to education of a comparable quality. Every single instructive program he said must do in strict congruity with common esteems and established system. He remained for a typical instructive structure of 10+2+3 throughout India. The Right to Education Bill gives right to every Indian child free and compulsory education up to elementary level.

HIGHER EDUCATION:

Azad's stand is for a educating society through liberal, modern and universal education combining the humanism, a society where the strong are just and the weak secure, where the youth is disciplined and the women lead a life of dignity with a non violent and non exploiting socio-economic order. Among the new institutions he established were the three National Academies, those are the Sangeet Natak Academy, Sahitya Academy and Lalit Kala Academy.Azad felt that the cultural activities in Indian Education was very low during the British rule and needs to be strengthened through curriculum. Consequently the Indian Council for Cultural Relations has been established by him in 1950. As Chairman of the Central Advisory Board of Education, herecommends to the Government educational reform both at the center and the states including universities, he advocated, in particular, universal primary education, free and compulsory for all, girls education, vocational training, agricultural education and technical education.

Azad established the University Grants Commission in 1956 by an Act of Parliamentfor disbursement of grants and maintenance of standards in Indian universities.Azad'sgreatest contribution is that in spite of being a scholar of Urdu,Persian and Arabic he stood for the

retention of English language for educationaladvantages and national and international needs. Primary education should betaught in the mother tongue. On the technical education side, he strengthened the AllIndian Council for Technical Education. Moulana Azad had played a key role inestablishing the Indian Insitiute of Technology at Kharagpur and further at Mumbai, Chennai, Delhi and Kanpur. The School of Planning andArchitecture came into existence at Delhi in 1955. Azad increased the grantsof Jamia Millia Islamia, Aligarh Muslim University in their days of financialcrisis and formulated several central legislations in education.

WOMEN EDUCATION:

Azad gave extraordinary weight on the instruction of ladies. In 1949, in the Central Assembly he underlined on the significance of granting guidance in present day sciences and information and furthermore saw that "no program of national training can be suitable on the off chance that it doesn't give full thought to the instruction and headway of one-portion of the general public that is ladies". Further discussing ladies training the vast majority of who had been negligible. He says that ladies instruction is significant in two different ways; first, they need training as residents of free India. Second, their instruction makes the assignment of teaching the more youthful age simple. In 1949, he brought this issue up in constituent gathering too requesting increasing the instructive open doors for ladies.

He acknowledged that a definitive accomplishment of any instructive program depends up on the correct training of ladies. Further he says that the greater part of the world's issues would be fathomed if ladies would be given instruction on the grounds that informed moms implied proficient kids. It was he who recognized that instruction of ladies is a higher priority than training of men since it could create mindfulness and another life in the entire country.

SCIENTIFIC AND TECHNICAL EDUCATION:

Science and Technology are fundamental in modern contemporary society. The understanding of how social, cultural and material elements influence the production of new practices, new ways of understanding and new institutions is vital in our understanding of contemporary postmodern society. Science and technology are in interaction with social, political, economical and cultural processes of change. Science and Technology are in all means essential tools for rapid development of a nation. Azad gave special stress on the teaching of modern sciences and also on the education of women. In 1949, in the Central Assembly he emphasized on the importance of imparting instruction in modern sciences and knowledge and also observed that no

programmers of national education can be appropriate if it does not give full consideration to the education and promotingof half of the society that is the women. He wanted that India as a whole should become literate and there should be not only village schools but also schools which will impart best form of education and that proper prominence should be given to the education of women. Azad's commitment to scientific and technical education is important to remember today.

The life expectancy of Azad covers three stages in the improvement of science and innovation.

Colonial Phase: In the main stage which was spoken to by modern private enterprise and the development of science and innovation bolstered by the severe misuse by theEuropean countries of the characteristic assets and afterward individuals of Asia, Africa and American Countries. Science was considered as a European wonder or subject and was forced on India contrary to customary learning.

The Logical Positivist Phase: This stage proceeded until the start of the Second World War and was set apart by a sensible positivist standpoint towards science. The things which couldn't be clarified inside the structure of the then existing information, was considered non-logical and unreasonable. It was felt that with the improvement of science every one of the issues will be understood on sane premise. This period of science in India was a time of appearance of the national development of opportunity. In this way, there was a firm response against westernization and science itself since it was viewed as materialistic and against the profound and strict customs of our nation. This period saw the making of some foundation of science, with the opening of a few instructive and look into organizations. In spite of the fact that these focuses were at first settled and run by British instructors and researchers be that as it may, with the progression of time gradually and step by step Indians took over them. During this stage communist vision developed so as to elevate science and innovation to end financial backwardness.

The Phase of Scientific Technological Euphoria: The last stage began with the finish of Second World War and political freedom of India. In this stage there was tremendous extension of science and innovation. There were a few accomplishments in the field of atomic science, radar and anti-infection agents. In India advancement of science and innovation turned into a significant instrument of strategy under the authority of Nehru. In this stage, Azad turned into the principal instruction Minister of India. While discussing instruction framework presented by

British, he contended that however the design was to make in India men who in preparing, standpoint and loyalties would be committed to the interests of British, the framework opened another universe of science and innovation. He bolstered each development which would widen individuals' psyche.

AZAD'S VIEW ON EDUCATIONAL POLICIES:

From the study of Azad's ideas on the educational policies, one is able to comprehend the four important objectives that he promoted as the new goals of education in post-independence India:

1. Democratization of education;

2. Maintenance of educational standards;

3. Broadening of educational outlook; and

4. Promotion of mutual understanding.

For democratization of education in India, with a view to liquidating mass illiteracy, Azad strove to introduce two important reform measures in the country—universalizing elementary education and launching a nationwide drive for adult education. For the purpose of making education free and universal for the younger generation, he emphasized the implementation of the 40-year Post-War Educational Plan within one-fourth of its time. 2 What characterized Maulana Azad's uniqueness of broadening of the educational outlook was his insistence on making education free and compulsory up to the secondary stage.

For promotion of mutual understanding Azad brought his ideology of human fraternity and fellowship to bear on the office of the Education Ministry. Azad was an apostle of international amity and the indivisible unity of man. He had expressed his abiding faith in the essential unity of man holding it above all other objectives of human life, such as religious salvation, economic prosperity, cultural advancement and political emancipation. For this philosophy of universalism, he found support from both the Islamic and Hindu world-views.

Apart from the fact that education is the dynamic side of philosophy, what presently justifies taking up a study like this is Azad's association with education throughout the course of his public life is his involvement with education as a mission of guiding mankind towards higher goals covering more than half-a-century.

AZAD AS EDUCATION MINISTER:

During Maulana Azad's tenure as the Minister of Education, the Union Ministry had attained educational leadership in the country. Before that, until Sir John Seargent was made the

Educational Advisor, that is, upto 1937, the Ministry of Education was a dead organisation, which had no function except to form a few committees and present a report on educational activities at the end of the year. After a few years, when the National Government was formed, Pandit Jawaharlal Nehru included the name of Maulana Azad in his Cabinet as the Education Minister. The Departments of Social, Cultural and Scientific Research were also placed under his charge. In such a way the Union Education Ministry, under the guidance of Maulana Azad, for the first time in its history adopted thoughtful and visionary ideas and translated those into reality. Different Commi-tttees and Commissions were committed in respect of different levels of education, for example, Primary, Secondary University, Technical, Adult Education, etc. These bodies inspected the different wings, drew up new plans and tried to bring uniformity in national plans.

The following Departments/Organisations/Commissions/Councils/Boards/Bureaus were established during Maulana Azad's Ministership:

1. University Commission: This Commission was established in 1948. Most of the recommen-dations of this Commission were accepted by the government. Teaching in many new disciplines was started in the universities due to the efforts of Maulana Azad. The UGC functioned under his leadership.

2. All India Council for Secondary Education: This Council was established with a view to develop mutual relations amongst States.

3. Secondary Education Commission: Maulana Azad felt that the old syllabi of the high schools should be changed to bring new ones. For this purpose, he established the Secondary Education Commission on September 1952 of which Dr A.L. Mudaliar was made the Chairman. On the recommendation of this Commission, the structure of Secondary Education was changed.

4. All India Council for Technical Education: After the All India Council for Technical Education was established, on its recommendation a large number of Technical Schools and Colleges were opened.

5. Adult Education: The Board for Adult Education was established with a view to facilitate education amongst the uneducated adults.

6. Rural Higher Education: The Board for Rural Higher Education was established with a view to extends higher education in the villages.

7. Central Social Development Board.

8. Central Education Board.

9. Educational and Vocational Guidance Bureau.

10. National Organization for Basic Education.

11. Council for Scientific and Technical Research.

Besides the above, Maulana Azad drew up several programmes for development of Hindi and its acceptance as the national language. He launched several schemes for physical education, excursions, betterment of youngsters, social service, education for disabled persons, etc. It is indisputable that the educational development plans were started during Maulana Azad's stewardship of the Union Education Ministry.

Apart from the above development plans, three academies were established,

(1) Sahitya Academy,

 (2) Art Academy and

(3) Dance-Drama and Music Academy.

A new Department was opened in the Education Ministry for establishing cultural relations with UNESCO and international cultural organisations. A new organisation was also established for strengthening education through exchange of views between teachers and the taught. All these steps taken by Maulana Azad offer ample testimony to the fact that he was an ardent votary of the theory of united nationalism. The only aims of his life were unity, friendship and love and he put all his endeavours towards reinforcing these.

CONCLUSION:

Azad visualized that nation building is possible only through wide and secular education and communal congruence. He kept on promoting and protecting the secular character of the nation despite adverse situations and resistance from within and outside India. He designed the education policy of the country. His secular, liberal, modern and universal education is relevant even today. His vision paved the way for achieving education for all. The clue of his education policy was his conviction that democracy cannot function without the eradication of illiteracy. He realized that the introduction of adult franchise needed a national program of mass education.

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OPPORTUNITIES AND CHALLENGES OF WOMEN EMPOWERMENT IN INDIA

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Abstract;

Empowerment of women would mean equipping women to be economically independent, self-reliant, have positive esteem to enable them to face any difficult situation and to be able to participate in development activities. The empowered women should be able to participate in the process of decision making. This is the conceptual paper which highlights the concept of women empowerment, need for women empowerment, women empowerment in India, types of women empowerments, specific laws for women empowerment in India. Government policies for women empowerment impact of empowerment and challenges of women empowerment.

Keywords: - Empowerment, Development, Economically, Struggle, Education etc.

Introduction:

India is a very famous country known for its tradition. People of India used to say this country BHARAT MATA. This means a mother of every Indian whom we have to save and care always. With the word women empowerment a question arises that ''have women become really strong". "Has the long-term struggle ended?" Women empowerment is very necessary for the bright future of family, society, and country. According to the provision of the constitution of India it is a legal point to grant equality for women in the society in all spheres just like men. There are many formulating strategies and initiating process started by the government of India in order to bring women into the mainstream, of development. Women need to be independent in every area for holistic development of women and children.

Women's Empowerment:

 Women's empowerment is the process of empowering women.it may be define in several ways including accepting women viewpoint or making an effort to seek them, raising the status of women through education, awareness, literacy, and training. Women's empowerment equips and allow women to make self-decision, make life determining decision, through the different problem in society. They may have the opportunity to redefine general roles or other such roles

which in turn may allow them more freedom to pursue desire goals. According to the united nation women empowerment mainly have five components.

▪ Generating women sense of self-worth.

▪ Women's right to have and determine their choices.

▪ Women's right to have access to equal opportunities and all kinds of resources.

▪ Women's right to have the power to regulate and control their own lives within and outside home.

▪ Women's ability to contribute in creating a more just social and economic order. Thus, women empowerment is nothing but recognition of women's basic human rights and creating an environment where they are treated as equal to men.

Need for Women Empowerment:

ALMOST 50% OF India is women, and that means full of development depends on half the population of women and that mean full of development of our country depends in half the population of women who are not empowered and still restricted by many social taboos. In such condition one cannot say that our country would be developed in the future without empowering its half population. India is a famous country for proving 'unity in diversity' where people of many religious beliefs live together in the society. Women have been given a special place in every religious which act as a big curtain covering the eyes of people and in continuation of many ill practices against women since ages. In the Indian society there were custom of child labour child marriage. Including other discriminatory policies. All such ill practices are because of male superiority complex and patriarchal system of society to regard woman with due respect and dignity, women empowerment is the proper sword.

Types of Women Empowerments:

▪ **Social Women Empowerment-** A critical aspect of social empowerment of women is the promotion of gender equality. General equality implies a society in which women and men enjoy the same opportunities, outcomes, rights and obligation in all spheres of life.

▪ **Educational Women Empowerment-** It means empowering women with knowledge, skill, and self-confidence necessary to participate fully in the development process. It means making women aware of their rights and developing a confidence to claim them.

▪ **Economic and Occupational Empowerment-** it implies a better quality of material life.it means reducing financial dependence on their male counterparts by making them a significant part of human resources.

▪ **Legal Women Empowerment-** It suggests the provision of effective legal structure which is supportive of women empowerment. it means addressing the gaps between what the law prescribes and what actually occurs.

▪ **Political Women Empowerment-** It means the existence of a political system favouring participation and control by women in political decision-making processes and governance.

Women Empowerment in India:

From ancient to modern period, women's condition socially, politically and economically has not remained the same and kept changing with times. In ancient India, women were having equal status as men in early Vedic period they were very educated and there are references of women sages such as Maitrayee in our ancient texts. Since the famous treatise of Manu, i.e., Manu smriti, the status of women was relegated to a subordinate position. all kinds of discriminatory practices started to come into existence such as child marriage, devadasi system.

A few enlightened Indians such as Raja Ram Mohan Roy, influenced by the modern concept of freedom, liberty, equality, and justice, started to question the prevailing discriminatory practices against women. Through his unrelenting efforts, the British were forced to abolish the ill-practice of sati. Similarly other social reformers such as Ishwar Chandra Vidyanagar, swami Vivekananda, Acharya VinobaBhave, etc. Work for the upliftment of women in India. for instance, the widow remarriage act of 1856. Was the result of Ishwar Chandra Vidyanagar movement for improving the conditions for widows.

Indian national congress supported the first women delegation which met the secretary of state to demand women's political rights in 1917. The child marriage restraint act in 1929 was passed due to efforts of Mohammad Ali Jinna, and also Mahatma Gandhi called upon the young men to marry the child widows urged people to boycott child marriage. during freedom movement almost all the leaders were of the view that women should be given equal status in free India and all types of discriminatory practices must stop for that to happen, it was through fit to include such provisions in the constitution of India which would help eliminate age-old exploitative customs and traditions, and also add provisions which would help in empowering women socially, economically and politically.

Constitution of India and Women Empowerment:

India's constitution maker and our founding father were very determined to provide equal rights to both women and men. The constitution of India is one of the finest equality documents in the world.

Special Law for Women Empowerment in India......

Here is the lust of some specific law which were enacted by the parliament in order to fulfil constitution obligation of women empowerment.

▪ Widow Remarriage Act 1856

▪ Indian Panel Code 1860

▪ Christian Marriage Act 1872

▪ Indian Evidence Act 1872

▪ Married women's Property Act 1874

▪ Births, Deaths and marriages Registration Act 1886

▪ Guardians and wards Act 1890

▪ Workmen's compensation act, 1923

▪ Indian Succession Act, 1925

▪ Child Marriage Restraint Act, 1929

▪ Special Marriage Act, 1954

▪ Hindu Marriage Act, 1955

▪ Hindu Adoptions and Maintenance Act, 1956

▪ Dowry Prohibition Act,1961

▪ Maternity Benefit Act, 1961

▪ Foreign Marriage Act, 1969

▪ Indian Divorce Act, 1969

▪ Medical Termination of Pregnancy Act, 1971

▪ Equal Remuneration Act, 1976

▪ Family Courts Act, 1984

▪ The Indecent Representation of Women (Prohibition) Act, 1986

▪ Commission of Sati (Prevention) Act, 1987

▪ National Commission for Women Act, 1990

▪ Pre-Conception and Pre-Natal Diagnostic Techniques [Regulation and Prevention of Misuse] Act, 1994

▪Protection of Children from Sexual Offences Act, 2012

▪ Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

Impact on Women Empowerment:

To really bringing empowerment all women need to be aware about the rights from their end. They need to take positive step to involve in multiple activities instead of only taking care of household chores and family responsibilities. They are much better than men to deals with certain problems in the society. They can better understand the disadvantage of overpopulation for their family and country. They are fully able to handle the economic condition of the family and country through proper family planning. Women are capable enough to handle any impulsive violence in comparison to the men weather in the family or society. It is only through women empowerment; it can be possible to change the male –dominated country into equally dominated country of rich economy. In the few last year, advantages of women empowerment are coming out in front of us. Women are being more conscious about their health, education, career, job, and responsibilities towards. Family, society and country.

Women Empowerment Challenges and Aspects:

➢ **Economic Backwardness:** Women constitute only 29% of the workforce.but form majority of destitute in the country. There has been failure in transforming the available women base into human resource.

➢ **Lack of Political Will:** The still pending women's reservation will underscores the lack of will to empower women politically. Male dominance prevails in the politics of India and women are forced to remain as mute spectators.

➢**Education:** This is the most important and indispensable tools for women empowerment. It makes women aware of their rights and responsibilities. Educational achievements of a women can have ripple effects for the family and across generations. Most of the girls drop out of school due to unavailability of separate toilets for them.

Suggestion:

In India to empower the women, first we need to identify the bottlenecks that prevents the women rights and value in the society such as dowry system, illiteracy, sexual harassment, inequality, female infanticide, domestic violence, rape, prostitution, illegal trafficking and other issues. Gender discrimination brings cultural, social, educational differences, which push country in the back. This is the responsibility of women too. to sought against bad treatment either in home or institution. If your own family member does misbehave which is called domestic violence then rise voice against them. if any type of sexual harassment done in your working or educational institution then first rise voice and fight against him. Always fight for your own rights. to reach the higher goal of women empowerment it should be promoted for childhood in each and every family. It needs women to be strong physically, mentally and socially.

Conclusion:

To conclude, a better education can be started at home from childhood. The upliftment of women needs healthy family to bring a holistic development for the nation. The reason being, still in many backward areas the trained of early marriage and childbirth prevails due to poverty, insecurity, and illiteracy of the parents. This is the responsibility of government to give facility to women for their bright future and bright future of country. With government this is responsibility of every citizen to value female gender. Fight for her own rights is the responsibility of every female gender. She is the only who can improve her condition fatly by fighting for their own rights and make violence against any factor which create problem for her.

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FACTORS AFFECTING THE PREFERENCES OF PATIENTS ABOUT HEALTH CARE SERVICES IN PRIMARY HEALTH CENTERS: A STUDY OF JEWARGI TALUKA

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Abstract:

Primary Health Centers are the most important part of healthcare services in rural India and they play a very prominent role in the production of healthcare services. PHCs are the first place where the rural population acquires curative service from a qualified doctor of the public sector. Primary healthcare is a vital service that remains the strongest part of health service delivery. Primary healthcare is the day-to-day care needed to protect, maintain, or restore public health. For most people, it is both their first point of contact with the healthcare system and their most frequently used health service. In India concept of primary healthcare was laid down by the recommendations of the Bhore Committee (1946). Recently and with time we have seen much improvement in primary healthcare services it has grown in leaps and bounds with regards to infrastructural facilities and updates in healthcare indices of the country. Still, many challenges are ahead to achieve better healthcare for all. There is a need to highlight the major factors affecting the perception of patients about the usage and services of primary health centers and there is an urgent need to address the issues of non-usage of services of PHCs. The research methodology adopted for the paper is a sample survey of 600 patients of Jewargi taluka.

In this article, an attempt is made to know the factors affecting the preferences of patients relating to the health care services provided in Primary Health Centers of Jewargi Taluka and also to suggest some measures to improve the existing facilities to encourage more people to visit PHCs.

Introduction:

As it is rightly said, "Health is Wealth". The health of the people is very important for the development of a nation; a country like India which is the second most populated country becomes a daunting task to provide affordable health care to all the citizens. According to the World Health Organization (WHO), health is a state of complete physical, mental and social

well-being and not merely the absence of disease or infirmity. The first and foremost duty of any Government is to provide health facilities to all its citizens, with this motive Primary Health Centers were established to provide healthcare facilities to the most marginalized people of society. The Indian healthcare system is divided into three levels. These are very important steps in the health care system in India. These levels represent different types of care involving varying degrees of complexity. They are as follows:

  i) Primary Health Care- PHCs: Primary Health Centers

  ii) Secondary Health Care- CHCs: Community Health Centers

  iii) Tertiary Health Care- District hospitals, Medical college hospitals, etc.

Primary Health Centers (PHCs):

Sometimes referred to as public health centers are state-owned rural and urban healthcare facilities in India. They are essentially single-physician clinics usually with facilities for minor surgeries. They are part of the government-funded public health system in India and are the most basic units of this system.

Functions of PHCs:

- To provide comprehensive primary health care to the community through the primary health center.
- To achieve & maintain an acceptable standard of quality of care.
- To make the services more responsive & sensitive to the needs of the community.

Primary Health Care:

Generally, a typical PHC covers a populace of 20,000 in hilly, tribal, or difficult areas and a population of 30,000 in plain areas with 4–6 indoor/observation beds. According to the Indian Public Health Standards Guidelines (IPHS), a PHC must be manned by a medical officer and 14 paramedical and other staff. As of 31.3.2020 30,813 PHCs are functioning in the country. It is assumed that in ideal conditions the rural population should always visit PHCs for primary and secondary level healthcare because that's what PHCs are established for, but according to NFHS-4 only around 12% of the households generally visits PHCs for general healthcare services. People in rural and distant areas still lack access to basic healthcare.

Objectives of the study:

The following are the objectives of the study

  a) To study the theoretical aspects of PHCs

b) To study and understand the factors affecting the preferences of patients

c) To suggest strategies to increase the usage of healthcare services

Research Methodology and Limitations:

The research method used for the present paper was exploratory method, based on literature reviews, a questionnaire survey of 600 respondents, informal interaction with the respondent patients and the author's practical experiences in the interaction at the Primary Health Centers of Jewargi taluka. A judgmental sampling method was adopted for the study.

Data analysis tools:

The analysis of the data is done using frequency tables to understand the various factors affecting the preferences of patients of PHCs.

Data Analysis and Interpretation:

a. Gender of respondents:

The gender of the respondents may influence the level of perception of the services offered by the hospitals. Male respondents may know more than female respondents about the availability of the various services offered by the hospitals in the study area. So they can easily compare and rate the service quality of the hospital better than the female respondents. The distribution of respondents based on their gender is provided in below Table. 1.1.

Table 1.1 Gender of Respondents: N=600

Gender	No. of Respondents	Percentage of Respondents
Male	340	56.67
Female	260	43.33
Total	**600**	100

 Source: Field survey

From the table, it is visible that out of the total respondents the maximum number of respondents 340 (i.e., 56.67 %) were male, whereas the remaining number of respondents 260 (i.e., 43.33%) were female respondents. The analysis reveals that the important gender among the respondents was male i.e., 340(i.e., 56.67%).

b. Reasons for preferring PHCs:

Table 1.2 Reasons for Preferring PHCs   N=600

Sl. no.	Reasons	Number of respondents				
		Yes	%	No	%	Total

		1	2	3	4	2+4	1+3
A	Free treatment	530	88.33	70	11.67	100	600
B	Free drugs	290	48.33	310	51.67	100	600
C	Nearby location	490	81.67	110	18.33	100	600
D	Less waiting time	218	36.33	382	63.67	100	600
E	Less transportation cost	385	64.17	215	35.83	100	600
F	Quality health care	235	39.17	365	60.83	100	600
G	Patient care is good	280	46.67	320	53.33	100	600
H	Knowledgeable Doctors	515	85.83	85	14.17	100	600
I	Availability of testing lab	490	81.67	110	18.33	100	600
J	Others	85	14.17	515	85.83	100	600

Source: Field survey

From the table, it is found that

A. Affordable health care is very essential and if it is coming free of cost then it is more than good, from the table it is clear that out of the total respondents 530(i.e., 88.33%) respondents have preferred services of PHC for getting free treatment and only 70(i.e., 11.67%) respondents have not preferred PHC though free treatment is available.

B. Medicine and drugs are crucial for patients in getting well soon if they are available freely then definitely one would wish to use them but required drugs and medicines should be available in PHC, from the table it is evident that 290(i.e., 48.33%) respondents have preferred PHC for free drugs and 310(i.e., 51.67%) have not preferred PHC though free drugs and medicines were available.

C. Out of the total respondents, 490(i.e., 81.67%) respondents preferred PHC as they were located nearby and 110(i.e., 18.33%) respondents did not prefer services of PHC though they were located nearby.

D. Out of the total respondents, 218(i.e., 36.33%) respondents preferred PHC due to the less waiting time, and 382(i.e., 63.67%) respondents did not prefer PHC though less waiting time was there. The ratio of non-preference of PHC is high due to longer waiting periods in PHC.

E. The time required to travel to a health center should be less as it decides the life and death of a patient and the transportation cost also plays a very important role as in rural areas people may be having lower earnings, from the table it is quite clear that 385(i.e., 64.17%) respondents chose PHC due to the less transportation cost as they are located in their village and 215(i.e., 35.83%) respondents did not prefer PHC despite fewer

transportation costs, due to various reasons like; emergencies and type of treatment they are looking for.

F. Quality health care is one of the major reasons for choosing any health center as it determines the speedy recovery of a patient, from the table it is understood that out of the total respondents, 365(i.e., 60.83%) have not preferred PHC as they thought Quality of health care facilities are not up to the mark and 235(i.e., 39.17%) respondents preferred PHC.

G. Taking care of a patient is very vital for a health center as it improves the health condition of patients and helps them in a speedy recovery, so from the table it is known that out of the total respondents. 280(i.e., 46.67%) respondents preferred PHC because the care provided by the hospital staff to the patient was perceived as good. But 320(i.e., 53.33%) respondents felt that patient care was not that good in PHC.

H. Good treatment and correct diagnosis of the patient is only possible when knowledgeable doctors are available, from the table it is understood that out of the total respondents 515(i.e., 85.83%) respondents felt that in the PHC knowledgeable Doctors were available and 85(i.e., 14.17%) respondents thought that knowledgeable Doctors were not available at PHC.

I. Testing labs are very important it is these reports which decide what treatment has to be given to a patient, from the table it is clear that the majority of the respondents i.e., 490(81.67%) respondents have preferred PHC due to the availability of testing Labs and 110(18.33%) respondents did not prefer PHC due to non-availability of testing Lab for their specific treatments.

J. Out of the total respondents. 85(14.17%) respondents preferred PHC for various other reasons than discussed above such as; good rapport with paramedical staff, easy consultation on medicine usage, trust in doctors, etc.

c. Types of services available for Respondents in the PHC:

Table1.3 Services Available in the PHC   N=600

Sl. No	Types of services	Yes		No		Total	
		1	2	3	4	2+4	1+3
A	Permanent doctor in the hospital	490	81.67	110	18.33	100	600
B	Sufficient paramedical staff	530	88.33	70	11.67	100	600

C	Testing lab	365	60.83	235	39.17	100	600
D	Scanning facility	25	4.17	575	95.83	100	600
E	Emergency services	95	15.83	505	84.17	100	600
F	Ambulance services	65	10.83	535	89.17	100	600

Source: Field survey

From the table it is clear that

A. Availability of a Permanent doctor is one of the major reasons for visiting PHCs, from the table it is clear that the maximum number of respondents i.e., 490(81.67%) respondents have told that a permanent doctor was available in the PHC and 110(18.33%) respondents said that permanent doctors were not available.

B. A sufficient number of paramedical staff at the PHC is the basic requirement as it ensures that patients are treated well with all the medical facilities. From the table, it is understood that the maximum number of respondents i.e., 530(88.33%) respondents expressed that sufficient paramedical staff was available in the PHC and only 70(11.67%) respondents told that there was no sufficient paramedical staff at PHC.

C. Testing labs are very important for the PHC as based on the test reports medicines are written by the doctors. From the table, it is analyzed that the maximum number of respondents i.e., 365(60.83%) respondents said that the testing lab was available at PHC and 235(39.17%) respondents told that the testing lab was not available.

D. Scanning is the most important facility in the health center which helps the doctor to diagnose diseases properly and to prescribe medicines. From the table, it is concluded that the maximum number of respondents i.e., 575(95.83%) respondents revealed that there was no scanning facility at PHC and only 25(4.17%) respondents said that there was a scanning facility.

E. Emergency services are very vital in the PHC, from the table it is evident that the minimum number of respondents i.e., 95(15.83%) respondents said that emergency services were available and the maximum number of respondents i.e., 505(84.17%) respondents opined that there was no availability of emergency services at PHC.

F. Ambulance service is the most important service in the health center, from the table it is understood that only 65(10.83%) respondents said that ambulances service is available

and the maximum number of respondents i.e., 535(89.17%) respondents revealed that there was no ambulance service at PHC.

Findings:

a) From the study, it was found that more than half of the respondents were male (i.e., 340) and less than half of the respondents were female (i.e., 260).

b) The study has revealed that the Availability of free treatment, diagnostic testing laboratories, knowledgeable doctors, and the location of the PHC are the major reasons behind respondents preferring PHC.

c) Non-availability of prescribed drugs in the PHC, longer waiting periods and poor healthcare quality are the major factors respondents think need to be improved in PHC.

d) Major services liked by respondents are sufficient paramedical staff, availability of permanent doctors and a testing laboratory and the least liked PHC services are scanning facility, ambulance and emergency services as they are not available in PHC.

Suggestions:

a) From the study, it was found that the gender and age of people do not affect the preferences of patients about the health care services of PHCs. However, there should be specialized facilities given to females and older aged people, further, it is advisable to modernize Pregnancy care units, Cardiology units, and Neurology and Orthopedics wards.

b) An inadequate number of female Doctors for posting in rural areas is one of the reasons behind visiting several female patients to the PHCs, the paramedical staff especially the nurses should be provided training on obstetric gynecology to enable them to popularize and facilitate the institutional deliveries.

c) There is a need to promote and create awareness about health insurance schemes provided by the Government so that a large number of people can take benefit from these schemes.

d) Respondents opined that they visit PHCs due to knowledgeable doctors, availability of testing lab facilities, free treatment and in an emergency. Therefore, each PHC should have its emergency ward because emergency cases were not handled by private hospitals and doctors. In case of emergencies, Government hospitals insist patient admission is

based on police complaints & FIRs so this creates a delay in treatment. This should be reduced by making some changes in policies.

e) It has been seen from the study that there are very less PHCs having ambulance services in rural areas, it is necessary to provide ambulances to each PHC and also improve infrastructure facilities in rural areas.

Conclusion:

The Health System has paramount importance in a developing nation, without health one cannot achieve anything. A healthy nation is always a productive nation; Indian health care Industry has grown drastically in recent years but the improvement has been lopsided across regions with large-scale inter-state variations. Still, there is a lot of improvement needed in Primary health care as in India Primary Health Centers are not up to the mark and are failing to cater to the health care needs of rural people as they are not fully equipped with modern technology and types of equipment. The major factor affecting the preferences of patients is the timely availability of health care services. There is an urgent need to assess and address this issue so that the 'health for all' motto may be possible.

The government's effort to achieve universal health coverage through its flagship initiative, the Ayushman Bharat program launched in 2018, and the program includes the health insurance component, the Pradhan Mantri Jan Aarogya Yojna (PM-JAY). The Government has taken many initiatives in this regard series of reforms to achieve universal healthcare through the implementation of the National Health Policy of 2017, the Atmanirbhar Bharat Abhiyan and the National Digital Health Mission (NDHM).

The paper concludes with a view that there are still gaps between people's expectations and the quality of services provided by the PHC. The services of PHCs should be made available to each village, as now only 12 PHCs are there in Jewargi taluka the numbers should be increased. It is not only how many services are provided but also improving existing services that are of prime importance.

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WOMEN EMPOWERMENT THROUGH EDUCATION

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Key words:

Women's empowerment: Process by which women gain power and control over their own lives and acquire the ability to make strategic choices.

Education: a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness, and honesty.

Topic: Women Empowerment through Education

"To awaken the people it is the woman who must be awakened. Once she is on the move the family moves the village moves, the nation moves."   Jawaharlal Nehru.

"Every human being has the right to education. Inspite of the Article 26 of the Universal Declaration of Human Rights and the Convention and Recommendation against Discrimination in Education, which was adopted by the General conference of UNESCO in 1960, enjoyment of this right, however is not always ensured in the case of men, and even less so in the case of women. The latter indeed are often victims of discrimination. The discrimination not only prevents women from achieving complete self fulfillment as human beings it also impedes the progress of society."

-Chabaud Jacqueline (1970)

Women empowerment is the buzzword all over the world. Various national and international forums during the last decade are witnesses of very active and multifaceted efforts for achieving the principles of equality, sustainability and empowerment with a special focus on women. The issue of empowerment of women occupied the center stage indicating the global paradigm shift from a growth oriented to a human development approach. In the Indian content the concern for women's empowerment was evident in the thoughts and writings of the social reformers way back in the 12th century which was revitalized by our constitution leading to various government policies, initiatives, schemes and programs for promoting women

empowerment. The declaration of 2001 as the empowerment year for women shows the growing concern for the empowerment of women.

Education is a key for women empowerment because it enables them to respond to opportunities, to challenge their traditional roles & to change their lives. This idea is further supported in International Conference -1994. It was said that "Education is one of the most important means of empowering women with the knowledge, skills and self confidence necessary to participate fully in the development process. Education enhances the women empowerment in the following ways;

❖ Education provides financial and economic security to a woman by opening various job avenues so that she can generate her own income, give support to the family and in the long run strengthen the economy. Further the feeling of security motivates her to involve in constructive activities.

❖ Education helps a woman to be physically healthy and strong by giving her knowledge about health and hygiene related aspects and as the saying goes Sound mind in a sound body good physical health leads to good mental health. A mentally healthy woman is satisfied & contented and is an asset to the family, society and nation who can use her efficiency and potential in the right manner.

❖ Every woman has her own aspirations. Education helps to maintain or balanced aspirations by identifying her interest, ability and potential which further lead her to choose a proper vacation and there by contributes to the family and society.

❖ Education helps in the balanced development of personality. The various dimensions of personality are developed harmoniously. More important, it teaches her the expression of feelings and thought through effective communication which helps solve the disputes and adjustment problems at any level.

❖ An educated woman is a guiding light for the children, family members, society and nation. She knows how to have a happy family and balance healthy relations with others. As is said "There is a woman behind the success of every man"

❖ Education helps in making her competitive in a positive way without having jealousy or ill feeling towards the competitor. Education is the input which a women grasps and with the behavior comes the output.

❖ Education makes a woman aware about the moral and ethical codes. It makes has self-disciplined and fore-sighted.

❖ An educated woman can bring about a change in the attitude of the family members and society by questioning the conservative thoughts of the people and blind faith. It helps in removing the social evils like sati, dowry, early marriage, etc.

❖ Education helps to improve the sex ratio & in controlling population.

❖ Education helps women to play a leading role in the decision making process at the family level and social, political and economic fronts.

❖ Education has played an important role in solving the problem of gender bias.

❖ Education makes a women self relevant and provides a clear perspective of life.

REMEDIAL MEASURES FOR IMPROVING THE LITERACY LEVEL OF WOMEN IN INDIA

The following measures can be considered for bringing phenomenal change in the plight women's education and empowerment in India

1. Since the prevailing situation of poor or less enrolment of girls in schools closes the doors for development and prosperity of future generation of women, concerted efforts must be initiated jointly by the government, parents and civil society to achieve universal enrolment for girls without any compromise. The enrolment can be made even mandatory for every girl by the government in the realm of compulsory education. .

• The Ministry of Education both at Centre and State level should work out strategic steps to stop firmly the ongoing high drop –outs among girls especially in rural, tribal and slums areas with the serious involvement of voluntary organisations in every locality to realize zero drop-out among girls.

• The poverty stricken families can be identified through proper research and necessary poverty alleviation services be provided to strengthen the income thereby to enable the families to send their children to schools and colleges without much financial difficulties

• Bonded Child labour and Child labour practice must be abolished with strict administrative measures and the relieved children form bondage should be integrated into schools with suitable defense social mechanism.

- Appropriate steps should be taken by the educational authorities with the participation of communities in order to bring the girl children to the main stream of education and development at every level including family and community.

- The female child in every Indian family irrespective of socio-economic status should be moulded to overcome the challenges of inferiority; subservience and domesticity which place sever limitations on her education and development. Every family irrespective its socio-cultural and economic background can take it a challenge to bring up their girl children as dignified human being with empowerment in physical, mental, economic and social dimensions of life.

- The Midday meal scheme and other educational supportive services like free text books, Note books , Fee uniforms , Free Bicycles, Free bus , scholarships Free bus pass and so on as done in the state of Tamil Nadu can be provided in all states and union territories to lift up the literacy level among girls

- As social evils like dowry, child marriage , caste system and other practices deprive rights of education for children belonging to poor and underprivileged families and communities, they should eliminated through well-designed packages of mass awareness programmes and social welfare measures with full support of public, political parties, NGOs and government agencies.

- The electronic and print media can play significant role in building a good and positive image about girls and women in general in the society by giving no focus for such advertisements and news fetching commercial gain at the cost of depicting women as an object. This would help in changing the society's attitudes towards girls and their roles to treat every girl or woman as human being with self respect and dignity.

- Government, voluntary sector and philanthropic organisations and individuals should come forward to provide free education for poor girls and provide free hostel facilities for girls studying in schools and colleges in every state of India. This will certainly encourage children of poor families to pursue good and higher education without much impediments

- The schools of social work, departments of women studies, Women Universities and other educational institutions in hand with NGOs and social service organisations such as Rotary Clubs , Lions Clubs , women lib organisations associations can work together to

improve the educational status of the womenfolk in this country on mutual respect and understanding.

- The parents of children belonging to poor, underprivileged families must be specially educated with proper social formula to help them to understand the significance of education for their girl children as foundation for empowerment

- Government, NGOs and public should work hand in hand to implement the minimum age at marriage (21and above) Awareness should be created to institutionalize it as a traditional practice cut across castes, religions, community etc.

- Government officials, policy makers, political parties and others should have adequate political will and conviction to empower women in India without double standard mind

- The law enforcing machinery should be made really effective with efficient monitoring vigilant system to implement the constitutional and legislative provisions and administrative measures to assure free and compulsory education for all children of this nation without any gender discrimination.

Role of Universities in Empowering Women

1. **Mass motivation and mobilization**

   - Creating mass awareness

   - Environment building

   - Motivation campaign

   - Spreading messages through students

   - Involving people's participation

   - Mobilization of voluntary agencies

   - Dissemination of information through newsletters

   - Sharing success stories

2. **Literacy promotion**

   - Preparation of training package for adolescent girls for personality development, development of critical thinking, development self-confidence and vocational training.

   - Preparation of learning material like folders, posters, booklets and reading materials relating to women empowerment.

3. **Techno – Pedagogic inputs**

- Through demonstration
- Through technical support
- Through improved learning materials
- By linking technology transfer with female literacy
- By preparing database information

4. **Training for staff development**

- Long –term and short-term training for female literacy personnel, covering Anganawadi workers, youth supervisors.
- Preparation of various training manuals relating women empowerment

5. **Curriculum development**

- Women studies as a discipline / population
- Adult education

6. **Network culture**

- Universities can monitor various activities relating to women studies and women movement and find out strengths and weakness of the activities and can suggest better implementation.

Education is a potent tool in the emancipation and empowerment of women. The greatest single factor which can incredibly improve the status of women in any society is education. It is indispensable that education enables women not only to gain more knowledge about the world outside of her hearth and home but helps her to get status, positive self esteem, and self confidence , necessary courage and inner strength to face challenges in life. Apparently it also facilitates them to procure a job and supplement the income of family and achieve social status. Education especially of women has a major impact on health and nutrition as an instrument of developing a sustainable strategy for population control. Moreover educated women can play an equally important role as men in nation building. Thus there is no denying fact that education empowers women. Indeed the different organs of the United Nations and experts on women's liberation argue for women's education as the basic step to attain equality with men.

A famous Chinese saying goes like this.

"If you want to plan for a year, plant wheat: if you wish to plan for ten years grow trees; but if you want to plan for 100 years, educate your woman."

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MIMEO TEACHING METHOD

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ABSTRACTS:

Even the mother who loves her child gets angry when the child refuses to eat its food and in that situation mother makes him afraid by telling that boogeyman will come and eat him if he eat the food. Why? Because mother wants her child to eat healthy and grow healthy. She uses the term of monster to feed her child properly. The term of scaring the child with monster may seen negative in the beginning, but its effect has positive outcome. Here fear used as a tool. That is what I 'am trying to explain in this teaching method. This 'MIMEO TEACHING METHOD' is a seen innovative teaching method which is a completing of the experiences that we come across our day-to-day situations. This article contains, The meaning, Definition, characteristics, Steps, Lesson planning, along with merits and demerits and remedies of the mimeo teaching method.

INTRODUCTION:

Let me give you an example you must have come across this situation in your day-today life in examination, when a student does not know the answer to a particular question he looks at his friend, classmate for help. His friend asks him in sign language regarding his problem signing what? Then the student tells him is sign language and whispers ti his friend regarding the question number and the problem. Then his friend does not screen out the answer but whispers certain key words regarding the answer and makes his friend understand the central points of the answer. With the help of these points the student understands the question and writes the perfect answer which is best to his knowledge here lies a question?

This student attended countless hours of classes held by his teacher who explained everything about the question but the student could not answer. It then how did he began writing answer just by few whispers and keywords given by his friend as a help. It made him write excellent answer. How did this became possible? How did the student understood the whispers and symbols told by his friend? I think, this situation, effect and hold a hidden teaching method so this made me think of creating a teaching method where we create an artificial atmosphere of

examination to teach effectively. This is how I created the new teaching method called MIMEO **TEACHING METHOD**.

The most difficult task in a teaching method is planning, finding, scheduling, its organization and trying to enforce it in a proper way. Evers teacher comes up with his own teaching method and imply it in their teaching. I'm one of those teachers. Every teacher wants to create a new teaching method which can applied in Indian education system, mainly focusing on general students and for those haring inferior knowledge. So I kept thinking about this and from earlier, through any experience and thinking. I collaborated the methods learned from others into creating a new teaching method and, I named it mimeo teaching method. I can be called as naleku Bodhana paddhati in kannada.

Teaching is an Art, It includes science, literature, philosophy, morality, theory, theorm, experiment, activity, etc. All of these are essential in it. That's why, a teacher must act as a guide, and a friend with his students. A teacher must do anything to help his student grow. He has to act whenever he has to, he has to laugh, sing and dance and make his students laugh, sing and dance. He must teach their regarding joy and sorrow, oain and pleasure. He must create a wonderful atmosphere and situation, just like a lord brahma creates world he must destroy immorality and ignorance just like lord shive, he must protect morality and intelligence just like lord Vishnu. A teacher must play all these roles in a student's life it is his duty, this mimeo teaching method is created based on these basis.

QUESTION: What is mimeo teaching method?

Sometimes, it becomes hard for a teacher to teach certain topics such as old language based literatures such ancient kannada and English literary works, some old mathematical theorems. And concepts of deep understanding which cannot be simplified for general students. While trying to do so, those topics may lose their innevent meaning given to it by the original author for these kind of problems there are many teaching methods. I did may contribution to these methods by creating this 'MIMEO' teaching method. It is called as Nakalu bodhana poddhati in Indian Laguage kannada. 'mimeo' is an English word which is deserved from latin word "MIMEO" which means something imitated or copying something let us learn more about this method.

We are reminded of examinations whenever we hear the term copying we witness every year that many students illegally copying the answers the and through mess-

discussion in examination hall at that very moment every student roses an utmost interest regarding the subject of examination, and an attention regarding what to write as an answers. He heave the ability to understand any critical, ratinal, application, informative, skillful, argument and rewrite it in his own way. Because the situation demands it and he need to answer the questions and it is the purpose of the mimeo teaching method to use these factors to create the situation and turning it into a teaching method. This method does not preach or encourage the copying in examination. This method allows students and teachers to have a conversation, and discussion using mimeo lesson plan in a systematic and methodical way.

So, in a nutshell, mimeo teaching method in nothing but using a lesson play through applied questions, then finding out the tangible, adequate answers through a discussion students and teacher in an artificial setup of examination.

The method is called mimeo as it creates an artificial atmosphere of examination here, critical, logical, applied, informative and skillful topics and questions are given to students and whenever students could not find out answers on their own or through discussion among themselves, At that moment, teacher interferes and explains the topic and makes the students to come up with answer on their own or through a discussion among themselves. As artificial atmosphere of examination is created both teacher and students feel as if they are copying in a exam. That why I called it mimeo teaching method It is a strategy to have an ideal teaching in a class. So this situation resembles a mother scanning her child with boogeyman. Just as child ate food due to the fear of monster. The students find answers due to fare of copying in examination.

DEFINATION:

When a teacher creates an artificial atmosphere of exam and provides essay types questions critical, logical, applied, informative, and skillful topical questions and when students could not answer at that moment, he makes then understand the topic and encourages them to find answer this method is called mimeo teaching method.

*Mimeo Teaching Method a way to create an artificial atmosphere of examination for students by provides them essay type questions and when they could not find the answers, teacher interferes and make them realize the answer as that moment either collectively or personally.

 *A method where evaluative atmosphere created for students then provided with essay type questions to answer, through discussion students or teachers is called mimeo teaching method.

*Mimeo Teaching Method is a new teaching method where induction system is used as a tool it is teaching method which focuses on students. Teacher and the topic of discussion. It can be used for classes from and above high school level. It can be used to teach any subjects. It gives a great result when used in reformative Teaching.

STAGES OF MIMEO TEACHING METHOD

A lesson provides effective and significant results only when it contains appropriate stages in it so this method is divided into 2 stages. They are early stage of important teaching and stage of day of teaching It needs more time, and preparation is essential. That why preparation is included in stage of teaching method. Even though lesson teaching needs 50 to 60 minutes but exam, evaluation, and to create artificial atmosphere it needs more time. That why it is included into pre stage of teaching method it can be analyzed as following .

EARLY STAGE OF TEACHING :

Early stage of teaching plays on important role in mimeo teaching method. Preparation is the key to the day of teaching It is essential for teacher to do some works such as to create an artificial atmosphere for examination, teacher and evaluation.

1) The information regarding the day of exam Time, and place should be provided students in advance.

2) Question paper should consist of important topics, choice of lesson, and 20 to 30 marks or grades.

3) It is better if the question booklet is provided with a place to answer within it. It is even better if school/college provided it.

4) The questions regarding exam should be mentioned to students in advance before the exam and those questions must be formed in such was that direct answers could not be found in the books.

5) The questions must be formed in such a manner that the answers from students must consist of analisation, appreciation, criticism, explanation, design, diagrams and their point of view. Student must be in formed to study me topics of exams thoroughly Due to this a reading has it is formed in students It is important for the lesson to be a new one. Which is not discussed by teacher be a brand new lesson.

STAGE OF DAY OF TEACHING:

This stage is a stage of mimeo teaching method. It may feel like an exam for students. But teacher it is a what of teaching In reality, It is note an exam, It is a lesson planning created especially for students, so that they could learn in the pretext if exam. It is essential for a teacher to do certain things in this stage.

1) Due to the atmosphere of examination, students are affected by prejudice towards the exam. It is a teacher duty to look after them from behaving affected by exam tension. He must remove the fear, anxiety and pressure of exam from students mind.

2) A teacher must go thoroughly in question paper and asking each question reviewing and evaluating the answers followed by next questions until all the doubts are cleared from students mind.

3) Teacher should explain each question and provide right answer for it as student go on taking notes and writing relevant answers after discussion.

4) Teacher must prohibit students from writing answers before the discussion so that he could Evaluate the effect of memo Teaching method after the discussion.

5) A Teacher must explain each question providing right answer himself during the discussion or let the student discuss it among themselves to come up with their own answer.

6)As teacher goes on discussing the question and providing the right answer, he must also present relevant evidence, model, pictures, designs, maps etc to make the learning effective for students.

LESSON PLANNING OF MIMEO TEACHING METHOD

Question 1)	
Teaching aspects & Tools	Teachers Activity/Teachers answers to the above Questions
The answer that student should write to the above Question	
Question 2)	
Teachers aspects & Tools	Teachers Activity/Teachers answers to the above Question

The answer that students should write to the above Question :	
Question 3)	
Teaching aspects & Tools	Teachers Activity/Teachers answer to the above Question

The answer that student should write to the above Question :	
Question 4)	
Teaching aspects & Tools	Teachers Activity/Teachers answer to the above Question
The answer that student should write to the above Question :	
Question 5)	
Teaching aspects & Tools	Teachers Activity/Teachers answer to the above

	Question

The answer that student should write to the above Question :

Pre-determined Date of lesson	he Date of the Lesson

The Difference between the Two Days	Lesson plan No -

Name of the student	Roll. No -

Subject -	Name of the unit -

Class -	Division -

Period -	Time -

The concepts in the lesson identified by the students :

Objectives of the lesson planning of the mimeo Teaching method :
General objectives :

Specific objectives :
Important Questions of mimeo Teaching Method :
Question 1)
Question 2)
Question 3)
Question 4)
Question 5)
Tools That can be used in mimeo teaching Method :

THE ERRORS AND FLAWS IN MIMEO TEACHING METHOD AND THEIR REMEDIES

It is common for a teaching method to have a certain errors & flows. So this mimeo teaching method also contains certain errors & flows They are,

1) This method has no place for objective questions but objective questions can be used during the discussion & explanation of subject topics & their answers.

2) This method does not evaluate pre-knowledge of the students but it provides on opportunity to have a pre-knowledge as students are provided the questions of exam, many days before the exam day so they can come prepared regardnes the topics/questions.

3) As students are given the question of exam before the day of event, it is possible for them to discuss the topics among themselves and they may copy from a pre-written answer prepared by themselves. Teacher must observe for such behaviors and situations to prevent them from happening during the discussion during the mimeo teaching method.

4) Teacher may feel a little bit of shyness as he has to answer the questions based on question paper but he must not forget that it is just a teaching method and he is not helping them in copying of exam. After the completion of the lesson & discussion and the completion of its purpose, he must reveal the truth to the students regarding the reality of this teaching method.

5) This mimeo teaching method does not use the motivation even though it is true, motivation can be used when students show good and essential behavior during the discussion.

6) In this mimeo Teaching Method, the subject matter cannot be differentiated as growth (developmental) stage, Revision stage and evaluation stage but this method provides an artificial atmosphere of examination and Suring the discussion the students & teacher both dig deeper into topics and their minds to find answers relevant to the topic. They use many comparative, examples, contexts, pictures, models etc

7) All questions and their answers are explained by the teacher himself. Due to this, everyone gets equal marks/grades. It is a Teaching method, and the grade or marks hold no importance as it is just a tool for students & teachers to develop the quality of understanding, writing style and to express their views and thoughts regarding the topic every student may come up with his/her of ideas & views regarding the topic which in turn develops their thinking ability so here grades & marks are considered as a pretext for learning.

THE IMPORTANCE OF MIMEO TEACHING METHOD

1) This method helps students from removing the prejudice that affects them through fear, anxiety, hated and pressure of exam.

2) Students learn and develop the qualities such as, understanding the subject matter, acquiring the writing style, and learn how to come up with the right answer. They learn to share their own views about the topics of the subject matter.

3) Here in this mimeo method of teaching, we observe a model of teaching through exams to present the subject matter in a new way.

4) The subject in the mimeo method is presented through logical, applied, informative and in skillful ways. Here research based questions are used which are in essay form which develops students intellectual power, logical thinking and knowledge.

5) Teacher uses many comparative, examples, contexts, pictures, models, designs etc while explaining the question. That why it can be seen as a developmental stage of learning method.

6) Mimeo teaching Method is a new innovative method, which uses inductive method of learning. It is a concept centered Teaching method.

CONCLUSION:

Questions are teacher's friends they are what? Why? How? When? Etc. They help in a Teachers Teaching and students learning there is no teacher in the world who does not use questions in his classroom. Questions are the life-force of teaching. Every teacher tries his own way of teaching and while presenting a subject matter. But questions are the essential tools for teaching which is used by every teacher irrespective of the teaching method that he follows. They are used frequently in the classrooms. A teacher any use ant method of teaching but in doing so he makes it his own way teaching. Through this, he develops student's intellectual power logical thinking and their knowledge Questions help him in his mission This Teaching method is developed based on all these basics elements of Teaching & learning. Now it is up to us to understand the benefits and usefulness of the 'mimeo teaching method'.

SOCIAL VALUES OF SPORTS: A REVIEW

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ABSTRACT

The demands of life in modern industrial societies and their impact on health are the reason that more and more people are looking after their physical well-being and seeking out offers that aim at better health. Sport is not only associated with economic and business matters, but also with social and cultural issues. The phenomenon of sport is an important aspect of healthy living for millions of people worldwide. Sports occupy a prominent place in different cultures realizing significant social influences. Sport has emerged in the past century to become one of the most pervasive social institutions in contemporary societies. There is a need to explore the benefits that sport brings to the individual and society. Academic literature suggests sport play an important socio-cultural role and this is also reflected in government policies designed to promote sport. Sports are no longer just for high performance; there are also sports for better health and occupation of leisure time. Sports teaches values such as fairness, team building, equality, discipline, inclusiveness, perseverance and respect. Social significance of sports is discussed in the article. Psychological and social benefits of sport are also given in the article. There are multiple benefits of sports participation.The health benefits of sport participation are well understood in academic literature. The social and cultural aspects of sport is less understood and needs more probe. The sport participation leads to imbibing of most desired social values.

Key Words: Social values, socialization, sport, social health, social connectedness.

Introduction

Sport is not only associated with economic and business matters, but also with social and cultural issues. The sport has become an entertainment industry, a form of popular culture with vast commercial potential, incorporating, put it, sports sponsors, accounting firms, sport marketing companies, sport fans, telecommunications networks, and national governments. While it is true that professional sport cannot exist without commerce one should not neglect the

'democratizing effect' of sport in developing a sense of 'collective consciousness' for citizens (Barnes, 2004 & Rowe, 2004).

The phenomenon of sport is an important aspect of healthy living for millions of people worldwide. All around the globe, more and more people enjoy playing, watching and to discuss variety of sports. Sports occupy a prominent place in different cultures realizing significant social influences. Sports as a significant form of social activity, sports affect the educational system, the economy, and the values of the citizens. Especially, in the present time, the social impact and significance of sports is massive. Sport has emerged in the past century to become one of the most pervasive social institutions in contemporary societies. Playing in a team helps children to develop many of the social skills they will need for life. It teaches them to cooperate, to be less selfish, and to listen to other children. It also gives children a sense of belonging. It helps them make new friends and builds their social circle outside school (Antonio José Müller,2014).

There is a need to explore the benefits that sport brings to the individual and society. The concern is both for the value of a person participating in sport and for the value of the community and/or society taken as a whole. It has to be understood that practicing sports improves health, stimulates recreation, and brings people together. Academic literature suggests sport play an important socio-cultural role and this is also reflected in government policies designed to promote sport (Tom Evens,2013).

Sports validate through society

There is a discussion about a change in sports that can be experienced empirically, and this is because the expansion of sports range and the multiplication of organization forms have led sports to become a mass movement. Sports are no longer just for high performance; there are also sports for better health and occupation of leisure time. This made sports more attractive to everyone. Demand change for more types of sports, but more specifically for another way of experiencing sports resulted in a change of the supply structure. The exclusivity of many types of classical sports has been limited by new popular types of sports.

The demands of life in modern industrial societies and their impact on health are the reason that more and more people are looking after their physical well-being and seeking out offers that aim at better health. New sports forms that appeared, such as aerobics, wellness, jogging and walking, are also due to health motivation. But also traditional sports such as

swimming, cycling, and gymnastics come alive again, seen from a healthy point of view(George,2020).

What are the social sports values? (UNESCO)

Sports teaches values such as fairness, team building, equality, discipline, inclusiveness, perseverance and respect. Sports have the power to provide a universal framework for learning values, thus contributing to the development of soft skills necessary for responsible citizenship.

Social significance of sports

There have been a number of academic studies examining the various socio-cultural functions and importance of sport(De Knop and Hoyng, 1998).

- **The democratizing effect of sport:** sport contributes to maintaining the balance of power between groups with different characteristics (social classes, race, sex, age, religion, handicaps, regional differences or sexual preferences).

- **The health function of sport:** sport involves physical movement and so can foster improved general health; this is crucial, given a systematic decline in the physical fitness of young people as well as obesity especially in the developed world.

- **The pleasurable experience of sport:** not only participating in sport but also watching it gives people pleasure. Sport can make both a direct and an indirect contribution to quality of life through recreation.

- **The identification function of sport:** sport offers individuals an opportunity to identify with a specific group or individual. Sport thus gives people an opportunity to generate comradeship and a feeling of 'belonging' and solidarity.

- **The integration function of sport:** integration means the growing together of different groups and/or individuals (immigrants, the elderly, the physically challenged, homosexuals, and so on) within a society, institute or organization

- **The 'release' function of sport**: Participation in sport helps in combating of stress and anxiety.

- **The social control function of sport:** sport is a form of controlled combat, a symbolic representation of a usually 'non-violent form of competition between individuals, groups or even countries'. Sport can therefore contribute to the maintenance of public order.

- **Sport and status**: sport is an area in which people can acquire power and status, and not just through performances; the body itself has also become a symbol of value and prestige.

- **Social mobility through sport:** social mobility means that the sportsperson has a superior position on the social ladder at the end of his or her career than he or she had at the beginning of it.

Psychological and social benefits of sport (**UK sport**)

Everyone talks about how important sport and exercise is for our kids and youngsters. With the rising rate of obesity, it's an undeniable fact that our kids' and youngster's health and fitness should be top priority.

It is well established that active children are more likely to become active adults. But sport is much more than just a means to an end in trying to keep kids physically fit. Social benefits for kids and youngsters are briefly laid down here under.

1. Camaraderie

Joining a sports team gives kids a sense of belonging and the opportunity to make new friends. Some may even become friends for life. Getting involved in a sport also gives kids another social circle outside of school. With roughly one in four students (27%) reporting being bullied at school, joining a sports team could be a much-needed source of social support.

2. Learning to Lose

Bad sportsmanship is an ugly thing. No one likes a sore loser. of course, there's no harm in being competitive and expressing frustration in a non-aggressive manner. Which leads us on to the next point quite nicely.

3. Honorary Authority

Children and youth learn to lead a disciplined life by means of sport. Following set of rules, taking direction and accepting decisions are a big part of playing a competitive sport. Along with regular interactions with coaches, referees and other players, respecting their elders and listening to their peers is an important skill kids can take away from the playfield.

4. Controlling Emotions

Children are expected to learn to control their emotions as they grow. Especially the negative ones. In sports, emotions can run high and learning to channel them in the right way can be

tough for youngsters. However, others are better equipped to handle a whole range of life challenges.

5. Self-Esteem

Many studies suggest that sport and other physical activities can contribute to the development of self-esteem in kids. A pat on the back, a high-five from a friend, or a handshake with an opponent at the end of a match (even if they lost), is all character building for your child and youngsters.

6. Patience

Unless a child is extremely athletically gifted, then practice will play a large role in whatever sport or activity they're involved in. And if practice makes perfect, then perfect takes patience.

7. Dedication

Similar to patience, the discipline of training and the commitment it takes to pursue a sport is a trait transferrable to many other aspects of life.

8. Less Selfish

Closely tied to teamwork, sports (particularly team sports) are a great platform to teach kids to be less selfish. In sport, kids need to think about what's best for the team. Egos are not good for team morale or performance. Coaching kids to understand that they can achieve more by being less selfish, is one of team sports' great takeaways.

9. Resilience

Children and youth are the least bothered about wins and loss. So a study found that youth who are more involved in sports are more 'mentally resilient'. Sports teach to bounce back and learn from mistakes.

Overall, the psychological and social benefits of playing sports can help children become well-rounded, mature adults.

Conclusion

There are multiple benefits of sports participation. The health benefits of sport participation are well understood in academic literature. The social and cultural aspects of sport is less understood and needs more probe. The sport participation leads to imbibing of most desired social values.

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A STUDY IMPACT OF MEDIA IN SECONDARY LEVEL EDUCATION SYSTEM

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ABSTRACT

This paper is showing the Impact of the media in Education system. It contains the impact role and importance of media in providing education, rural education and for environmental awareness. It also talks about the use of media in classroom and in the teaching learning process. This paper is representing the extensive and extreme use of media in education content and its social impact upon society because of its inherent ability to reach large number of public.

Keywords: Media, Education System, Social Environment

INTRODUCTION

Media, in general, can be described in simple terms, like a movie was good, the book was sad, or the Internet is informative, and how did we ever live without it! Psychologists, on the other hand, look at media from a theoretical perspective by bringing social cognitive theories to media which suggests that individuals are proactively involved in their development, and can, therefore, exercise control over their feelings, thoughts, and actions.

The term media is derived from Medium, which means carrier or mode. Media denotes an item specifically designed to reach a large audience or viewers. The term was first used with the advent of newspapers and magazines. However, with the passage of time, the term broadened by the inventions of radio, TV, cinemas and Internet. In the world of today, media has become almost as necessary as food and clothing. It is true that media is playing an outstanding role in strengthening the society. Its duty is to inform, educate and entertain the people. It helps us to

know current situation around the world. The media has a strong social and cultural impact upon society. Because of its inherent ability to reach large number of public, it is widely used to convey message to build public opinion and awareness.

ROLE OF MASS MEDIA IN PROVIDING EDUCATION

Mass media:- Television programs, internet websites, feature-length films, newspapers, music tapes and CDs, magazines, billboards, radio programs: essentially, a tool/technology which is used by someone to transmit a message to a large external audience is called mass media.

John Dewey stated that education could not be limited within teacher and taught without social environment. So mass media is one such potent force in the social environment of education. Through modern electronic techniques and technologies, mass media prove that education is, really comprehensive not confined within four walls of the classroom.

Really, mass media are the educational medium for the mass and mass education. Irrespective of caste, color, geographical, sociological, economical diversities mass media prove as an important means for the education to all. Mankind gets a great deal of information from the widespread mass media i.e. newspaper, TV, radio, magazines, journals, films, etc. It is estimated that mass media may substitute the real classroom teaching in future.

FUNCTIONS OF MASS MEDIA

Providing Information:- These media help in disseminating information for the mass. People acquire different knowledge very quickly.

Providing vocational information: - Media help in providing vocational and professional information to a larger group of the community.

Spreading awareness and civic responsibility: - People can be aware of different problems of the society and their role in changing society through mass media. People know their rights and duties for the nation clearly.

Educational programmes: - Mass Media help in forming suitable habit for different programmes and they utilize their leisure time in a productive way. It also influences the behavior of the people through different programmes.

Role as a non-formal agency: - Now in an advanced society mass media are not treated as informal agencies of education. They are called non-formal agencies due to its wide coverage of educational items in a systematic way. It is viewed that these media can substitute the classroom teaching in future. Therefore, mass media are the main means of educating the society. These are

the cheapest and quickest means of the education for the people. The impact and motivation is very quick through mass media. The teacher must use the educational media and methods effectively in the classroom.

MASS MEDIA FOR RURAL EDUCATION AND ENVIRONMENTAL AWARENESS

Mass media and print media and its usage play a important role for the development of rural education. Various forms of mass media such as television, radio, handy video cameras, interactive video, computer and print media (news papers, magazines bulletins, leaflets) can be used for the development of rural education. Door darshan is telecasting the latest information on agricultural education and rural development through electronic media, covering majority of rural population. The findings of various studies stated that impact of TV was more on small farmers and illiterates. They watched the agricultural programmes and adopted the recommended practices. A majority of the farmers viewed TV programmes for the sake of education.

Agriculture is the mainstay of the Indian economy and approximately half of the Indian population still gets their livelihood directly from agriculture. Most of India's poor live in rural areas and are engaged in agriculture. Climate change and food security have become burning issues in the world. Continued deforestation is a major challenge for forests and livelihood and one of the major causes of environmental degradation in India can be attributed to rapid growth of population, which is adversely affecting the natural resources and environment. The growing trends of population and consequent demand for food, energy and housing have considerably altered land-use practices and severely degraded forest area as well as environment. These include pressure on land and forests, loss of biodiversity, rising demand for energy, global warming, climate change, water scarcity and pollution. For agricultural development, knowledge and information on farm technologies, methods and practices need to be imparted to the farmers at the right time. Mass media (Electronic and print media) are playing very important role in creating environmental awareness and dissemination of new agricultural technologies among the rural people. Different information tools like radio, television and news paper are spreading awareness related to climate change and environment protection among the rural people at the faster rate than personal contact. The production and distribution of printed materials such as book, magazines, newspaper and brochure may help in transfer of new information's and technologies whereas radio and television are the important tools for dissemination of quick information.

THE ROLE OF SOCIAL MEDIA IN EDUCATION LIFE

These days we are living in the fast developing society which every day offers its inhabitants a great number of new possibilities. Predominantly, these unique opportunities concern the advancement of social media that have noticeably permeated the modern education world. In fact, it is not a secret that the majority of teachers and professors highly appreciate the power of these tools which lies in the ability to engage, motivate as well as to involve the students into deep contemplation and sensible discussion.

In general, the term "social media" implies the number of activities that include socializing and networking online through words, pictures and videos. To some extent, it is a two way discussion which brings people together to discover and share some information, interests as well as ideas. Admittedly, social media can range from social bookmarking, where all users have a chance to share their online libraries of links and connect to each other's lists within a definite online community, to online collaboration spaces.

IMPLEMENTATION OF SOCIAL MEDIA INTO EDUCATION LIFE

Nowadays, many educational establishments are beginning to embrace social media into their everyday life. It is a well-known fact that Twitter and Face book are considered to be the fastest ways of finding information that might be of great value for all students. Remarkably, these websites can be easily used for creating a discussion in the classroom. Interestingly, it is possible to create a chat room that can be embedded later to some blog and scheduled to open at a specified time. Actually, all teachers can easily pull new stories from any of these online sources and the students can put any questions in order to develop the further discussion of the previously downloaded article. Speaking about various blogs, they can be utilized to encourage creative writing and to enrich grammar skills. Thus, the professors here are welcome to suggest their requirements for writing projects that are to be fulfilled by the students within certain deadlines. On the whole, one of the biggest assets of each social media tool lies in bringing together the students of all ages to help them with all types of assignments, starting with the homework and finishing with different researches. It is worth mentioning that such phenomenon as geo-tagging has a great future perspective in education life, owing to the fact that it can be used to target and find necessary data about the places that are being studied. In addition, it has been scientifically proven that social media can assist the students in solving their engagement

crisis. Indeed, the lack of engagement has become the main reason for students' expulsion both from the course and college. In this case, social media engages them into close communication and collaboration with their instructors so that the studying process is properly maintained.

THE USE OF MEDIA IN TEACHING-LEARNING PROCESS

Learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored, so that they lose their attention to a lesson. In this case, the use of media in teaching- learning process is needed to attract students' attention and to make teaching learning activities more interesting and also effective. The use of media in teaching-learning process is not a new thing. Many teachers know that media will be helpful. Media give students something new, but not all of teachers know how to implement it correctly, so sometimes media disturb learning process instead of helping students in learning process. This situation causes a problem. The use of media is questioning whether it really helps teaching learning activities or not. Based on that assumption, the writer wants to find out the fact of the use of media in teaching- learning process, whether media can help teaching- learning process or not. By reading this article, readers will get a real experience of the use of media, which can help learning process. Besides, they will also know some obstacles that may arise from the use of media, how to overcome them, and detail example of how to conduct teaching- learning process by using media, especially globe and map. This article will provide an interview of a teacher's experience in implementing media for teaching social studies.

Usually use of media is very useful to teach social studies by this we can use pictures from encyclopedia or else, a globe, a map, and internet to teach social studies. The students had to find all-important information including the map, flag, landmark, famous buildings, mountains, traditions, etc. By using media in teaching, students' improvement can be seen clearly.

The use of media in teaching- learning process has also several advantages. Media could raise the students' interest of the lesson and media is important to lead students' attention. Media increase students' responsibility to control their own learning. In brief, we can say that the use of media in teaching- learning activity is good.

The Importance of Media in the Classroom Media in the classroom engages students in learning and provide a richer experience. Media are useful tools for illustrating a lesson, allowing students to see examples of what they are learning. Interactive media such as Smart Boards allow students to move items on a screen for illustrative purposes. Students view media as exciting learning

aids, making learning entertaining and less monotonous, according to the report "Benefits and Risks of Media and Technology in the Classroom "from the UCLA Office of Instructional Development.

APPEAL TO MULTIPLE LEARNING STYLES

Media appeal to visual, auditory and kinesthetic learners. Students can watch a movie, listen to music or interact with digital media on an interactive Smart Board. Effective teachers do not rely on teaching students in merely one style but use a variety of styles to reach the greatest number of students. Providing a rich learning experience through classroom media keeps students focused and engaged in learning.

Creates an Authentic Learning Experience Using newspapers, brochures, job application forms and news broadcasts provide authentic opportunities for students to learn using real-world media. This method simulates real-life experiences in which students must read, evaluate and interpret information based on items that they need in their daily lives. When students use objects from the real world, they can see the connection between what they learn in school and how they can use the knowledge as a member of society.

STRENGTHENS CRITICAL-THINKING SKILLS

Teachers can use media to hone critical-thinking skills. Students can write about a song, interpret a movie or interpret a news broadcast. Teachers can use the media to ask probing questions and facilitate discussions that extend beyond basic comprehension questions. Teachers can also create projects in which students develop their own media, using classroom media as a model. This hands-on activity challenges students to formulate media, using their own creativity and interpretations from classroom media.

Teaches Students to Use Media Using media in the classroom teaches students how to use and care for resources to further their education. Students not only learn how to use the Internet, a dictionary or a newspaper for information, but they also learn how to care for and protect the items they use, according to the Center for Media Literacy. Students can also learn how to determine the value of media and learn methods to contribute to society, producing their own media.

CONCLUSION

The relevance of educational media and multimedia technology is inestimable in teaching and learning activities if the most suitable and effective service delivery is adopted within the

classroom setting. As the educational media and multimedia technology industry continues to grow, educators should endeavor to develop abilities and skills in the educational media and multimedia technology design and development for instructional purposes. Efforts should also be made by the Union Government (UG), State Governments and all school administrators in ensuring that educational media and multimedia technology is included within the school curriculum in the elementary, middle, secondary and higher secondary school levels to increase the awareness of the essentiality of this concept to all learners".

A great transformation is seen from books, libraries to mobiles, computers, and digital media in the era. The era is well a synonym to the e - generation, which is technology driven. Its ingress in to the knowledge economy has significantly changed the learning sphere. It has broadened the academic world from pre-set goals like syllabus, examination to skills, world affairs, community learning and of all an experiential learning. It is treading its path to make students carve a niche for themselves in the competitive world. New media technology has bombarded the student fraternity with wide array of rich content, avenues for learning, social participation and medium for expression. It has broken the barriers of learning amidst four walls by providing an exposure to information on academics as well as topic of interest.

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SOCIALIZATION THROUGH SPORTS: OPPORTUNITIES AND CHALLENGES

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ABSTRACT

Socialization is important to the development of personality. Youth sports can play a crucial role in social interaction such as actively interacting with others, synthesizing information, and making decisions for ourselves. Although sports may apply stress, anxiety, and social pressure on the young athletes, youth sports build and develop character, confidence, and ultimately self-worth. Socialization through motor activities aims a wide range of consequences in practicing physical education: starting from the development of motor skills and social competence, to the acquisition of values and social norms. Socialization occurs through the social interaction that accompanies sport participation, and patterns of social interaction in sports are influenced by many factors, including those external to sport environments. Socialization through sport develops harmoniously the students not only physically but also mentally and socially. Using the observation method and Group environment questionnaire we will highlight the importance of team sport and socialization through sport on students at primary level, how they act together and why team sport facilitates the development and socially integrates the child in society.

Key Words: Socialization, Sports and Society, Behavioural changes.

INTRODUTION

Socialization through sport is a complex process from which individuals learn skills, attitudes, values, and patterns of behaviour that enables them to function within a particular culture. Socialization enables members of a society to interact with one another and so pass on skills, values, beliefs, knowledge, and modes of behaviour belonging to that society. Sport is generally regarded as playing a significant role in socialization (Kent. M, 2007).

Socialization occurs through the social interaction that accompanies sport participation, and patterns of social interaction in sports are influenced by many factors, including those external to sport environments. Socialization through sport is tied to issues of identity and identity development.Early socialization into sports is the best predictor of lifelong involvement in sports. Those who disliked sports as children are unlikely to become involved as adults, while those who loved sports are likely to participate throughout their lives. Social interaction through team sport teaches young people to associate with their friends, solve and prevent conflicts, communicate and socialize better with their colleagues. Socialization on and through sport is responsible for the role of sport in any society. It is obvious that this role can be developed if the society has the economic resources necessary for investments in sport (for coaching, sport fields, clubs, players etc.) and the willingness to invest in it. High life standards create variety into the familylife style, sport practicing at any age being an indicator of the quality of life.Sport promoters consider that sport inevitably leads to multiple forms of development including facilitating socialization/re-socialization, community revitalization through human bonding enhancement and commitment in relationship with others. (Giulianotti, 2004).

Many important skills are learned by young people through team sport, one of them is competition. Nowadays there is competition in every day, in every domain. As adults face competition when looking for a job, or trying to be better at their jobs, children are facing competition in school for good grades and in sport activity. Competition can give children the chance to find at an early age a healthy way to live and an opportunity to find new friends. It seems that children that participate in sport activities have more chances to face better the competition in other domains of their life (Yan &McCullagh, 2004).

Socialization is the process in which child develops and is led from a state of social immobility and grow up towards a state of dependence to independence. If we consider quality of

life as general well-being of an individual or society and we try to analyse the benefits of sport practicing in a person`s life or in the life of a community/society, the direct relationship between sport and the level of quality of life is obvious. Socialization through sport is a complex process from which individuals learn skills, attitudes, values, andpatterns of behaviour that enables them to function within a particular culture. Socialization enables members of a society to interact with one another and so pass on skills, values, beliefs, knowledge, and modes of behaviour pertaining to that society. Socialization through sport develops harmoniously the students not only physically but also mentally and socially. Using the observation method and Group environment questionnaire we will highlight the importance of team sport and socialization through sport on students at   primary   level,   how they   act together   and why team   sport facilitates the development and socially integrates the child in society.

Socialization is a process of acquiring the Social, mental and physical skills, which are necessary for survival in a society. Games and sports provides great opportunity to the individual by preparing to the various challenges of life during later stages. This includes the development of good character, discipline, competitiveness and gives opportunities to experience various challenges which are useful for personal achievement in the later stages of life.Sports public relations professionals have the primary task of creating strong bonds between their organization and fans through face-to-face and mediated communication. Day-to-day, sports public relations professionals work to generate publicity for the organization in a multitude of ways. A great deal of sports public relations work involves face-to-face communication.

Socialization through sports an important aspect

Socialization is important to the development of personality. Youth sports can play a crucial role in social interaction such as actively interacting with others, synthesizing information, and making decisions for ourselves. Although sports may apply stress, anxiety, and social pressure on the young athletes, youth sports build and develop character, confidence, and ultimately self-worth.Socialization through motor activities aims a wide range of consequences in practicing physical education: starting from the development of motor skills and social competence, to the acquisition of values and social norms. In other words refers to what is learned in sports without necessarily seek out sport utility (Patrikson, 1996). Sport plays a huge role in everyday life. Whether it is mentally, physically, socially and spiritually, sport has a big impact on anyone's life.

Sports help forge connections between children, it allows them to learn how to share, to negotiate and solve conflicts, and to learn self-advocacy skills when necessary.

"Playing a sport helps children develop social skills which would benefit them even when they grow older. Playing sports teaches them about teamwork and cooperating with others. They learn to interact with people from different ages"This process of learning and development in and through sport is socialization.

Advantages of Socialization through sport:

Following are some of the benefits of socialization through sports:

- Sport accompanies socialization.
- The students who are involved in the sport come into interaction with all other students. It leads to socialization naturally.
- Socialization through sport helps in building healthy relationship with fellow players.
- Sport helps in learning behaviour which is acceptable in society.
- Social relationship among group players is essential to achieve the goal or to win the game.
- Social qualities in a sport person help in developing good character and discipline.
- Sport is social construction and offer diverse socialization experiences.
- Sport eliminates the discrimination of class and gender in the minds of sports person.
- Creative social skills will help them to gain more opportunities in the sports field.
- Interaction and adjustment with the group members is inevitable in sporting context.
- From the childhood itself the child has to get involved in the sports, so that it started to get socialized in the society.
- Socialization through sport is most beneficial during adolescents.

Opportunities for Socialization through Sport:

1. Socialization through sports is a complex process from which individuals learn skills, attitudes, values and patterns of behaviour that enables them to function within a particular culture.
2. The social part of the sport attracts the person in practicing the game.
3. Sportsperson can develop various such as leadership skill, communication skill, and team-building skill through socialization which helps throughout their life and career.
4. Sports practicing at any age being an indicator of the quality of life.

5. Socialization through sport, more precisely the social roles of sport are to support and consolidate human interactions to create friendly non- discriminative relation and to enhance the general well-being of any person.

**Challenges for Socialization through Sport:**

1. No matter what sportsperson are practicing it is obvious that it contributes to their physical, psychological and emotional development, and to their capacity to develop functional relation with others through socialization.

2. Socialization through sports takes place mainly in groups, thus facilitating interaction between individuals.

3. In cases, like sport games, the need for cooperation is huge (basketball, volleyball, football) in others the need for cooperation is reduced.

4. Physical education and sport puts the individual in a position to assess and evaluate others and himself, which contributes to the formation of self-image.

5. Socialization is favoured due to the fact that physical education/sports involve competition between individuals and groups of individuals. Through competition it is realized the competition with itself and others, it ranks values.

6. Socialization through sports processes the aspects which operate in various situations like role playing, status social stratification, self-image, competition and cooperation.

CONCLUSION

Sport is a physical, mental and social event that is in the interest of the majority of society. Human life and sports are inseparable and sports is an important factor and in some way a treatment way for a healthy and happy life. Socializing character of sport relationships created in by participants in various competitions circles are unusually durable and exercise an important role in social microstructure formation or sport is a good opportunity of self-revealing in open contact with others, it approaches the participants in these games, generates links between persons, attitudes and modes of behaviour. So we can say that sport and physical activity contribute to the socialization of men and especially young people. Sport is an effective element in community for the existence in a social life. No matter what sport teens are practicing it is obvious that it contributes to their physical, psychological and emotional development, and also to their capacity to develop functional relations with others.

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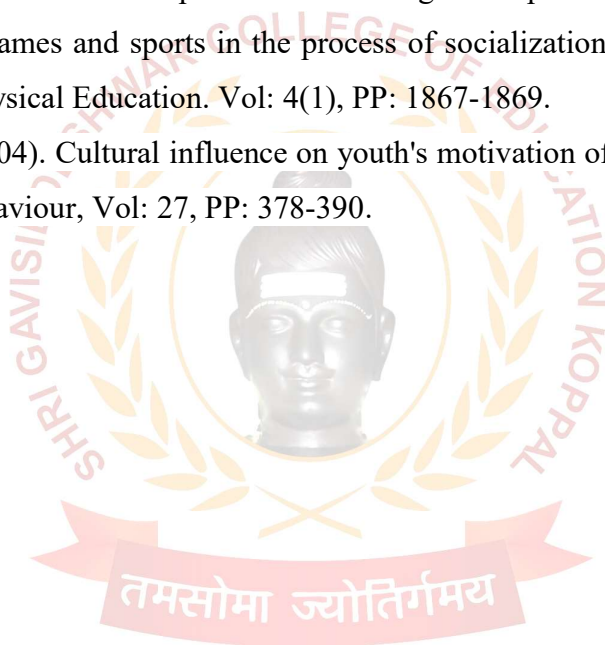
DIGITALIZATION IN EDUCATION

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Abstract

The present paper discusses about the importance of digitalization in education. Education system is now spectator a paradigm shift from traditional chalk and talk methodology to digitalizing. The pedagogical approach through technical devices is essential because we are living in the digital age, which is full of children called digital natives. Digital education is revolutionary method of imparting knowledge. Teaching and learning are a continuous process which starts from the day one till the death. Today with the advent of technology teaching and learning both processes have been changed due to the need and requirement of the time. Present paper exhibits the digital education and its benefits and what are the challenges of adopting digital learning in our Indian class room. This paper aims to describe the speciality of digital education. This type of education must be critically analysed in terms of advantages and risks with reference to contemporary students and the effectiveness of teaching learning process.

Key words: Digitalization, internet, multi- media, technology, e-book

Introduction

Education is a process, it is not a product. As education is considered as a process, it involves a scientific method in it. It can also be considered as the process of facilitating learning or it can be considered as the process of acquiring knowledge, skills, morals, values, habits, beliefs and personal development.

Education can take place either by a formal way or by an informal way. When we look back to the ancient education system in India, we notice that both formal and informal education

existed. There, most of the education was imparted at home, in temple, Pathashalas and gurukulas. At that time teaching was oral and students remembered and meditated upon what was taught in the class.

Later, in the middle age education was carried out in the maktabas and the madarasas. Here, the primary education was imparted in the makthabas and the higher education was imparted in the madarasas. There were initiations of modern innovative methods and the strategies in the teaching and learning processes.

The modern age education system of India in the 21st century is constituted of a new approach to learning from online education to skill development courses, digital learning platforms, grading systems as well as the use of educational technology in the class rooms and a newly introduced new education policy.

Strengthening a few education institutions for undertaking education technology programmes, accordingly a unit was started in the ministry since 1971 and a cell in the NCERT

was set up during 1973. Education technology cells came into being in different states from 1972-73 onwards.

These cells continuously put their effort to find out new approaches to the education to fulfil the needs of the students of this era. So, in the modern education system digitalization plays a vital role in the teaching learning process.

Now-a- day we are living in the digital age which is full of digital called natives. Today's students are quick observer and they are referring internet for all their doubts. Text books are the basic tool to acquire primary knowledge among students in school education. But, that type of knowledge will not be sufficient today. Technology is the most important part of the daily life activities of the human beings. A class room without digitalization is inconvincible. So, firstly, we must know the meaning and benefits and challenges of digitalization.

What is digital education?

Digital education is the innovative incorporation of modern technology and digital tools to assist the progress of teaching and learning. It is also known as technology enhanced learning, digital learning or e-learning. Digital education is the way forward to seeking education through the means of technology and digital devices.

The concept of digital learning is not new and has existed in various forms for many years now, but when the covid 19 pandemic suspended face to face teaching, its significance

increased manifold. Most educational institutions are adopting digital education as solution while traditional classroom setup takes a back seat for some time due to currently prevailing pandemic.

Education is not any more limited to textbooks and class rooms, it has become far more affordable and accessible and this shall lead to greater confluence of digital and traditional teaching methods.

Digital learning plays an important role in handling the issues and problems of teaching today.

Digitalization in education provides opportunity to people who can't afford higher education and to people who can't access educational institutes, as they are from remote areas. people argue that technology especially, the internet allows from equality within education, the information and the technology that students use is available for everyone

Benefits of digitalization in education

1. Digitalization gives individualized learning experience, the contemporary digital format allows teachers to customize the study material based on an individual's learning speed and ability.

2. Students become innovative and smarter when exposed to new learning tools and technology. Students develop effective self- directed learning skills. Digitalization plays significant role in magnifying their efficiency.

3. Digitalization gives world-wide knowledge. The world of the internet is vast and loaded with a lot information. It gives lot of information about digital education possible for students to explore and use this treasury of knowledge.

4. Digitalized education system offers students wide range of engagement in learning. Traditional educational system provides limited scope for engagement as it forces at work including limited factors like textbooks. Whereas, the digitized education system range choices to learn from the unlimited availability of resources which makes every session extremely innovative and engaging.

5. Modern digital education system changes everything now, preserving and sharing information is just a click away which saves students a lot of time and physical labour.

6. The digital education system brings students out of their shells and makes them independent thinkers who know what to study. When to study and how to study they no

longer remain dependent on their teachers and parents to spoon feed them with information.

Challenges of adopting digitalization in education

1. The infrastructure: it is a problem that both educational institute and learner face. Most schools do not have IT infrastructure that can support large scale E-book, digital curriculum distribution, fast internet that can support large data downloads, required digital books. Indian country also struggles with this.

2. The teachers, students, administrators, librarians, and parents are all stuck in old ways of learning, so resistance to change problem is facing all educational institutes.

3. Content curation: Digital learning is not limited to converting existing content and books to digital formats. This curated content consumes a time and effort that are often the reason for the increase in implementation costs.

4. India is developing country having so many villages in our country. There are many financial problems to adopt digital education.

Conclusion

With so many different ways to define digital education in education and the educational approaches that can be taken in these learning environments, it is the conclusion of this paper that digitalization in education is an innovative approach in education system. It is a holistic way of teaching and learning that meets the needs of today's digital natives. It is an environment made up of collaboration, choice and an array of technological resources that supports a successful online learning experience. Instructors and learners must embrace the shift away from traditional classroom practices to an e learning approaches to education.

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FRAMEWORK FOR TRANSFORMING TOTAL QUALITY MANAGEMENT (TQM) IN SCHOOLS

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ABSTRACT

Quality refers to basic and essential character, the distinguishing element or characteristic of a product, service, organization or entity. Providing quality education to large numbers at affordable costs is the primary concern of developing countries. If the expectations of the schools, students, parents and the society are met that indicates that the right type of approaches have been used by the education institutions to impart quality education. Total Quality Management (TQM) has become a defining element of education in the 21st century in the context of new social realities. Acquisition of TQM and excellence is the great challenge faced by all education institutions. Deming's philosophy provides a framework that can integrate many positive developments in education, such as term-teaching, site-based management, cooperative learning and outcomes-based education. Deming's 14 principles are based on the assumption that people want to do their best and that it is management's job to enable them to do so by constantly improving the system in which they work. The concepts formulated by TQM founder, W. Edwards Deming, have been suggested as a basis for achieving excellence in schools. It is based on the assumption that people want to do their best and that it is management's job to enable them to do so by constantly improving the system in which they work. It requires teamwork, training and extensive collection and analysis of data. It is an opportunity to conceptualize a systematic change for school. The present paper emphasizes on the frame work for transforming the TQM in schools.

KEY WORDS: Quality, Total Quality Management (TQM), Framework for transforming TQM in schools.

INTRODUCTION

Quality was fully integrated into the manufacturing processes which were passed along from one generation to the next. As civilization evolved, specialization of labor began to develop. The earliest recorded civilizations had experts in weaving, ceramics, metal working, and other crafts who developed their techniques within various sorts of organizations such as guilds, masters-apprenticeships and unions. Quality refers to basic and essential character, the

distinguishing element or characteristic of a product, service, organization or entity. Quality is a matter of perception, it is relative, subjective, attainable, measured inferentially, and is applicable to the system and its parts. Providing quality education to large numbers at affordable costs is the primary concern of developing countries. If the expectations of the schools, students, parents and the society are met that indicates that the right type of approaches have been used by the education institutions to impart quality education. The three aspects to be managed are academic, administrative and financial as well as the human and physical resources. Quality relates to essential and basic character, the distinguishing element or characteristic of a product, service, organization or entity. Beneficiaries look at these elements in deciding whether or not to admit particular education institution.

QUALITY

Quality has been defined by several management experts.

According to Bennis ―Quality often is not measured at all, but is appreciated intuitively. One's response to quality is a feeling, a perception that is connected intimately with our experience of meaning, beauty and values in our lives.

The dictionary meaning of quality is ―the degree of excellence.

Juran says quality is ―fitness of purpose i.e. something is of good quality if it satisfies one's need.

Deming is of the opinion that ―quality is a positive concept. Product or service which helps someone and enjoys good sustainable markets is of good quality.

According to **Crosby**-if a product or service conforms to requirements then it is said to be of good quality.

Seymour opines that ―quality is continuous improvement. Quality and excellence are often used synonymously. In a sense, they trigger the same response when they are experienced.

Gardener, who wrote a seminal book on excellence, makes the point that ―there are many kinds of excellence—academic, professional, artistic, athletic and so on. Some form of excellence is fostered through education, some is not; some kind of excellence leads to worldly success, some does not; some form of excellence involves becoming while some involves being, excellence involves comparison, either with others or with oneself; excellence indicates action (it does not just happen) and requires the exercise of human will. That explains the frequently used

expressions—the pursuit of excellence and the quest for quality. There can be poor quality, but not poor excellence.

In recent times, some themes have become more significant including quality culture, the importance of knowledge management and the role of leadership in promoting and achieving high quality. Disciplines like systems thinking are bringing more holistic approaches to quality so that people, process and products are considered together rather than independent factors in quality management. The influence of quality thinking has spread to non-traditional applications i.e. manufacturing, to service sectors such as hospitality, transport and even education. Customers recognize that quality is an important attribute in products and services. Suppliers recognize that quality can be an important differentiator between their own offerings and those of competitors. Applying this to the field of education, the customers of education, the students, parents and future employers recognize the importance of quality students i.e. the products of the system. In this sense the different educational institutions must provide the best of courses and training in order to meet the demands of the students and future employers and try to give better opportunities than other competing institutions.

TOTAL QUALITY MANAGEMENT (TQM)

TQM has become a defining element of education in the 21st century in the context of new social realities. The information communication revolution, the knowledge economy and globalization are greatly influencing the next society. How to provide quality education to large numbers at affordable costs is the primary concern of developing countries. TQM makes education as much socially relevant as it is personally indispensible to the individuals. In this sense quality becomes the defining element of education. In this context, quality and excellence should be the vision of every education institution. Acquisition of TQM and excellence is the great challenge faced by all education institutions. TQM refers to,

Total= Quality involves everyone and all activities in the company.

Quality = Conformance to Requirements (Meeting Customer Requirements).

Management = Quality can and must be managed.

TQM =   A process for managing quality; it must be a continuous way of life; a philosophy of perpetual improvement in everything we do.

FRAMEWORK FOR TRANSFORMING TQM IN SCHOOLS

The framework for transforming TQM in schools using Deming's 14 principles follows.TQM is a systematic approach to education reform based on the philosophy of W. Edwards Deming (2000). Deming's work is not merely about productivity and quality control; it is a broad vision on the nature of organizations and how organizations should be changed. When educators look at TQM principles, they assume that the model applies only to profit-making organizations. Actually, TQM applies as well to corporations, service organizations, universities, and elementary and secondary schools. Indeed, the concepts formulated by TQM founder, W. Edwards Deming, have proved so powerful that educators want to apply TQM to schools. Deming's philosophy provides a framework that can integrate many positive developments in education, such as term-teaching, site-based management, cooperative learning, and outcomes-based education. Deming's 14 principles are based on the assumption that people want to do their best and that it is management's job to enable them to do so by constantly improving the system in which they work. The framework for transforming schools using Deming's 14 principles follows.

1. **Create constancy of purpose for improvement of product and service.**

   For schools, the purpose of the system must be clear and shared by all stakeholders – school board members, administrators, teachers, support staff, parents, community, and students. Customer needs must be the focus in establishing educational aims. The aims of the system must be to improve the quality of education for all students.

2. **Adopt the new philosophy.**

   Implementation of Deming's second principle requires a rethinking of the school's mission and priorities, with everyone in agreement on them. Existing methods, materials, and environments may be replaced by new teaching and learning strategies where success of every student is the goal. Individual differences among students are addressed.

3. **Cease dependence on inspection to achieve quality.**

   The field of industry this was called —product inspection. According to Deming, it always costs more to fix a problem than to prevent one. Reliance on remediation can be avoided if proper intervention occurs during instruction. These intervention strategies can help students to avoid learning problems later.

4. **End the practice of awarding business on the basis of price alone.**

The lowest bid is rarely the most cost-efficient. Schools need to move toward a single supplier for any one time and develop long-term relationships of loyalty and trust with that supplier.

5. **Improve constantly and forever every activity in the organization, to improve quality and productivity.**

The focus of improvement efforts in education, under Deming's approach, is on teaching and learning processes. Based on the latest research findings, the best strategies must be attempted, evaluated and refined as needed. And, consistent with learning style theories (Dunn & Dunn, 1992; Dunn, Dunn, & Perrin, 1994), Howard Gardner's (1994) multiple intelligences, and Henry Levin's accelerated schools for at-risk students, educators must redesign the system to provide for a broad range of people – handicapped, learning disabled, at-risk, special needs students – and find ways to make them all successful in school. This means requiring universal standards of achievement for all students before permitting them to move to the next level.

6. **Institute training on the job.**

Training for educators is needed in three areas. First, there must be training in the new teaching and learning processes that are developed. Second, training must be provided in the use of new assessment strategies. Third, there must be training in the principles of the new management system. For schools, this means providing continuous professional development activities for all school administrators, teachers, and support staff.

7. **Institute leadership**

Deming's seventh principle resembles Peter Senge's (2006) systems thinking. According to both Senge and Deming, improvement of a stable system comes from altering the system itself, and this is primarily the job of management and not those who work within the system. Deming asserts that the primary task of leadership is to narrow the amount of variation within the system, bringing everyone toward the goal of perfection. In schools this means bringing everyone toward the goal of learning for all. It means removing achievement gaps for all population groups – a movement toward excellence and equity.

8. **Drive out fear.**

A basic assumption of TQM is that people want to do their best. The focus of improvement efforts then must be on the processes and on the outcomes, not on trying to blame individuals for failures. If quality is absent, the fault is in the system, says Deming. It is management's job to enable people to do their best by constantly improving the SCHOOLING system in which they work. Fear creates an insurmountable barrier to improvement of any system. In schools, faculty and staff are often afraid to point out problems, because they fear they may be blamed. School leaders at all level need to communicate that staff suggestions are valued and rewarded.

9. **Break down barriers among staff areas.**

Deming's ninth principle is somewhat related to the first principle: Create constancy of purpose for improvement of product and service. In the classroom, this principle applies to interdisciplinary instruction, team teaching, writing across the curriculum, and transfer of learning. Collaboration needs to exist among members of the learning organization so that total quality can be maximized. In schools, total quality means promoting learning for all. It is the essence of initiating and maintaining a professional learning community.

10. **Eliminate slogans, exhortations, and targets that demand zero defects and new levels of productivity.**

Implicit in most slogans, exhortations, and targets is the supposition that staff could do better if they tried harder. This offends rather than inspires the team. It creates adversarial relationships because the many causes of low quality and low productivity in schools are due to the system and not the staff. The system itself may need to be changed. I am not in total agreement with Deming's fourteenth principle. Deming's assertion may be true for business organizations, but educators tend to use a lot of slogans as a general practice. Typical slogans used by educators are ―Keep the main thing, the main thing. This slogan refers to keeping students the focus of all discussions. Another slogan that most teachers adopt is ―All children can learn. Slogans, such as these serve as targets in school organizations.

11. **Eliminate numerical quotas for the staff and goals for management.**

There are many practices in education that constrain our ability to tap intrinsic motivation and falsely assume the benefits of extrinsic rewards. They include rigorous and

systematic teacher evaluation systems, merit pay, management by objectives, grades, and quantitative goals and quotas. These Deming refers to as forces of destruction. Such approaches are counterproductive for several reasons: setting goals leads to marginal performance; merit pay destroys teamwork; and appraisal of individual performance nourishes fear and increases variability in desired performance.

12. **Remove barriers that rob people of pride in their work. Remove the barriers that rob people in leadership of their right to pride in their work.**

    Most people want to do a good job. Effective communication and the elimination of "de-motivators" — such as lack of involvement, poor information, the annual or merit rating, and supervisors who don't care — are critical.

13. **Institute a vigorous program of education and retraining for everyone.**

    The principal and staff must be retrained in new methods of school based management, including group dynamics, consensus building, and collaborative styles of decision making. All stakeholders on the school's team must realize that improvements in student achievement will create higher levels of responsibility, not less responsibility.

14. **Put everyone in the organization to work to accomplish the transformation.**

    The school board and superintendent must have a clear plan of action to carry out the quality mission. The quality mission must be internalized by all members of the school organization (school board members, administrators, teachers, support staff, students, parents, community). The transformation is everybody's job.

CONCLUSION

Quality refers to basic and essential character, the distinguishing element or characteristic of a product, service, organization or entity. Providing quality education to large numbers at affordable costs is the primary concern of developing countries. If the expectations of the schools, students, parents and the society are met that indicates that the right type of approaches have been used by the education institutions to impart quality education. TQM has become a defining element of education in the 21st century in the context of new social realities. Acquisition of TQM and excellence is the great challenge faced by all education institutions. Deming's philosophy provides a framework that can integrate many positive developments in education, such as term-teaching, site-based management, cooperative learning, and outcomes-based education. Deming's 14 principles are based on the assumption that people want to do their

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DIGITALIZATION OF EDUCATION AT DIFFERENT LEVELS

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Abstract

Education is the need of every human being   but as we are in 21st century now the need of every learner is based on digital education. In the traditional Education system is   mainly depend on textbooks and teachers' speech. But Digital Education focus the students togather knowledge in easier way and within a very short time on his/her fingertips with the help of internet service.

Key words: Education, Digital and Levels of education.

Digitalization is the terms which integrate the Digital Technologies into everyday life by the digitalization of everything that can be digitalized so, there is a need of the hour for the Digitalization of education at all levels of learning they may be a primary, secondary and the higher level of education.

Digital transformation is underway. People working for start-ups are not the only ones who need digital skills – increasingly, industrial workers in plants, staff in administrative positions and managers of banks need to be adept in the digital realm as well. Our educational system and, in particular, the way we learn and teach must therefore be adapted for this era of digitalization. This is true for all educational levels – from primary school to vocational schools and universities to continuing education.

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Digital education means digital learning. It is a type of learning that is supported by digital technology or by instructional practice that makes effective use of digital technology. Digital learning occurs across all learning areas and domains.

Secondary schools are responsible for providing an elementary digital education and for strengthening education in the STEM fields (science, technology, engineering and math), which will only become more important in the future. Students should learn how to use software tools in computer classes and understand how computers, the Internet and data protection function. This could then serve as the basis for learning about more in-depth digital and IT topics during professional training and development.

Component of Digital Education: Primarily Digital Education has 3 components:

• The content

• The technology platforms

• The delivery infrastructure

To understand in better way let's take an example of BYJU's, one of premier organization offering digital education for school sections, college sections and various competitive exams. They claim they will make teaching a fun experience for your child. They are offering good content for each section covering all the academic details. All the portions are loaded in digital tablet by Samsung or Lenovo. They are having good delivery infrastructures, once you have placed ordered as per your requirement, the product will be delivered at your place and there after they will give online demo to use the same.

 BENEFIT OF DIGITAL EDUCATION AT ALL LEVELS OF LEARNING.

1. Benefits to Academic Institution:

Academic institution can easily manage their activities with the help of digital education.

Some of the important benefits are:

• Time and money of the Institution will be saved.

• They can easily plan to conduct online exam and publish the exam results quickly.

• It makes knowledge to transfer easily and equally from teacher to each and every student with the help of effective and advanced technology-based teaching tools.• It helps in creating interest among student which will help them in learning many concepts through interactive- audio-visual teaching contents.

• Advantages over other schools and colleges which cannot provide such integrated feature-based learning and management system.

• Easy communication between Institution and parents for student related academic activities.

2. Benefits to Students:

As all the study contents will be taught in the classroom through multimedia slides, it creates interest and enthusiasm among the students. Learning will be fun for them. They are able to memorize many concepts through interactive audio-visual teaching contents. Some other benefits to them are:

• They can easily view their daily time-table, class assignments, any events planned in school etc. from home.

• They are able to prepare projects and presentation online.

• They can give online exam and view their results.

• They can easily collect teaching contents of missed lecture online.

• They can access library online

3. Benefits to Parents

Digital education helps the parents to view all the information of their ward from comfort of their home or office. Some of the other benefits are:

• The web facility of digital education helps the parents to view their child's attendance record, progress in syllabus, timetable, etc.

• They can easily check the subject taught in school, homework given to their ward, any future assignments and projects and guide the ward accordingly to participate and practice.

• Easily view internal and semester exam schedule and results.

• They can easily pay the school fees and other activity charges.

• They can get information on various school events, notices, holidays and can track the presence of ward in the classroom /outside the class.

Importance of digital education at all levels

1.Personalised learning

Personalised learning tailors' tuition according to the needs of each individual. This can be in terms of pace, content and delivery. It recognises that one size rarely fits all when it comes to education. After all, students will learn in different ways and at different speeds. They will have varying needs and will respond in individual ways to visual, written and spoken information.

2. Gamification

Gamification taps into models familiar to users of technology to deliver enhanced and engaging learning experiences for more successful outcomes. Easy-to-use digital tools, which many

students will be familiar with from gaming, can be incorporated into course design to motivate them through rewards and real-time feedback.

3.Self-directed learning

A digital learning platform provides an ideal framework for each student's learning journey. There, students can access their course schedules, see the range of their commitments over time and plan their course of action.

4.Easier to access

Education must be for all; not everyone will be able to learn at set hours or from the same location. Through digital education, students and tutors can connect, regardless of where they are located. Materials in the learning platform provide students with all the content they need, even when they can't go to the college, university or other site of learning.

5. Students can learn at their own pace

The learning platform gives students 24/7 access to a range of materials, including recorded lectures which they may wish to view again. Content is preserved, not lost, when a lecture ends.

6.Collaborative learning

Digital education needn't be solely two-way – tutor to student and student to tutor. Students can share their work with each other as well as the tutor so that they learn from each other. They can also work on group projects using document sharing tools, video conferencing and chat forums. This type of collaboration builds team working and social skills. Digital education provides a range of advantages whether learning is fully online or as part of a blended teaching model. The broad scope that digital provides for a range of content types help keep students engaged. All the while, they're building valuable digital skills that will serve them in their personal and professional lives. For educators and institutions, the digital learning platform helps connect students with tutors and each other, and the data it generates provides valuable insights into learning progress.

Digital education is any type of teaching that uses Technology such as social media, online games, multimedia like audios, videos. mobile phone tabs etc.

Today most of the learning styles have been converted into digital education system. Digital education also extends through social networks. Here the survey result showed the effect of social networking in our education site. So in future we can work with e-learning through Facebook that will more interactive and easy to access. If this study attracts the concerned

authority, then it will be helpful for all of the learners who use Facebook across the world. In future, authors have a target to work with machine learning approaches where they consider digital education system.

Digital Technology for education is defined with any process where the teacher or learner uses digital equipment such as a personal computer, a laptop, tablet, MP3 player, or console to access digital tools such as learning platforms and virtual learning environments (VLEs) to improve their knowledge and skills. The Learning with Digital Technology comprises of ICT products such as teleconferencing, email, audio, television lessons, radio broadcasts, interactive voice response system etc. Day by day all over the world go through with digitalization and our education system is one of the biggest fields where we can introduce more digitalization.

Disadvantages of Digital Education

• The human touch is missing.

• There is always a danger for de-motivated learners to be left behind.

• The developing countries lack in proper infrastructural support like networks, cheaper bandwidth availability of working infrastructures, power etc.

• Interaction with teacher/instructor/expert may not always be possible.

• The role of the teacher is being usurped by the trainers who may not be an expert in the area concerned.

Digital education is a technique or a method of learning which involves Technology and digital devices. It helps to gain the knowledge from any Corners of the country. digital education at different levels can be possible by the following methods.

Animations

Especially the lower levels of students learn in a better manner. By giving a visual representation of the topic, students grasp the content any more understanding way. even the most difficult topic can be represented by animation.

Digital books

It is called by different names like e- textbook and e-path Shala. digital books provides Direct Access to multimedia like videos , audios, interactive presentation, weblinks and hyperlink. mobile apps ,Android, iOS ,windows and web portal can be used to access the e-textbooks.

Online exams

Digitalization has given a new way to online exams, making the examination process convenient for both the teachers and students.

Online courses

This courses   usually developed by experts who have a mastery in their specific field and gives the learner experience of real time learning by designing their own online courses.

DIKSHA(digital infrastructure for knowledge sharing)

It provides e content which are designed with the curriculum text book. Here the learner learn on its own by seeing videos ,images and doing the digital activities by flow charts, by adding images in the form of puzzles etc.

Challenges faced by digital education

1. Availability of internet service is the highest problem of digital education.
2. Providing the devices and technology to the people belonging to lower strata or social backward section.
3. Training of teachers is the basic criteria.
4. Making digitalization is the cost effective.
5. All educational institutions should be provided with digital library ,classrooms and devices.

Conclusion

Digitalization has tremendously have changed our mind set and educational eco-system, but we cannot regret that it has lower the value of class room teaching. in this 21st century, the best part of digital education is that ,the class room learning and digital education must go hand in hand both act as a supportive system to each other. Thus online examination will directly reduce the usage of paper, which help to reduce the cutting down of trees. This way digitalization of education in the 21st century proves to be boon to the society.

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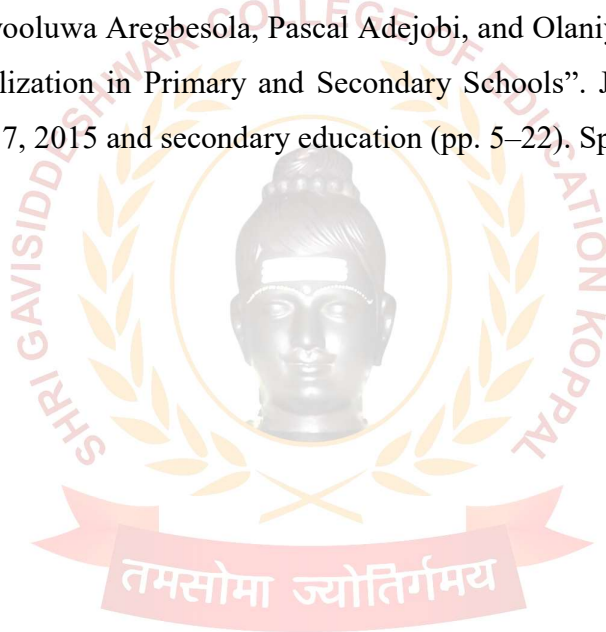
MEDIA EDUCATION

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Abstract: Education is concerned with different teaching methods and also learning at different levels like school, colleges and higher education.

Education develop discipline and make the learner to apply this discipline in day today life which leads to civilization and socialization. This might be in a formal education, informal education and non formal education, all these are the means to bring out the hidden talents of the human beings or learns. Informal education media play as a very important role in learning.

Media: It is the main mean of mass communication and it includes news papers, the printed materials etc.

Media plays an effective and essential role for running the show of any formal and informal teaching, learning , processing, media and education has become as if a railway track now a days. In between the media and education is the process of teaching using the media which empower students, parents, and also teachers to use new ways of sharing information.

These media are helpful to all types of learners having different learning pace and connect with learning groups.

Topic: Media and education

Media: Media in a term which covers all the means of communication through the channel in or outside the classroom

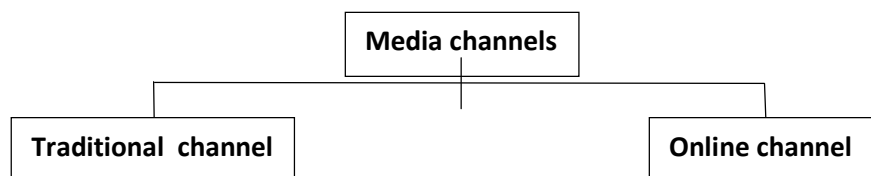**Media channel**

Message	→	Media channel	→	Audience

Media channels

1. Print media
2. News media
3. Photography
4. Cinema
5. Broadcasting(Radio and TV)
6. Digital media and advertising

Media channel: These are the specific medium by which a message is conveyed to its intended audience

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                        ┌─────────────────┐
                        │ Media channels  │
                        └─────────────────┘
              ┌──────────────────┼──────────────────┐
    ┌─────────────────────┐             ┌─────────────────────┐
    │ Traditional channel │             │   Online channel    │
    └─────────────────────┘             └─────────────────────┘
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Traditional channels

Traditional channels are good old medias used in teaching learning process.Traditional channels includes newspapers, magazines, billboards, radio station, television stations, books

Online channels

Online channels are new media used presently in teaching learning process, websites, social media, email.

Role of media in education

Teacher and media keeps the students busy in teaching learning process and provides rich first hand experience medias are the tools which are useful in illustrating the lessons, it allows students to observe examples of what they are learning.

The medias are communicative tools which are used to store and deliver the information or data. Media is the important type of communication to send or receive messages to large audience.

Media is the most powerful tools of communication, communicating is sharing information or providing entertainment by speaking writing or other methods. Mass media is one of the important communication to send information or message to large number of people.

Example books are one of the oldest methods of mass communication.

Now a day's many media have been development and they are also used in educational system where it helps in educational development and these have been influenced by the modern technologies in present days in functioning of schools after gloabalisation of economy and culture.

The large number of population of the school core subjects such as social science and mathematics are rapidly relay on media for their teaching and learning. John Deuey states that education cannot be limited within teacher and taught without social environment. So media is one such potent force in the social environment of education medias prove that education is really comprehensive not confined within the four walls of the classroom.

Importance of media in education

- Effective instruction builds a bridges between knowledge and learning objectives of the students of the course in what they are learning.

- Use of media engages the students In learning it provides retention of the students knowledge.

- Media motivates interest in learning the subject matter

- Media illustrate the relevance of many concepts

- Media puts the learner into current images and perspective by helping the learners to understand how the media works

- Now a day electronic media play importance role in education

Role of electronic media in education

Media like radio, T V talk, shows politics, finance and other programmes are the source of informal education. Many personalities, professionalists come in as chief guest by live calls for giving lots of information and are learned by this way.

Internet is also a medium which makes the world a small village globally. Students are globally connected with one another through internet to collect information, read news, play games and also search process and business work.

Online learning has become the important media for importing distance education.

The most advantage of online distance education is to earn a degree from one's home or work place. We can get knowledge and information through charts, maps, graphs, moving images, slides and video clippings and even audio recordings via internet. It helps to understand the entire syllabus without the help of teacher.

Students are able to interact with their phone through online class and online conferencing and chat makes learning easier and entertaining. The online libraries with their huge collection of books has also made the learning process easier and worthwhile.

Advantages of media in education

1) Media helps students in their knowledge through data and information collection.

2) Media provides a wider choice of materials which can be accessed easily.

3) It improves learner's communication skills.

4) It provides fun and engaging learning experience for students.

5) It helps to improve learner and performance in schools and workplace setting.

6) It allows learner's to access the internet from anywhere at any time.

7) It reduces the costs.

8) It promote the teaching skills.

9) It enhances feedback.

10) It increase students fun.

11) It improve adaptability.

12) It eliminates repetition.

13) We understand the value of money better.

Disadvantages of media in education

1) Media may lead to distraction in class.

2) It distract from human interaction

3) It may affect the student's communication skills.

4) Students can start using the informal social media language in their school work.

5) Some may abbreviate works like "The" as "d", "you" as "u". This hinders their ability to learn the proper spellings and correct grammatical way of communicating in real life.

6) It lacks emotional connections.

7) Decreases face to face communication skills.

8) It conveys inauthentic expression and feelings.

9) It diminishes understanding and thoughtfulness

10) May fall into poor academic performance because of some friends instead of reading.

11) May lead to cyber bullying particularly between the age group of 13 to 22 years young people.

12) It leads social anxiety, depression and exposure to content that is not age appropriate

13) Media is an addiction.

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IMPACT OF EDUCATION ON WOMEN'S EMPOWERMENT IN INDIA

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Abstract:

Education is a basic requirement and a fundamental right for the citizens of a free nation. It is also of increasing strategic importance in the new environment of knowledge and information technology based globalized economy. Education plays a catalytic role in a country's socio-economic development and is one of the principal means available for a deeper and harmonious form of human development reducing poverty, ignorance and exclusion. Higher Education, which is a training ground for a professional, research-based, career-oriented future, must be respected as a potential instrument for bringing about social transformation and ensuring the success of democracy. Education must be provided to all categories of citizens by breaking down constraints and barriers. Women empowerment is a debatable subject. At earlier time they were getting equal status with men. But they had faced some difficulties during post-Vedic and epic ages. Many a time they were treated as slave. From early twenty century (national movement) their statuses have been changed slowly and gradually. In this regard, we my mentioned the name of the British people. After then, independence of India, the constitutional makers and nation all leaders strongly demand equal social position of women with men. Today we have seen the women occupied the respectable positions in all walks of the fields. Yet, they have not absolutely freed some discrimination and harassment of the society. A few numbers of women have been able to establish their potentialities.

Keywords- Empowerment, Work Participation, Higher Education.

Introduction:

Women empowerment is a debatable subject. At earlier time they were getting equal status with men. But they had faced some difficulties during post-Vedic and epic ages. Many a time they were treated as slave. From early twenty century (national movement) their statuses

have been changed slowly and gradually. In this regard, we my mentioned the name of the British people. After then, independence of India, the constitutional makers and nation all leaders strongly demand equal social position of women with men. Today we have seen the women occupied the respectable positions in all walks of the fields. Yet, they have not absolutely freed some discrimination and harassment of the society. A few numbers of women have been able to establish their potentialities. Therefore, each and every should be careful to promote the women statuses.

Empowerment Concept and Its Meaning:

Now the women in India enjoy a unique status of equality with the men as per constitutional and legal provision. But the Indian women have come a long way to achieve the present positions. as a commodity. History is a witness that women was made to dance both in private and public places to please the man. Secondly, in Indian society, a female was always dependent on male members of the family even last few years ago. Thirdly, a female was not allowed to speak with loud voice in the presence of elder members of her in-laws. In the family, every fault had gone to her and responsible. Forth, as a widower dependence on male members of the family still more increase. Empowerment can be viewed as means of creating a social environment in which one can make decisions and make choices either individually or collectively for social transformation. It strengthens the innate ability by way of acquiring knowledge, power and experience. Empowerment is the process of enabling or authorizing individual to think, act and control work in an autonomous way. It is the process by which one can gain control over one's destiny and the circumstances of one's lives. Empowerment includes control over resources (physical, human, intellectual and financial) and over ideology (beliefs, values and attitudes). It is not merely a feel of greater extrinsic control, but also grows intrinsic capacity, greater self-confidence and an internal transformation of one's consciousness that enables one to overcome external barriers to accessing resources or changing traditional Women's empowerment is very essential for the development of society. Empowerment means individual acquiring the power to think and act freely, exercises choice and fulfill their potential as full and equal members of society. As per the United National Development Fund for women (UNIFEM), the term women's empowerment means:

a) Acquiring knowledge and understanding of gender relations and the ways in which these relations may be changed.

b) Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's life.

c) Gaining the ability to generate choices exercise bargaining power.

d) Developing the ability to organize and influence the direction of social change.

e) To create a more just social and economic order, nationally and internationally. Thus, empowerment means a psychological sense of personal control or influence and a concern with actual social influence, political power and legal rights. It is a multi-level construct referring to individuals, organizations and community.

f) International, ongoing process cantered in the local community, involving mutual respect

g) Critical reflection, caring and group participation, through which people lacking an equal

h) Share of valued resources gain greater access to the control over these resources.

Women Education Status

The constitutional directive to provide free and compulsory education for all children up to the age of 14 years has remained unfulfilled till now. Educational experts admit that this failure is mainly due to the slow progress of education among girls. Literacy and educational levels are increasing for Indian women still there is gap between male and female literacy rate.

In 2011 the percentage of educated persons increased to 74.04% of which male percentage was 82.14% and female percentage was 65.46% respectively. Literacy rate among rural women is only 58.8 percentage as per 2011 census. Female literacy was at a national average of 65.46 % whereas the male literacy was 82.14%. Within the Indian states, Kerala has shown the highest literacy rates of 90.02% whereas Bihar averaged lower than 50% literacy, the lowest in India. India is the world's largest democracy where billions of people live and of course almost of half of these are women. So how does women education effect India's development? If girls are not educated, families suffer too. Educated mothers use their knowledge to improve the health of their children and other family members. Their knowledge about health risk protects their families against illness. Child mortality rate is much higher where mothers lack education than in families where mothers are educated. Girls education emerging as one of the top priorities of Indian society "Educating girls is not an option, it is a necessity". We all want to elimilnate gender disparities in education. Adi Shankaracharya, Raja Ram Mohan Roy, Ishwarchandra Vidyasagar, Swami Vivekanand, Mahatma Gandhi, Jawaharlal Nehru spoke against the inhuman oppression and crimes perpetrated on woman in the name of tradition and

warn out religious section. Margaret Cousins, worked hard to elevate the status to create social awareness and to increase legal and constitutional rights of women. Annie Besant, Mutthulakshmi Reddy, Kamla Devi Chattopadhaya, Durga Bai Deskmukh, Sarojini Naidu are the other prominent crusader for equality of women's rights.

Need of Women Education in Women Empowerment

The concept of Women empowerment is a recent one. The first year of New Millennium 2001 was declared as "WOMEN EMPOWERMENT YEAR". Education of a women leads to a better family and ultimately an ideal society to a progressive nation. A progressive nation is one where all the people of the country in respective of sex, religion, caste, creed and color are economically, socially, culturally, politically and through all thoughts are independent. **New UNESCO data proves education transforms development. It says:**

- If all children enjoyed equal access to education, per capita income would increase by 23% over 40 years.

- If all women had a primary education, child marriages and child mortality could fall by a sixth, and maternal deaths by two-thirds.

- UNESCO"s new analysis proves that:-

- Education empowers women. Educated girls and young women are more likely to know their rights and to have the confidence to claim them. Education promotes tolerance: Education helps people to understand democracy,

- promotes the tolerance and trust that underpin it, and motivates people to participate in the political life of their societies.

- Education equality improves job opportunities and increases economic growth: If all children, had equal access to education, productivity gains would boost economic growth. Over 40 years, per capita income would be 23 per cent higher in a country with equality in education.

- Education is part of the solution to environmental problems. People with more education are more likely to use energy and water more efficiently and to recycle household waste.

- Educating women avoids early marriages:-If education is provided to more number of women it will be helpful in avoiding child marriage

- Education saves mother's lives. In some countries, many women still die because of complications during pregnancy and childbirth. Education can prevent these deaths.

- Some child diseases are preventable but not without education. Simple solutions, such as malaria nets and clean water, can prevent some of the worst child diseases, but only if mothers are taught to use them.

- Education saves children's lives. Education helps women recognize early signs of illness, seek advice and act on it. If all women in poor countries completed primary education, child mortality would drop by a sixth.

- Education fights hunger. The devastating impact of malnutrition on children's lives is preventable with the help of education.

Education of women enhances the women empowerment in the following ways:

An education of women can bring change in the attribute of family members and society. It also helps in removing mal-traditions like Sati-Pratha, Early marriage, Dowry etc. S Education plays an important role in removing economic poverty by opening various job avenues for her so that she can work hand in hand with man and give support to the family. Education promotes team work rather than making a women individualistic. Education makes her an opportunity to choose a career which is best suited for her.

- Every woman has got her own aspiration which may be high or low, but education helps to maintain a balanced aspiration knowing her interest, ability and potential which further helps her to choose a correct field of her work.

- Education helps in balanced personality development by giving due weight to various aspects of personality.

- Education of women also plays an important role in teaching her expression of feeling or through effective communication which can solve disputes and adjustment problems of any level.

- An educated women is a guiding light for the children, family members, society and nation, she knows how to have a happy family and balanced and healthy relations with others.

- Education gives power to a women to become strong physically by giving her knowledge about sports, exercise, health- related aspects and good physical health; this will definitely benefit her mental health.

- Education helps to improve the sex ratio and in controlling population.

- Education encourages women especially the rural women to take advantage of the various schemes like Sarva Shiksha Abhiyan, Operation Black-Board, and Total Literacy Programmes etc.

Constitutional Provisions, Special Laws And National Policies in Support of Women Empowerment

The importance of women as an important human resource was recognized by the Constitution of India which not only accorded equality to women but also empowered the State. A number of Articles of the Constitution repeated towards the socio-economic development of women and participation decision making. These are:

- Article 14 Men and women to have equal rights and opportunities in the political, economic and social spheres.

- Article 15(1) Prohibits discrimination against any citizens on the grounds of religion, race, sex, caste etc.

- Article 16 Equality of opportunities in matter of public appointments for all citizens. Article 39(d) Equal pay for equal work for both men and women.

- Article 42 the state to make provision for ensuring first and humane conditions of work and maternity relief.

- Government has also enacted specific laws to safeguard the interests of women and for up gradation of their status. These are:

- The Hindu Succession Act, 1956 which provides for women the right to parental property.

- The Dowry Prohibition Act, 1961 which declares the taking of dowry an unlawful activity and thereby prevents the exploitation of women.

- Equal Remuneration Act, 1976 which provides payment of remuneration equal with men for work of equal value.

- The Medical Termination of Pregnancy Act, 1971 which legalizes abortion conceding the right of women to go for abortion on the ground of physical and mental health.

- The Criminal Law Amendment Act, 1983 which seeks to stop various types of crimes against women. The Indecent Representation of Women (Prohibition) Act, 1986 which prohibits the Vulgar presentation of women in the media such as- newspapers, cinema, T.V. etc.

- The Protection of Women from Domestic Violence Act, 2005 provides for more effective protection of the rights of women guaranteed under the Constitution who are victims of violence of any kind occurring within the family.

The goal of National Policy for the Empowerment of Women, 2001 is to bring about the advancement, development and empowerment of women. The policy states that: "Equal access to education for women and girls will be ensured. Special measures will be taken to eliminate discrimination, universalize, education, eradicate illiteracy and create gender sensitive educational system, increase enrolment and retention rates of girls and improve the quality of education to facilitate life-long learning as well as development of vocational or technical skills of women. Reducing gender gap in secondary and higher education would be a focus area. Specific time targets in existing policies will be achieved, with special focus on girls and women, part curly those belonging to weaker sections including the SC/ST/OBC/Minorities."

Conclusion:

Higher Education of women plays a crucial role in releasing their energy and creativity and enabling them to meet the complex challenges of the present world. In acknowledging them as potential human resources, investment must be made in developing their capacity in terms of education, skill development, and technology transfers through technical training. Special emphasis needs to be given to Research and Development of appropriate scaled-down occupations engaging women in large proportions. Illiteracy and cultural barriers need to be removed without any further delay. For women to make personal strides forward, a synergy of effort, concentration, planning and cohesive functioning at the Higher Education level will create possibilities of a different future. By extending women's visibility and their self-sustaining ability, Higher Education must train them to become leaders with decision-making capacities to achieve the best for themselves and the country.

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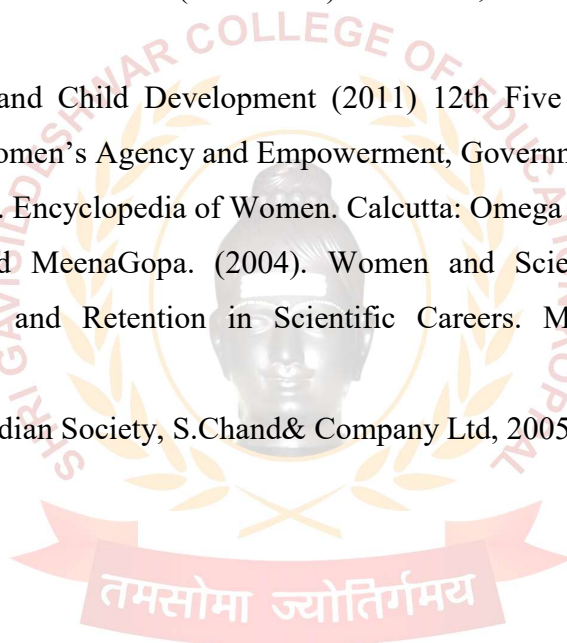
HISTORICAL BACKGROUND OF EDUCATION SYSTEM IN INDIA

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ABSTRACT

From the ancient period Indians have enjoyed the reputation of being a learned people. Some of the early Hindu and Buddhist centre of learning such as Taxila and Nalanda university were the very famous institution during that time. Education in the beginning was confined to the priestly class with teaching of traditional elements such as religion, logic etc. Then Islamic education introduced in India with the establishment of the Islamic empires and Mqtabas and Madrasas became the seats of learning. The advent of British in India opened a new era in the field of education and the vast changes and development of Indian education had mainly occurred during British era.

INTRODUCTION

From the 15 th century A.D. India had been a centre of attraction for Europeans for her richness of economic resources. The Europeans, Dutch, French, Spanish, Danes, and the English people came here and started their business after constructing trading companies. They strengthen their position as traders first and then turned as rulers. Also they started to spread their religion Christianity in this land. Among the Europeans the English East India Company became a ruling power in Bengal in 1765. The east India Company was a mere trading body and it had no interest in the education of the people. They felt, 'we have lost colonies in America by importing our education there, we need not do so in India too'. Growth and Development of Education in India during British Period in a Historical Perspective However, the Indian officers of the east India Company urged the court of directors to do something for the promotion of education in India. Some half-hearted efforts were made by the company's Government to foster oriental learning. For instance warren Hastings set up the Calcutta madrasa in 1781, Jonathan Duncan opened a Sanskrit college in Benares, Lord Wellesly set up Fort Williiam College in 1800. Also administrative needs of the company required Indians well versed in the vernacular language and English. As a result some early attempts were made to introduce and propagate the British

educational system in India. Simultaneously the Christian missionaries took some steps in India and advocated the teaching of western literature and Christian religion through the medium of English.

Historical Background Ancient India had been the land of inventions and innovations. India can boast of the establishment of the world's first university in 700 B.C. More than 10,500 students all over the world studied more than 60 subjects in Takshashila University. Aryabhatta, the Indian scientist, invented the digit zero. Place value system and the decimal system were developed in India in 100 B.C. The value of "pi" was first calculated by the Indian Mathematician Budhayana, who also explained the concept of Pythagoras theorem. Trigonometry, algebra, calculus studies were originated in India; Shridharacharya used quadratic equations in the 11th century. Bhaskaracharya calculated the time taken by the earth to orbit the sun hundreds of years ago, even before the astronomer Smart.Aayurveda was the earliest school of medicine known to the mankind. The father of the Aayurved medicine Charak, consolidated Aayurveda 2500 years ago Finally, Yoga and Pranayam for the physical fitness and mental peace are the universal gift of India to the entire human civilization. The education system of ancient India was culturally and spiritually enriched and advanced. The foundation of ancient education system was religion. As religion played predominant part in the education system, the ultimate aim of the same was to seek "moksha" "Savidhya ya Vimuktaye" The temples and the community centers formed the role of schools. Sanskrit was considered to be the mother of many languages and sciences was also the language of learned men and the language of teaching.

Medieval Buddhist Period In the first millennium and the few preceding centuries, Education flourished at Nalanda, Takshashila, Ujjain, and Vikramshila Universities. Takshashila was the first university of the world established in 700 B.C. Takshashila University was famous for medical studies and a galaxy of eminent teachers such as the well-known grammarian- Panini ,Kautilya (Chanakya) the minister of Chandragupta Maurya, and Charaka, a medical teacher of great reputation. Each university specialized in a particular field of study, for instance, the Takshashila specialized in the study of medicine, while the Ujjain laid emphasis on astronomy. Nalanda University, built in 4 AD, was considered to be the honor of ancient Indian system of education, as it was one of the best Universities of its time in the subcontinent. Nalanda was the highest learning center not just of India but also of the entire South Asia. Students from foreign countries used to come there for higher studies. The Nalanda, being the biggest centre, had all

the branches of knowledge, and housed up to 10,000 students at its peak. The main subjects were the arithmetic, the theology, the law, the astronomy, the metaphysics, the Mathematics, the ethics, the medical science, weaponry, architecture and the religion. The school had the student representatives from all classes of the society. Several great minds at work there, contributed in every aspect of life. The concept of zero, decimal system and Pythagoras Theorem were all developed here. Vikramshila University, Varanasi was famous for religious teachings. In the South, Kanchi was famous for its studies and the Vallabhi University was also of the equal status. Huan Tsang- a student traveler from China, in his records mentioned it to be at par with Nalanda and Vikramshila Education was widespread in the 18th century, with a school for every temple or village in most regions of the country.

Islamic period with the advent of Mogul reign in India, the traditional methods of education increasingly came under Islamic influence. With the establishment of the Islamic empires in the Indian subcontinent in the middle ages, Islamic education become ingrained with the education system of India. In the Mogul period, the face of education system as well as religion changed and the Islamic tone appeared in Indian education system. Urdu, Farsi and Arabic languages replaced Sanskrit as a medium of instruction. Islamic institutions of education developed traditional Madresas and Maktabs, Colonial times The present educational system of India is nothing but a replica of British education system, introduced and founded by Macaulay in the 20th century. The main purpose of it was to prepare Indian Clerks for running local administration. The instruction of school education was the vernacular languages, while the higher education was granted in English only.

 Wood's dispatch on education, 1854 Since the charter act 1813, different steps had been taken to spread education among masses. But different problems and controversies had been raised. So they required a new education policy and a committee was appointed for look this matter. In 1854 Sir Wood then president of the Board of Control of Government of India, gave his official report, popularly known as Wood's Dispatch. The chief provisions of the Dispatch were. Emphasized on teaching of western education with English as medium of instruction. Also he encouraged the oriental education. It stressed on women education, teacher training, education for minority etc. Universities on the modal of London University were proposed for Calcutta, Bombay, and Madras. recommended. Female education and Muslim education were encouraged. Because Charles Wood believed in the superiority of English race. The Dispatch

completed neglected the mother tongue as a medium of instruction and also primary education was neglected.

The hunter commission 1882 In the government of India appointed an education commission to enquire into the principles of woods dispatch and to make recommendation to the government for necessary changes of education system. Its main recommendation were, It emphasized the states special care for the extension and improvement of primary education and the aims, methods, curriculum and management were clearly defined. During the period 1882-1902, there was a considerable expansion in the field secondary education, due partly to the enthusiasm of private enterprise. So the commission occupies a unique place in the history of Indian education. Post Independence After the independence, National Policy of Education (1992) laid down many objectives for the development of education system in India, but it has not been successful in achieving all of them. It has specified that the examination system should discourage the memorizing but it is what is going on. The education in India seems to encourage rote learning instead of experimentation and questioning. There is some disparity in assessment as all the State Boards have different standards of evaluation. The reservation based on caste and religion, is also a negative point in Indian education.

The Indian university act the early years of 20 th century was a period of growing nationalism in Indian people and disappointment in educational policies OF British government. Political developments acted and reacted on educational development. The official view was that there was lot of indiscipline in school and colleges and that educational institution had trained the student for the production of political revolutions. As a result of the report of the recommendation of the commission the Indian universities act was passed in 1904. The major recommendations are The universities were desired to make provision for promotion of study and research, to appoint university professor and lectures. Their power was enlarged Most of the fellows of a university were to be nominated by the government and the governor control over the universities was further increased. The vice chancellor was to be appointed by the government. His tenure can be regarded as the beginning of movement for educational reconstruction in India.

Development of educational institutions during this era The British Government established educational institution with a western curriculum based on instruction in English. Also local philanthropists established many institutions. In 1882 there were 4 universities and 67 colleges.

Gradually the number had been increased and in 1922 there were 14 universities and 167 colleges. In 1947, 21 universities and 496 colleges were in operation.

CONCLUSION

If the government takes action at least against some of the challenges mentioned above than the future of student can be improved to a better successful person. As everyone know India has major population as youth, if there is revolution in present educational system than every student of today may becomes than no one can stop the future of India, as a developed country from developing country.

CURRICULUM BASED DIGITAL TEACHING RESOURCES AND STRATEGY DIMENSIONS

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Introduction:-

Digital teaching Resources are through digital processing, can be in the network environment to run multimedia materials or teaching system. Vocational education reform the context of digital learning resources are no longer confined to the past, a single course were ,even limited to audio-visual media, new technologies , and training video resources for the professional use digital manuals, virtual skills training needs of software and other digital resources become a trend in media.

Curriculum:-

Curriculum is a contested and often misunderstood concept. At a simple level, the curriculum simply means a course of study. The word is derived from the Latin word meaning racecourse or race, and has come to mean a general course, conveying the notion of going somewhere in a predefined direction. Indeed, this simple definition is one that is current in many schools, where the curriculum is seen largely as the glossy booklets that contain the content to be taught .Curriculum is a course of study ot training leading to a product or education the term curriculum in recent years has come to mean all the planned activities and experiences available to students under the direction of the school. Curriculum is dynamic and changes according to needs of the pupils and society.

Teaching resources:-

Teaching resource can take many different forms and will mean slightly different things to every teacher, parent, and child. But the basic definition is simple: A teaching resource is a material that is designed to help facilitate learning and knowledge acquisition. his includes learning outcomes and information on misconceptions that the material can clear up, or even

introduce if handled poorly. A good resource is efficient A teacher's time is precious, and any resource worth using needs to provide a good return on the time invested in delivering it.

Rational dimensions of Teaching Resources:-

Integrated Integration Is the teaching content and teaching resources to programmes as a unit, with digital integration center to form a series of resource base to meet the needs of teachers. Resource integration, including vocational schools. The nature of digital teaching ideas generated should be shared with the interaction .sharing is through variety of methods, techniques and strategies for online distribution of teaching resources will be available to the teachers and students, to create a character with the interaction of vocational education a good atmosphere for learning together. From the perspective of sharing teaching resources to should support the production of online questionnaires and feedback support for knowledge point to questions and the performance teaching content subjective operations support set different roles for different assessment methods support resource sharing and accumulation sharing of teaching resources is value orientation.

The system construction of digital teaching resources, effective strategies

1.Use Mobile Learning and Social Media to Create A Community Mobile learning and BYOD are quickly becoming staples of the digital classroom. These models of the digital classroom allow students to engage in the learning process with their personal devices. Tablets, laptops and smart phones expand the boundaries of the classroom and encourage a stronger sense of community, both inside and outside of school. Student can keep in contact with peers and access their assignments and lessons, all on the fly. Social media applications like Yammer also go a long way to promote responsible and safe discourse in an environment that educators can manage.

2. Upload Online Lectures Teachers should flip the classroom. Allowing students to view the lecture portion of the lesson plan on their own time puts a lot of responsibility on them, but it frees up a large portion of class time for more collaborative work. This changes the dynamic of the classroom from teacher-focused to student-centered.

3**. Take the Learning Process Outside of the Classroom** Field trips have always been a great way to engage students with relevant real-world experiences. The digital classroom allows teachers to take this even further. Teachers can bring virtual reality into the classroom, or they

can use Periscope, a live streaming app which gives students the opportunity to observe different cultures and lives around the world.

4. Digital teaching resources development the growth of teachers foe a long time, teaching resources, construction of a myth is the application of resources artificially separated, that the building is the development of resources teachers task is so to apply these recourses in teaching . Common understanding in order to ensure the application of the system must be based on the relevant requirements of the curriculum reform.

1.Innovative school lesson preparation and teaching practices to standardize the form of the fine teachers ,lesson plans, teaching reforms and times the requiring professional person in charge, long the backbone of teachers teaching and research , must be opened each semester two demonstration classes use of teaching resources to guide teachers to use digital teaching resources ,teaching methods ,improve teaching efficiency, to the demonstration regulate promote level operational model for teachers.

2. Digital teaching resources in the extensive use of front line teachers can effectively change the a piece of chalk a text book , a blackboard the traditional teaching methods front line teachers, the activation of demand for resources. And can effectively promote their creativity to develop a more flexible and specialized resources.

Conclusion

 Digital teaching resources, we must focus embody the three outstanding first highlight the program features.The general teaching of digital resources as a basic material, with emphasis on professional development and curriculum content. In addition support for independent research could be developed to support individualized curriculum based in the rich resources of online learning support system resources for students in online learning and online interactive self use now days digital learning resources important teacher and student development education.

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LIFE SKILLS AND EDUCATION

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Abstract

The development of a child can be made possible by keeping all aspects of their personality in mind. This is the reason why Life Skill Education plays an important part in everyone's life. In life skill education, the overall personality of a child is taken into consideration. It gives strength to handle any kind of situation and gives the courage to face struggle to achieve any target. By adding life skill education to the school curriculum, better results can be achieved. In the new millennium, education is undergoing a revolutionized change regarding science & technology, globalization, privatization, Urbanization, industrialization, etc. Today's youth are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent Life-Skills Education as defined by the UNICEF "a behavior change or behavior development approach to address a balance of three areas; knowledge, attitude and skills" World Health Organization (WHO) defined Life Skills as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday

Keywords:-Life skills, Education

Introduction

If we want to live life successfully, then we need to understand the importance of life skills. And it is also very important to implement it in our life. If this happens then our life can move in a simple and right direction. Life skills make us competent to know how to make our life easy and simple, how to create a positive life, and how life can be spent in the right way. Therefore, life skills are very important in our life. It polishes the ability to adapt to all kinds of circumstances and succeed in every aspect of society. Lack of life skills in the lives of new generations needs to be taken care of as it is important in life. Due to the absence of life skills, not only personal lives but professional lives and careers get affected.

A life skill is used to describe basic skills acquired through learning or knowledge. Also, the daily routine can be said to be a life skill. Life skills also can include the ability of your emotions, finances, school performance, health, etc. If you are practicing life skills, so can improve a child's esteem, social competence, and confidence. You are increasing the life skills in your life. Now, the exact life skills meaning is when the group of psychosocial competencies and interpersonal skills that help people make decisions, build healthy, solve problems, communicate effectively, and think critically and creatively. Maybe life skills are directed towards personal actions or actions towards others.

Concept of life skills

There are many definitions to understand what life skills are.

A person needs a set of social features and personal capabilities to interact with themselves and other people in and around their environment and make a decision that requires high ability, also to find solutions to various kinds of problems. Moreover, the skills required to deal positively with any condition to get the desired outcome is called life skills. Life skills can be developed through encouragement to adapt to society and promote positivity in personal behaviors and adopt a positive perspective toward work.

Life Skills are defined in the Targeting Life Skills (TLS) Model (Hendricks, 1996) as "Skills that help an individual to be successful in living a productive and satisfying life." Yarham (1919) defined Life Skills as "the personal☐ competence that enables a person to deal effectively with the demands and challenges confronted in everyday

Now, the exact life skills meaning is when the group of psychosocial competencies and interpersonal skills that help people make decisions, build healthy, solve problems,

communicate effectively, and think critically and creatively. Maybe life skills are directed towards personal actions or actions towards others.

Life skills can be defined by several definitions, as below:

Life skills are defined as the capabilities 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.

This is done through the promotion of positive personal behaviors, social adaptation, citizenship and positive attitudes at work .decision and pass it on.

Life skills education helps students build confidence in both communication and cooperative and collaborative skills, provide them with tools important for development, find new ways of thinking and problem-solving and provide methods on how to socialize, make new friends and recognize the impact of their actions and behaviors.

Life skills also help students take action in situations where their parents or teachers may not be available and make themselves take responsibility for what they do instead of blaming others.

Importance of Life Skills in education

The importance of having life skills in a person's life lies in his ability to adapt to all circumstances and succeed in the renaissance and prosperity of society. One of the most important problems that demand quick attention and solutions these days is the lack of life skills for the new generation. This is because there is a lack of life skills in the output of educational institutions. As a result, many fail in their careers and personal lives due to the absence of these skills they must have. A life skill is used to describe basic skills acquired through learning or knowledge. Also, the daily routine can be said to be a life skill. Life skills also can include the ability of your emotions, finances, school performance, health, etc. If you are practicing life skills, so can improve a child's esteem, social competence, and confidence. You are increasing the life skills in your life.

If we want to live life successfully, then we need to understand the importance of life skills. And it is also very important to implement it in our life. If this happens then our life can move in a simple and right direction. Life skills make us competent to know how to make our life

easy and simple, how to create a positive life, and how life can be spent in the right way. Therefore, life skills are very important in our life.

Objectives of the study

In the new millennium, to guide the children as education is undergoing a revolutionized change regarding science & technology, globalization, privatization, Urbanization, industrialization, etc. To instruct Today's youth who are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society. To solve Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent.

Why teach life skills?

The promotion of healthy child and adolescent development; Primary prevention of some key causes of child and adolescent death, disease and disability; Socialization; Preparing young people for changing social circumstances.

Uses of Life Skills Education

1) The development of a child can be made possible by keeping all aspects of their personality in mind. This is the reason why Life Skill Education plays an important part in everyone's life. In life skill education, the overall personality of a child is taken into consideration. It gives strength to handle any kind of situation and gives the courage to face struggle to achieve any target. By adding life skill education to the school curriculum, better results can be achieved.

2) A life skill is used to describe basic skills acquired through learning or knowledge. Also, the daily routine can be said to be a life skill. Life skills also can include the ability of your emotions, finances, school performance, health, etc. If you are practicing life skills, so can improve a child's esteem, social competence, and confidence. You are increasing the life skills in your life. life skills are directed towards personal actions or actions towards others.

3) Life skills education is one such type of skill. Under this, the child develops the ability to discharge his life appropriately and to organize the activities related to life in a systematic manner. It is a type of education in which skills are developed to make the child efficient in

such a way that he can make decisions in odd situations by his ability and intelligence. At the same time, such miseries have to be developed in human life. So that he can become a skilled citizen.

4) individual has to face times when they have to make a decision that can affect their life. With decision-making skills, a person develops the skill to make the right and appropriate decision and pass it on. Decision-making enables them to take decisions in any hard and fast situation.

⇨ Start your day with optimism. You choose to be happy or unhappy, as this is a personal choice.

⇨ Convince the soul that today will be better than yesterday. Yesterday is past and over and tomorrow is yet to come. You must occupy your thinking in the day you live, and pass this idea on to the people around you in a good manner.

⇨ Familiarize yourself with pronounced words. This is delightful and increases good relations and kindness, no matter how bad a person's mood is.

⇨ Accept the attributes and characteristics of others that they have and avoid criticism and complain again and again about what comes out of them. If possible avoid criticism permanently.

As Conclusions From A United Nations Inter-agency Meeting Department of Mental Health Social Change And Mental Health Cluster ,World Health Organization, Geneva, 1999

Top 10 Life Skills Recommended by WHO

01 Problem Solving
02 Decision Making
03 Creative Thinking
04 Critical Thinking
05 Self Awareness
06 Empathy
07 Interpersonal Relationship
08 Good Communication
09 Management of Stress
10 Management of Emotion
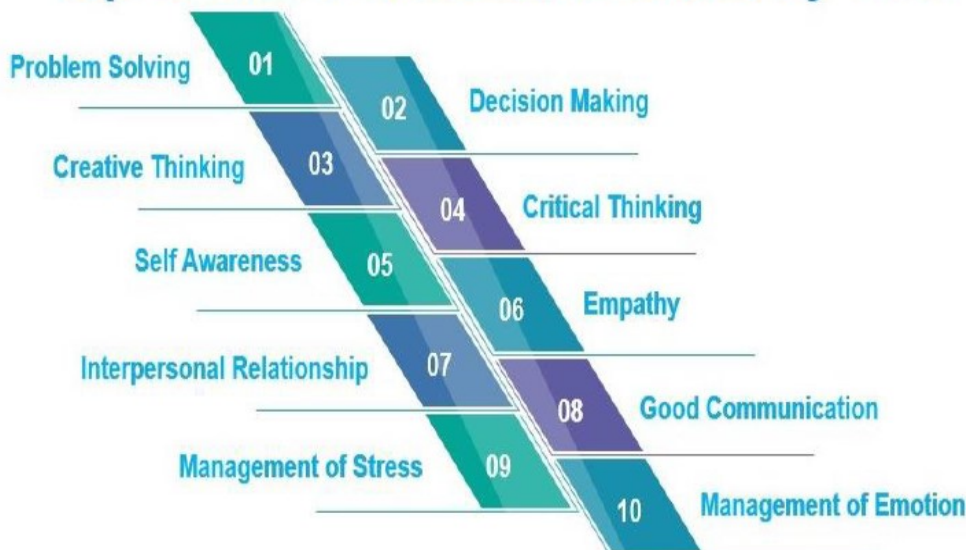
In general Life skills Education Contributes to

Basic education like Gender equality ,Democracy ,Good citizenship ,Child care and protection Quality of life, Quality and efficiency of the education system ,The promotion of lifelong learning, communication skills, creative thinking, decision-making ability, life skills, lifestyle, problem-solving skills, The promotion of peace.

self-improvement tips In general Life skills Education Contributes to Basic education Gender equality.*Democracy* Good citizenship*Child care and protection*Quality of life*Quality and efficiency of the*education system The promotion of lifelong learning*The promotion of peace.*As Conclusions From A United Nations Inter-agency Meeting Department of Mental Health Social Change And Mental Health Cluster, World Health Organization, Geneva, 1999. Why teach life skills? The promotion of healthy child and adolescent*development; Primary prevention of some key causes of child and*adolescent death, disease and disability; Socialization;*Preparing young people for changing social circumstance.

Imparting „Life Skills Education" in Institutional and Non-Institutional Setting Different activities that can be used to enhance Life Skills in the institutions the activates are as :Discussions, Brainstorming, Role Plays, Groups, Educational Games and Simulations, ,Analysis of Situation and Case Studies, Story-Telling, Debates:

Conclusion

Life skills depend on a large part of our experiences and how we can transfer this experience to our new generations, in order to learn, preach and provide additional information to their knowledge. But now we are facing a rapid change boom and a massive revolution in the field of 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.

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ATTITUDE OF TEACHER EDUCATORS ABOUT WORKING WITH COMPUTERS

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Introduction:

Educational Technology is the combined use of computer hardware, software and educational theory and practice to facilitate learning. We always try to make our students expects in using the modern Technology. For that purpose our institute encourages teacher educators to have latest knowledge regarding using technology in classroom teaching-learning process. The study is aimed to find out attitude of teacher educators about working with computers. This study is aimed to answer the following question.

1) What is the teacher educators' attitude towards working with computers for teaching-learning process?

Need and Importance:

Computers provide a great help in everyday activities. In the age of information and communication having practical knowledge about computers in must. Future education demands teachers having knowledge of working with computers. In that case, the teacher educators are expected to gain confidence and willingness to make computers their associates in teaching-learning process. The vast resources and opportunities that computers provide have brought about new tools, approaches and strategies in teaching and learning process. The rapid increase in the availability and accessibility of computers and other technology in today's world highlight the value of educational technology within schools. The role and responsibility of teachers is becoming more crucial as they are expected to integrate technology in their classroom activities.

However, not all teachers are willing to incorporate computer technology into their instruction. Teacher educator has a key role in changing the attitude of would be teachers by putting forth their own example. Teacher educator with positive attitude towards using computers naturally encourages student teachers in acquiring knowledge of computer and applying it in the classroom activities.

Objective:

1. To find out the attitude of the teacher educators' attitude towards working with computers for teaching-learning process.

Hypotheses:

1. There is no gender wise difference in the attitude of the teacher educators' towards working with computers for teaching-learning process.

Method:

Sample:

Random sampling method used for this research. The participants in this research were all the 8 Colleges of Education (Teacher Educators) from Vijayapur Dist. (N=49). Out of 49 teacher educators.

Tool:

Attitude scale developed by the researcher was used. A five pointer scale having responses like "Strongly disagree, Disagree, Undecided, Agree, Strongly Agree" was used to find out attitude towards working with computers. In all sixteen statements were included in the scale.

Statistical Treatment of Data:

1) Chi square (x^2) was as a test of independence between two variables i.e gender and attitude towards working with computers.

Table 1

Use of computers by respondents for instruction in the classroom

	Daily	**Weekly**	**Occasionally**
Total	3	4	28
Percent	8.6	11	80

Observation:

8.6% Teacher Educators use computers daily for teaching in the class; 11% teacher educators use computers weekly for teaching in the class while 80% teacher educators use computers occasionally for teaching in the class.

TABLE 2

Respondents' relation with computers

Gender	I have never used a computer and I don't plan to anytime soon	I have never used a computer I would like to learn	I used applications like power point, word processing , spreadsheets , internet etc.	I use computers for Instruction in the classroom
Female	1	4	18	8
Male	0	2	09	7
Total	1	6	27	15
Percent	2.9	17	77	43

(Check all that apply)

Observations:

1) 2.9% teacher educators have never used a computer and they don't plan to anytime soon.

2) 17% teacher educators have never used a computer but they wish to learn to use it.

3) 77% teacher educators use application like power point, word processing, spreadsheets, internet etc.

4) 43% teacher educators use computers for instruction in the classroom.

Hypothesis 1:

There is no gender wise difference in the attitude of the teacher educators towards working with computers for teaching-learning process.

To test this null hypothesis, analysis of responses was done for all 16 statements in the questionnaire.

For $df = (r-2)(c-1) = (5-1)(2-1) = 4$

Critical value of $x^2 = 9.488$ at 0.05 level of significance

Sr. No	Statement	Comparison of $x^2{}_{cal}$ and $x^2{}_{table}$	Result about Null hypothesis
1.	Computers do not scare me at all	$x^2{}_{cal} = 7.19 < x^2{}_{table} = 9.488$	Accepted
2.	I would like working with computers	$x^2{}_{cal} = 7.93 < x^2{}_{table} = 9.488$	Accepted

3.	Computers make me feel uneasy and confused	$x^2{}_{cal} = 3.50 < x^2{}_{table} = 9.488$	Accepted
4.	Learning about computers is a waste of time.	$x^2{}_{cal} = 1.02 < x^2{}_{table} = 9.488$	Accepted
5.	I don't think I would do advanced computer work	$x^2{}_{cal} = 1.57 < x^2{}_{table} = 9.488$	Accepted
6.	I think working with computers is enjoyable and stimulating	$x^2{}_{cal} = 3.20 < x^2{}_{table} = 9.488$	Accepted
7.	I'll need a firm mastery of computers for my future work.	$x^2{}_{cal} = 2.46 < x^2{}_{table} = 9.488$	Accepted
8.	I like searching the internet for finding innovative teaching resources.	$x^2{}_{cal} = 1.54 < x^2{}_{table} = 9.488$	Accepted
9.	It wouldn't bother me at all to take computer courses	$x^2{}_{cal} = 5.15 < x^2{}_{table} = 9.488$	Accepted
10.	Computers will improve education.	$x^2{}_{cal} = 0.80 < x^2{}_{table} = 9.488$	Accepted
11.	I do not think I could handle a computer course.	$x^2{}_{cal} = 5.08 < x^2{}_{table} = 9.488$	Accepted
12.	If there is a computer in my classroom it would help me to a better teacher.	$x^2{}_{cal} = 1.25 < x^2{}_{table} = 9.488$	Accepted
13.	Computers could enhance remedial teaching.	$x^2{}_{cal} = 2.38 < x^2{}_{table} = 9.488$	Accepted
14.	I do not think my students are ready for computer assisted learning.	$x^2{}_{cal} = 5.03 < x^2{}_{table} = 9.488$	Accepted
15.	Computer aided instructions makes learning more interesting and	$x^2{}_{cal} = 1.42 < x^2{}_{table} = 9.488$	Accepted

16.	Teacher needs special training about computers regarding using it at proper time and for appropriate content	$x^2{}_{cal} = 3.57 < x^2{}_{table} = 9.488$	Accepted

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For all the Statements, null hypothesis is accepted

Findings:

1 Most of the teacher educators use computers for teaching occasionally even though the facility is available.

2 Majority of teacher educators can use power point, word processing, spreadsheets, internet etc. but very few of them use computers for instruction in the classroom.

3 Majority of teacher educators have knowledge about power point, word, excel and internet but very few of them are trained in using computers in classroom curriculum.

4 There is not gender wise difference in the attitude of the teacher educators towards working with computers for teaching process.

Conclusion :

Teacher educators are change agents in education system. They are key drivers who play crucial roles in technology integration in the schools and classrooms. It is important for them to possess positive computer attitude. It has been found that computer attitude is linked with usage and intention to use computers in education. In other words, computer attitudes, whether positive or negative, affect the response of teachers towards using computers in teaching learning process. This is turn affects the way students teachers react to computers in schools and current and future computer usage.

This study suggests a need for teacher educators to have a conductive and non threatening environment to experience success in using the computers, with a view to gain competence and confidence in using computers for teaching and leaning. Understanding the attitude of the teacher educators towards working with computers for teaching-learning process would help to design and implement training programmes for teacher educators. The teacher educators should be encouraged to use computers in their teaching regularly. Negative attitude about using computers in teaching-learning process should be changed by providing proper guidance in integrating computers in education.

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DIGITALIZATION OF EDUCATION AT DIFFERENT LEVEL

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Abstract

This study examines into the impact of e-learning and digitalization in primary and secondary schools. The application of e-learning technology in schools will help to promote an efficient, effective and productive way of teaching. More so, e-learning promotes better communication and helps teachers and students to share accountability for learning and achievements. The study shows that e-learning help students to have access to unlimited source of information; reveals connection between subjects; promotes critical thinking; and encourages students' way of learning. The study further shows that majority of the teachers agreed that e-learning is easier and effective; helps to further develop teachers' computer skills; and brings out the best in students. Interestingly, the two parties agreed that e-learning helps teachers and students to share accountability for learning and achievements. in my study I have collected information regarding government initiatives to promote digitalization of education.

Keywords: E-Learning, Digitalization, Virtual Learning Environment.

INTRODUCTION

We are running into the 21st century where technology knows no bounds. This is the phase of radical development where technology is taking over every niche and corner. Smartphones, laptops, and tablets are no more unknown words. During this phase the education system is evolving for the sake of betterment, as this generation's students are not born to be confined by the limits of simple learning; their curiosity is vast and cannot be catered with educational systems that were designed earlier. If we kept on teaching our children the way we taught them yesterday, we would deprive them of their tomorrow. Our old educational system lacks the

capability to stand a chance in the 21st century. So we are compelled to use digitization in our educational system.

OBJECTIVES OF THE STUDY:

- Enabling students to enter through the mobile app or web application.
- Providing a broad range of choices for online learning.
- Using technology to track the progress of students and enforce intervention protocols.
- Enabling online class organization faculties.

MEANING OF DIGITALIZATION

Digitalization in education refers to the use of desktop computers, mobile devices, the Internet, software applications, and other types of digital technology to teach students of all ages.

- Digitalization Is The Term: "Digitization is the integration of digital technologies into everyday life by the digitization of everything that can be digitized."

The DigitalizationOf Education

Traditional education has mostly been digitized—in the case of Master class, for example, with highly polished video and well-known instructors. According to the Master class founder, instructors design their classes [2]. But education researchers agree that "masters" might not be the best teachers. Likely, they're beginners when it comes to Instructional Design and the science of learning. Master class and many other online education providers build on the thesis that online low-touch courses are for skill-building. But with lectures remaining the dominant teaching method, many online learning providers face completion rates as low as 5% [3]. Online education platforms will need to evolve further, specifically tackling three aspects that have been neglected so far.

There are several reasons why digital learning is both beneficial to students and educational institutions. Here are the top 10 of them:

1. Full-Time Access to Materials

One of the most important benefits of using digital learning is that materials are always available to students—24 hours a day, 7 days a week. This gives students complete flexibility over when and where they study, enabling them to take control over the best times to study for themselves as well as how much, and access to a global community.

2. Facilitates Collaboration

Working along with others is an important part of the working life in many businesses in 2022. Education can also benefit from digital learning as a collaboration tool, by bringing people together through video conferencing, enabling students and teachers to use shared documents, or simply by helping to prepare students for the world of work.

3. More Resources

Resources such as recorded lectures or additional reading can be easily shared, giving students the opportunity to maximize their learning, and to go over subjects that they find more challenging as well as get extra information relating to subjects that they wish to understand better

4. Better Engagement

Digital analysis can help educational institutions to get a better understanding of the engagement of their students with specific parts of their courses, or the institution as a whole. This means that educational institutions can quickly pick up on it if a student is becoming disengaged, struggling with the course, or is ill, and have the tools to remedy the situation more efficiently.

5. Personalized Learning

Digital learning can help enable personalized learning, in that everybody has specific techniques and learning methods that suit them. Digital learning can help students and teachers to get a better understanding of the most effective teaching methods for them, helping the delivery of teaching and learning to be more effective.

6. Facilitates New Digital Learning Strategies

In addition to the existing learning strategies that are employed by educational institutions, there is increasing evidence that learning strategies such as micro learning [1] and gamification [2] are very effective as teaching methods. These "new" ideas are given a face-lift by the incorporation of digital technology into education.

7. Preparation for Work

In the workplace in 2022 and beyond, we are continually having to learn and adapt to new technology. The incorporation of digital learning and teaching, as well as engagement methods, can be a great way to prepare students for working life, both in the technology that they are using and also in the ability to learn how to use new digital tools.

8. Building Peer Communities

Younger people especially often feel more comfortable sharing with their peers online, rather than face-to-face. Whether it is simply through community chat groups or a more structured learning environment, technology can be an excellent way to build communities among students as well as with their teachers, providing support and benefits to everyone. This can be used to connect students from around the world, without the need for them to be confined to the same room.

9. Boosts Accountability

One of the greatest benefits of digital learning is that it can help to enhance student accountability. By giving students more control over their own education, what they are studying, and how they are studying it, they will also have more accountability over their progress. Although this should not mean that the educational institution leaves the responsibility solely with the student, it does mean that the student can have a degree of ownership over their education.

10. Student Progress Tracking

Technology gives educational institutions the ability to track student progress closely. This can include everything from examination results to individual assessments and attendance records. This enables teachers to gain a good understanding of patterns and areas for teaching and learning improvement at any time.

The new phase of learning has begun and involves various advanced techniques like:

Online courses

Want to learn a new language or maybe to get trained in some specific course, but have no time to cover the distance? Online courses are developed by experts who have unmatched proficiency in their specific field and can give you the experience of real-time learning by designing their own online course.

Online exams

Digitization gave way to the online exam, making the examination process convenient for both teachers and students.

Digital textbooks

Also prevalent with other names like e-textbooks and e-texts, digital textbooks provide an interactive interface in which the students have access to multimedia content such as videos, interactive presentations, and hyperlinks.

Animation

This is a captivating approach in which students learn in a better manner. By offering a visual representation of the topic, students grasp the concept in a more understandable manner. Even the toughest topics can be presented in a simplified way with the help of animation.

ICT in Education Curriculum for School System

e-pathshala –

e-pathshala has been developed by NCERT (National Council for Educational Research and Training) for showcasing and disseminating all educational e-resources including textbooks, audio, video, periodicals and a variety of other print and non-print materials. So far, 3444 audios and videos, 698 e-books (e-pubs) and 504 flip books have been made available on the portal and mobile app.

National Repository of Open Educational Resources (NROER) –

The National Repository of Open Educational Resources (NROER) is an initiative to bring together all digital and digitisable resources across all stages of school education and teacher education. So far, 13635 files including 401 collections, 2722 documents, 565 interactive, 1664 audios, 2581 images and 6105 videos have been made available over the portal. States/ UTs are motivated to contribute resources on NROER and create OERs for their own State/ UT.

SWAYAM:-

The 'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM) is an integrated platform for online courses, using Information and Communication Technology (ICT) and covering school (9th to 12th) to Post Graduate Level. It offers online courses for students, teachers and teacher educators. It may be accessed on swayam.gov.in. National Institute of Open Schooling (NIOS) is promoting education through e-learning methods by providing courses on Massive Open Online Courses (MOOCs) on the portal. There are 44 courses of NIOS offered on SWAYAM platform – 14 at secondary level, 16 at senior secondary level, 4 vocational courses and 10 courses of Diploma in Elementary Education (D.El.Ed.). NCERT has so far developed 22 courses for classes XI-XII in different subject areas.

SWAYAM PRABHA:-

A programme for utilization of satellite communication technologies for transmission of educational e-contents through 32 National Channels i.e. SWAYAM PRABHA DTH-TV has been launched. CIET-NCERT is the national coordinator for one DTH TV channel i.e., Kishore Manch (#31) and has started feeding a 24x7 educational TV channel w.e.f. 09.07.2018. Everyday four hour fresh slot is telecast and repeated 5 more times in 24 hours to provide learning opportunities for the stake holders, as per their convenience. Besides, NIOS is running 5 channels for teachers, for secondary and senior secondary levels and for sign language.

CBSE initiatives:-

SARANSH is a tool for comprehensive self review and analysis for CBSE affiliated schools and parents. It enables them to analyse students' performance in order to take remedial measures. SARANSH brings schools, teachers and parents closer, so that they can monitor the progress of students and help them improve their performance. It helps schools to compare their performance vis-à-vis all CBSE schools at various levels and also helps parents to compare their ward's performance within school State, Region and National level. It is currently available for

Standards IX – XII and provides a comprehensive overview of Standard X performance since 2007 and Standard XII performance since 2009, till the current academic session.

KVS initiatives:-

ICT Skills are imparted in all the Kendriya Vidyalayas to the students of classes III to XII. 12011 e-Classrooms (9711 e-Classrooms established and 2300 under process) have been established in KendriyaVidyalayas throughout the country for facilitating effective learning through digital mode. Besides, 276 Digital Language Labs and 1137 Computer labs have been established in 276 KVs across the Country. Further, a pilot project e-Prajna has been started for providing tablets pre-loaded with e-content in Maths and Science. 5076 Touch Tablets have been distributed among Class VIII Students and teachers for classroom transactions in Maths and Science.

Operation Digital Board:-

An initiative has been taken by Government of India to provide interactive digital boards to nearly 15 lakh classrooms across the country for 9th standard to post graduate level, where they can receive lectures from best teachers/professors and access quality e-content, in order to enhance overall learning process and experience of the students.

The different teaching methods of digital learning

- The virtual classroom. ...
- Serious games. ...
- The MOOC (Massive Open Online Course) ...
- SPOC (Small Private Online Course) ...
- Mobile Learning. ...
- Social Learning (social and collaborative learning) ...
- Adaptive learning.

Conclusion

Digitization has no doubt changed our education system, but we cannot say that it has diminished the value of our old time classroom learning. Neither do we want something so priceless to turn into dust. The best part about the digitization of education in the 21st century is that it is combined with the aspects of both; classroom learning and online learning methods. Walking hand in hand both act as a support system to each other, which gives a stronghold to our modern students. Digitization in education has also proved to be the right method for saving resources.

Online examination platforms have restricted the frivolous usage of paper, directly confining the cutting down of trees. This way the digitization of education industry in the 21st century proves to be a boon to our society.

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BLENDED LEARNING IN EDUCATION SYSTEM

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ABSTRACT

Blended learning is a promising and innovative method for teaching and learning process .In this   technique is in use to developed countries for their education system. Some previous studies proved that it is an effective technique in improving teaching learning environment in India, proper implementation of blended learning strategies are lacking due to inadequate funding, lack of awareness, lack of infrastructure etc. But keeping eye in new normal, it is very important to know and understand the value of blended learning in India. This paper contains systematic study on blended learning in education and its journey past 20 years review from 2000-2020 related to Blended learning in India. In content analysis and areas discussed in those papers and the unexplored areas of blended learning which are still unexplored in Indian scenario are discussed here. Analysis of papers reveals that adequate number of quality papers are lacing related to Blended Learning in India. Most of the areas of blended learning research are still untouched. More researches and quality papers are needed for implementation of the strategy and how much effective for education system.

Keywords: Blended Learning, teaching – learning system, learning models advantages for teacher and students.

INTRODUCTION

In Education we have spent more than 75 years of independent life in India, the drastic reformation of education system have not been done yet in comparison to other countries. After emergence of educational technology in field of education PLATO (Programmed Logic for Automatic Teaching Operations) was first introduced in 1960s by University of Illinois. Later e-learning and then hybrid learning techniques were introduced. Later the hybrid learning was renamed as Blended learning in the year 2006 by Bonk and Graham in their book 'Textbook of Blended Learning'. In previous studies prove that blended learning technique has an excellent potential to meet the new challenges of ever transitional education system. In Education especially in Study Programs Information Systems Computer knowledge compulsory subjects that are popular among students, because of the high demand of in this field. Various studies

were conducted with a focus on research to help students in computer network learning activities using various learning methods and tools. Blended learning is in use maximally in developed countries for their education system. Many previous studies proved that it is an effective technique in improving teaching learning environment. Some LMS are introduced now in India, like Byjus, Moodle etc. they are costly and every institute cannot able to afford it. Implementation of blended learning in every educational institution is lagging till the date. In India, two main types of schools are found: Government and Private schools. Some government schools are fully government undertaken some are aided. Where the funding are limited so that the inequality occurs as private schools are becoming too much modified by their advanced technology use and government and aided are not progressing as per need due to lack of money and resources. In India, proper implementation of blended learning strategies are lacking due to inadequate funding, lack of awareness, lack of infrastructure etc. But keeping eye in new normal, it is very important to know and understand the value of blended learning in India.

BLENDED LEARNING

Blended learning is an innovative teaching strategy which includes presence of both physical resources and e-resources at a time for proper utilization of time meet the individual need of the child and finally help to draw out best learning outcomes from pupil.

The term was first introduced by Bonk and Graham in the year 2006, it was formerly known as hybrid learning and can be categorized under Computer assisted Learning or ICT based education.

Implementation of advanced teaching learning system blended learning can be the possible way to resolve the issue. Blended learning strategies proven very much effective in many countries. USA, China, Japan, Middle East many countries introduced Blended learning as their teaching strategies and found positive results. Blended learning proved very much efficient in bringing positive responses, fullest use of limited resources, it can improve students engagement in class and also increases motivation among students (National Educational Technology Plan, 2010).

Blended learning is considered as Third Generation of distance learning (Staker, 2011) which (Zhonggen et. al, 2015). There are different models for blended learning strategies: Rotation, Flex, A-la-carte, Face to face driver, enriched virtual etc.

can leave deep impact on learning environment, student's satisfaction and motivation

Blended Learning technique

Blended Learning Models

Online – Instruction occurs via an online platform, with periodic face-to-face meetings.

Rotation: Student rotates between self-paced online learning and face-to-face instruction. Schedules are fixed but flexible.

Flex: Most instruction is delivered online, with teachers providing as needed support in small-group settings.

Personalized blend: Teacher designs face-to-face and anywhere, anytime learning options that straddle the physical classroom and virtual spaces. Learning is the constant and time is the variable.

Online lab: Instructions takes place in a brick and mortar lab. Delivered by an online teacher and supervised onsite by paraprofessionals.

Self-blend: Students take online courses to supplement their tradition schools face to face course catalog.

Face-to-face: Teacher offers primarily face-to-face instruction, supplemented with technology in the classroom or computer lab.
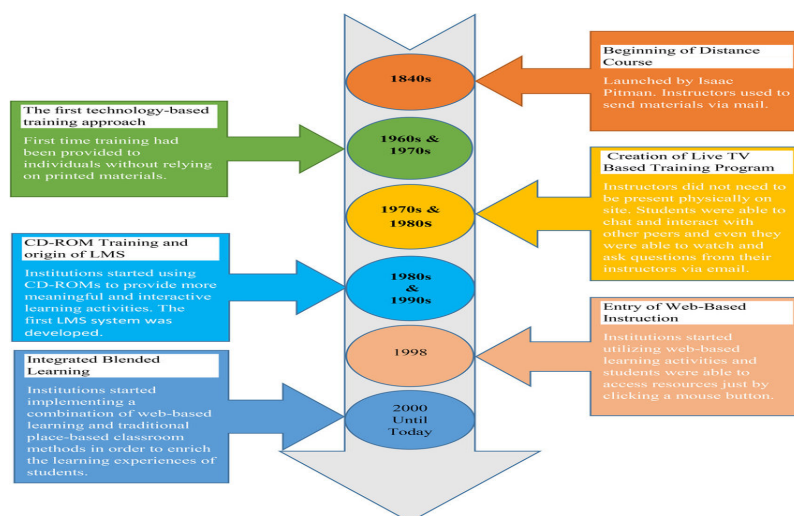
RESEARCH METHODOLOGY

This research paper is theoretical, empirical were collected through ERIC data base peer reviewed papers from the year 2013 to 2022. So internationally known SCOPUS indexed are only taken for reviewing purpose and to know about the how much import for advantages for teacher and students, improving method by using online resources in India" total 21 Papers were displayed. After title and abstract analysis total 12 papers were taken for in depth analysis as per need of the present study.

Sl. No	Year of Publication	Author	Title	Journal/Book/Publication
1	2013	Hoban, Garry; Nielsen, Wendy; Shepherd, Alyce	**Explaining and Communicating Science Using Student-Created Blended Media**	**ERIC** **Number:** EJ1048816 **ISSN:** ISSN-1449-6313
2	2014	Smith, Sean J.; Basham, James D.	**Designing Online Learning Opportunities for Students with Disabilities**	**ERIC** **Number:** EJ1058966 **ISSN:** ISSN-0040-0599
3	2015	Cargile, Lori A.	**Blending Instruction with Khan Academy**	**ERIC** **Number:** EJ1070876

				ISSN: ISSN-0025-5769
4	2016	Robert, Jenay; Lewis, Scott E.; Oueini, Razanne; Mapugay, Andrea	**Coordinated Implementation and Evaluation of Flipped Classes and Peer-Led Team Learning in General Chemistry**	**ERIC Number: EJ1123416 ISSN: ISSN-0021-9584**
5	2017	Tucker, Catlin R.; Wycoff, Tiffany; Green, Jason T	**Blended Learning in Action: A Practical Guide toward Sustainable Change**	**ERIC Number: ED573401 ISBN: 978-1-5063-4116-3**
6	2018	Bayley, Tiffany; Hurst, Ada	**Teaching Line Balancing through Active and Blended Learning**	**ERIC Number: EJ1177082 ISSN: ISSN-1540-4595**
7	2019	Stewart, Jaclyn J.; Dake, Gregory R.	**Activating Students' Prior Knowledge Using a Bridge Activity as an Initial Interactive Discussion in a Flipped Organic Chemistry Course**	**ERIC Number: EJ1234571 ISSN: ISSN-0021-9584**
8	2020	Khachatryan, George A.	**Instruction Modeling: Developing and Implementing Blended Learning Programs**	**ERIC Number: ED605049 ISBN: 978-0-1909-1070-9**
9	2021	UNICEF	**Practical Guide to Blended/Remote Learning and Children with Disabilities**	**ERIC Number: ED615583**

| 10 | 2022 | Benedict, Amber; Papacek, Amy M.; Rodgers, Wendy; Koziarski, Germaine; Wells, Karye; Colpo, Amy; Robinson, Robby | **Learning to Teach: Practice-Based Preparation in Teacher Education in Virtual Learning Environments. Special Issues Brief** | **ERIC Number:** ED620302 |

Advantages of Blended Learning for Teachers

- Teaching is less expensive to deliver, more affordable, and saves time.

- Blended learning offers flexibility in terms of availability. In other words, blended learning enables the student to access the materials from anywhere at any time while enjoying the benefits of face-to-face support and instruction.

- Access to global resources and materials that meet the students' level of knowledge and interest.

- Self-pacing for slow or quick learners reduces stress, increases satisfaction, and information retention.

- E-learning allows more effective interactions between the learners and their instructors through the use of emails, discussion boards and chat room.

- Students have the ability to track their progress.

- Students can also learn through a variety of activities that apply to many different learning styles.

- E-learning could improve the quality of teaching and learning as it supports face-to-face teaching approaches.

Blended learning also improves other factors for the teacher including:

- More engaged students

- Better information and feedback on work

- Team teaching

- Extended time with students

- More leadership roles

- Focus on deeper learning

- Motivate hard to reach kids

- New options to teach at home

- More earning power

- Individualized professional development plans

Improved Teaching Conditions

- Blended learning tears down the traditional bricks and mortar approach to teaching, which can improve conditions such as:

- Reduced Isolation

- More opportunities for collaboration

- Meaningful professional development

➢ **Instill a disposition of self-advocacy:** Students become self-driven and responsible, tracking their individual achievements**,** which helps develop the ability to find the resources or get the help they need, self-advocating so they can reach their goals.

➢ **Promote student ownership:** Blended learning instills a sense of 'student ownership over learning' which can be a powerful force propelling the learning, It's this feeling of responsibility that helps the feeling of ownership.

➢ **Allow instant diagnostic information and student feedback:** The ability to rapidly analyze, review and give feedback to student work, gives the teacher the ability to tailor his teaching methods and feedback for each student while improving time efficiency.

➢ **Enables students to learn at their own pace:** Due to the flexibility of blended learning and the ability to access internet resources allows students to learn at their own pace, meaning a teacher can help speed up the learning process or give more advanced resources if necessary.

➢ **Prepares students for the future:** Blended learning offers a multitude of real-world skills, that directly translate into life skills, from:

- Research skills
- Self-learning
- Self-engagement
- Better student data
- Improved Time efficiency
- Role-differentiation

Advantages of Blended Learning for Students

➢ **Increase student interest:** when technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying. Subjects that might be monotonous for some – like math and science, while also increasing information retention.

➢ **Keep students focused for longer:** The use of computers to look up information & data is a tremendous lifesaver, combined with access to resources such as the internet to conduct research. This engagement and interaction with the resources keeps students focused for longer periods then they would be with books or paper resources, this engagement also helps develop learning through exploration and research.

➢ **Provides student autonomy:** The use of eLearning materials increases a student's ability to set appropriate learning goals and take charge of his or her own learning, which develops an ability that will be translatable across all subjects

- Helps to develop a 'self-driving force'
- Better decision making
- Offers a larger sense of responsibility
- Computer lit

All of these positive aspects of blended learning give us a competitive advantage because learning process involves the acquisition of a large number of practical skills, soft and hard, moreover, students have more opportunities to simultaneously conduct production activities, which will positively affect their competitiveness to obtain prestigious work .But it should be noted that along with the advantages we faced the disadvantages too, for example:- Complications with the implementation of a blended learning course. This affects both the teacher and the students because the course has to meet all needs of students and meet the requirements of the curriculum;-

Courses are created by certain teachers or a group of teachers, and only they can teach in this course, therefore if they leave, the course has to be redone which leads to more financial and time expenses;-

Lack of competent teachers in creating courses and necessity in retraining them in order to master their skills to create quality blended learning courses on their own;-

Usually, teachers use old methods with new technologies which adversely affect the quality of the course;-

The high cost of computer hardware and software;-

CONCLUSIONS

Blended learning retains its status of a more practical model of learning in the modern world. It allows using the merits of different forms of learning; using modern innovations and technologies, while not abandoning the proven methods and approaches of traditional learning. Accordingly, blended learning courses become more and more popular around the world and there is no wonder because of them:- Are complement traditional forms of education with ICT (information and communication technologies);- Allow teaching a large number of people at once, more widely distribute and fully master knowledge and skills;- Make the learning process more flexible;- Decrease the educational expenses in comparison with traditional form.

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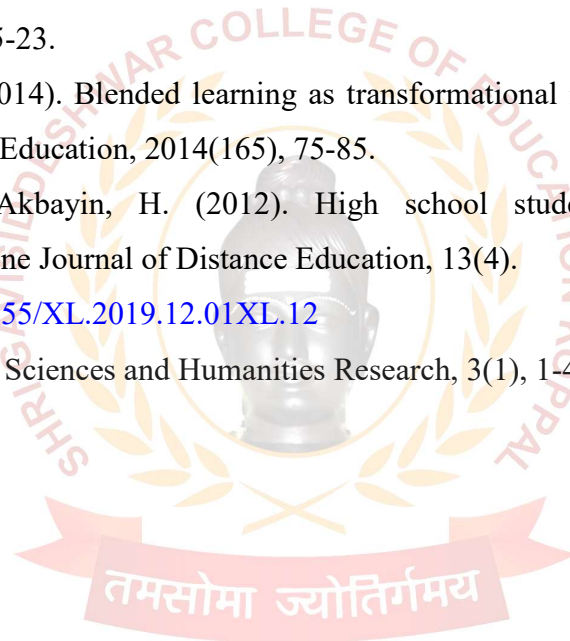
MULTIDISCIPLINARY OPPORTUNITIES IN EDUCATION

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Abstract

Multidisciplinary method represents the most efficacious way of managing the knowledge allowing the practice and evaluation of student's technical and non - technical skills. Multidisciplinary should not be seen as a method opposed to specialization but, as summarized by Bohr's phrase "contrariasuntcomplementa " , the two methods can be integrated into a new process of approach to concepts . In addition, multidisciplinary can be a real social experiment in which students and teachers join into different levels of organization and interaction. In fact, multidisciplinary consists of three levels: pluridisciplinary, interdisciplinary and trans disciplinary. Each one has its own difficulty degree and represents an approach to the concept under examination, gradually deepening its relations with different disciplines at the level of plural- and multidisciplinary, until the concept itself has been Conc. last act overcome at the level of trans disciplinarily. The last, actually, presents itself not as a method but as a real philosophy, an approach to a dynamic world in which social interactions mix with cultural pluralism. Multidisciplinary approach, through these levels, has been enriched from the pedagogical point of view I view as studied by J.Piaget and subsequently by B.Nicolescu. Thus, in the article three aforementioned levels of multidisciplinary are considered and analyzed in detail. From the point of view of a different participation of students and teachers the corresponding behaviours and training paths are proposed.

Introduction

The school system, although undergoing modifications by legislations that have radically changed its structure over time, has never had evolutions from the educational point of view, remaining mostly linked to a "convergent thought system" rather than a "critical thinking" realization . Students at school mostly learn the arguments explained by teacher and repeat them during the oral exam. It is a dominant pattern in schools that has little to do with true intellectual formation. In this perspective a teacher is a professional figure that does not produce culture, but transmits it . This situation has caused a slow process of misalignment between the working world demands with the training offer and a widespread " functional illiteracy " . Only new

educational offers creation remains an important instrument for resolving the profound crisis that the school system is going through. One of the most incentivized solutions to limit the gap between school, university and work is the use of specialization . In this perspective, specialization appears as a natural completion of the training processes in order to create highly qualified work figures, but , paradoxically , they must also be equipped with both an overall and a sectorial vision . In this way specialization has become a strategy in order to limit the knowledge dispersion but its effects have often turned into the creation of a mono - disciplinary knowledge. The creation of such structured competences, however , does not agree with the dynamism of the processes studied and above all favours the sectorial vision over the global one

Definition of Interdisciplinary

"A process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession.. IDS draws on disciplinary perspectives and integrates their insights through construction of a more comprehensive perspective"

Multidisciplinary method represents the most efficacious way of managing the knowledge allowing the practice and evaluation of students ' technical and non - technical skills. Multidisciplinary should not be seen as a method opposed to specialization but, as summarized by Bohr's phrase "contrariasuntcomplement " , the two methods can be integrated into a new process of approach to concepts . In addition, multidisciplinary can be a real social experiment in which students and teachers join into different levels of organization and interaction. In fact, multidisciplinary consists of three levels: pluridisciplinary, interdisciplinary and transdisciplinary. Each one has its own difficulty degree and represents an approach to the concept under examination, gradually deepening its relations with different disciplines at the level of plural - and multidisciplinary, until the concept itself has been overcome - at the level of transdisciplinarity. The last, actually, presents itself not as a method but as a real philosophy, an approach to a dynamic world in which social interactions mix with cultural pluralism. Multidisciplinary approach, through these levels, has been enriched from the pedagogical point of view as studied by J.Piaget and subsequently by B.Nicolescu. Thus, in the article three aforementioned levels of multidisciplinary are considered and analyzed in detail. From the point of view of a different participation of students and teachers the corresponding behaviours and training paths are proposed. In the new three - year training plans (2019-2022) the new concept

of multidisciplinary is often used, but understood as a contrast to specialization. However, multidisciplinary must not be regarded as a criticism of specialization that has the merit of reflecting the need to create a personal training path, but must overcome the concept of the specificity of a single discipline and a self - sufficient model. This model is not very sensitive to complexity and to the innumerable border situations leading to rethinking of each discipline beyond its disciplinary status. The strength of multidisciplinarity is the convergence on the same theme, through multiple fields of knowledge with a form called "divergent thinking ". It is not a mere coincidence that Joy Paul Guilford considered the divergent thinking closely related to the creative act. The well - known motto "Contrariasuntcomplementa" by physicist Niels Bohr properly identifies the connection between multidisciplinary and specialization. According to this vision and imagining the concepts as territorial areas, the borders represent the true freedom spaces that allow, even in an unusual way, the creation of interesting and profitable reciprocal relationships. Diversity separates from the rigor of the approaches.

What is Multi - disciplinary Education?

Multidisciplinary education is a unique educational approach that allows the students to learn & explore distinct subjects or curriculum from various disciplines. Education is not limited to a particular discipline. For instance, a student of Engineering can take a subject from humanities. Multidisciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic. When we speak of the hierarchical educational structure, the concept of "learning" gets bounded with so many aspects such as curriculum, teaching - learning methodologies, time limitations, and much more. In a crux, the vision of education gets compromised. That's why in today's hyper - competitive world, limitless learning, a unique educational system that promotes a multi - disciplinary approach to help students follow their passion is vital. Although the National Education Policy 2020 (NEP2020) has asked institutions to pay attention to it, stakeholders are still in a dilemma about its advantages &disadvantages. In this article, I am going to cover the advantages and disadvantages of a multidisciplinary educational approach. Whether you are a faculty, student, or educator, you can go through these points to drive institutional.

Nothing in the Indian education sector will ever change " - said a friend of mine who went abroad to find a job. 99 I can bet you've heard such things from your relatives & friends as well

who got settled in foreign countries. But, it's not true anymore! To change the mind set of youngsters and make them realize the power of the Indian education system, authorities have seriously taken great efforts and multidisciplinary education is a live example of it. With multidisciplinary education in colleges, students get a right to choose their favourite subject, the subject that they want to learn. Subjects that can add some value to their knowledge. Subjects that can raise the bar of education. Not the ones which are forced onto them.

1. The Privilege to Choose:

Nothing in the Indian education sector will ever change " - said a friend of mine who went abroad to find a job. 99 I can bet you've heard such things from your relatives & friends as well who got settled in foreign countries. But, it's not true anymore! To change the mindset of youngsters and make them realize the power of the Indian education system, authorities have seriously taken great efforts and multidisciplinary education is a live example of it. With multidisciplinary education in colleges, students get a right to choose their favourite subject, the subject that they want to learn. Subjects that can add some value to their knowledge. Subjects that can raise the bar of education. Not the ones which are forced onto them. Ultimately, it will help in establishing a more collaborative teacher - student relationship

2. Reach Within to Discover Passion:

Here, the keyword is "choice of subjects", but the advantages extend to students ' personal growth as well. Let me make it simpler for you. See, on one hand, as a faculty, you will have the power to innovate the usual teaching - learning processes. And on the other, your students will be able to access.

"Choice of subjects", but the advantages extend to students ' personal growth as well. Let me make it simpler for you. See, on one hand, as a faculty, you will have the power to innovate the usual teaching - learning processes. And on the other, your students will be able to access vast e - content that can help them realize their passion or true purpose. The more e - content they consume the more insights about their deeper interests they'll find! Even when your students are clueless about their passion initially, they can discover it during the teaching - learning journey. Thus, the combination of online education tools such as a learning management system (LMS) integrated within the college ERP software along with a multi - disciplinary approach can boost personal development in students.

3. Pragmatism & Flexibility:

Multi - disciplinary education allows your students to understand the power of new ideas. It helps them develop a pragmatic attitude by allowing them to decide what subjects they will opt for and what could be their possible benefits. They get time to make a decision by calculating the risks &advantages. Thus, a multi - disciplinary program brings pragmatism and flexibility to the table. It enables your students to carve their own path by utilizing their mind.

Multidisciplinary teaching: an approach to active learning

The main goal of tertiary education is to develop knowledge about a certain discipline that can engender in students the capacity to analyse information and apply it to real life cases. To improve students' understanding and make the learning process more productive and enjoyable, they need to experience the connection between different subjects of the respective curriculum.

The International Bureau of Education (IBE-UNESCO) specifies three major types of contemporary approach to curriculum integration: multidisciplinary, interdisciplinary and transdisciplinary.

•   Multidisciplinary curriculum is studying a topic from the viewpoint of more than one discipline and solving a problem using a different disciplinary approach For example, reducing the CO2 emissions from a car can be achieved by studying how to develop fuel chemistry or by studying how to improve car engine performance.

•   Interdisciplinary curriculum is understanding theories that cut across disciplines and highlight the process and meaning rather than combining different discipline contents For example, the design of a medical device requires engineering skills as well as the knowledge of a specific human organ's function.

Tran disciplinary curriculum is removing the boundaries between the core disciplines, integrating them to construct new context of real-world themes and introducing a sub-major stream course For example in the last century, mechanical engineering curriculum has been integrated with the electronics and computer engineering curriculum to introduce the mechatronics engineering curriculum, which is clean

Advantages of Multidisciplinary in Education.

Through a multidisciplinary approach , a student gains on arsenal of skills - problem solving – critical thinking , time - management , self management , communication and writing, analysis and research methodologies   team work and much and much more that are easily and transferable across work environments .

In many ways Today's young adults are more aware desire and responsible for their own futures behind schooling as students step into the world of higher education it becomes the duty of modern universities to have an educational arena that fosters discovery growth and most to our most of all keeps the flame of interest eternally ignited.

All this and much more can be achieved through our multidisciplinary approach but coming from times when academic departments don't speak to each other opportunities or unknown and access is scare it is first important to understand what exactly is this possibility of multidisciplinary education.

1. Learn More at once:

Cross listening courses across all schools at JG you sets the tone for a truly multidisciplinary education students are required to choice electives for credits this not only expose students to new and diverse discipline, concepts, thouts or perspectives but also helps them discover which is interest Them, and how to link their specialised areas of study to other variables you could be studying public policy and at the same time talking courses on journalism law or environment and be better for it. In fact students even come forward and request new courses faculty take student feedback very prompty and often create new courses based on student interest.

2. Strong mentorship:

A youngster fresh out of high school, does not always have a handle on life's choices ahead and that's okay. Higher education is not only about gaining advanced knowledge of disciplines but also learning more about yourself Discover your Interests nurturing your passions challenging your talents challenging yourself and growing as a student individual and member solving of society.

3. Critical thinking and problem solving skills:

At the end of the day the real word in complex phenomena or complex you simply cannot understand it through online one lens. Arounded holistic perception is key. An inventible outcome of looking at life and learning through multidisciplinary lens is the ability to approach problems with the border prospective.

4. Diversity interest and opportunities:

This reflects in their academic performance as well. Even while specialising in one subjects. Students have the chance for Forney into other areas that interest them. and harnessing to the

fullest. This only possible because of their multidisciplinary training the support of faculty and the very multidisciplinary institutional framework.

5. Unique classroom experience:

The benefits of a multidisciplinary approach in education are clear. By melding together subjects, you're connecting the brightest minds. Having people across disciplines work together creates a harmonious, integrated approach to learning.

6. Preparing for new jobs:

Someone with multiple interests can combine their knowledge of different disciplines into one career. The college coursework of a multidisciplinary studies program can help a graduate focus their interests on a single degree path, which may lead to a wide range of occupations.

Multidisciplinary educator is a unique educational approach that allows the students to learn and explore distinct. Subjects or curriculum from various disciplines education is not limited to a particular discipline. For instance a student of engineering and take a subject from humanities.

Conclusion:

Today's world has become knowledge - driven and expertise - based Efforts are on to make the life of man smooth running and comfortable. Consequently, it is endeavored to touch each and every aspect of human life. The nature of problem has become multi - dimensional and multi pronged involving knowledge of numerous disciplines and subjects. These specialties and peculiarities have added to the significance of multidisciplinary. Therefore, it can be said that today Multidisciplinary has been evolved to stay.

Multidisciplinary can be fruitful and result - oriented only when, there is co - ordination, assistance and mutual agreement among various experts convened for the assignment at disposal. Because, the nature and attribute of issue prompted for multidisciplinary for its solution stresses all these cardinal canons.

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LEARNING MANAGEMENT SYSTEMS AS EMERGING ICT TOOLS IN INDIA

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Abstract:

Today's top technologies for education are accessible on the market in a variety of ways thanks to the evolving relationship between education and technology. The major objective is to engage technology resources that are already available and figure out how to use them best to improve student learning. One such development that is elevating education is the learning management system. E-learning is employed adequately in all higher educational institutions in India, while being widely used in the corporate world through Learning Management Systems. To connect students and lecturers outside of the boundaries of the traditional classroom, the Learning Management System has been implemented in a few educational institutions. It has a good impact on students wherever it is used. Previous studies have demonstrated the benefits of LMS use in higher learning environments at numerous universities across the world. However, due to a lack of funding and other important reasons, Indian educational institutions are unable to fully utilize the learning management system in their teaching and learning processes. With the aid of content analysis methodology, this research aims to provide insights into the Learning Management System as a viable information and communication tool in Indian classrooms. Previous studies have demonstrated the benefits of LMS use in higher learning environments at numerous universities across the world. However, due to a lack of funding and other important reasons, Indian educational institutions are unable to fully utilise the learning management system in their teaching and learning processes. With the aid of content analysis methodology, this article aims to provide insights into the Learning Management System as a viable information and communication tool in Indian classrooms.

Keywords: E-learning, Information and Communication Tools, Learning Management System, Portal

I. INTRODUCTION

The e-revolution has led India's educational system into upheaval. LMS integration in education has become a practical and affordable choice as a result of rapid internet development and wide range of applications (Zameer.G, 2014). Consequently, it is evolving into more and more apparent that traditional or formal education is challenged by the World Wide Web. The internet is changing as per how people access information, and there is informed speculation about how today's youth learn and interact, as well as how they build not only their community networks but also their identities as social beings. As a result of the development of the Internet and the services offered on it, the way educators educate and students used to learn has changed, making information available to everyone instantly and eliminating the need for educators to pursue it. Today's students are adept at obtaining information in a variety of formats on a daily basis, which can be challenging for teachers to engage in order to improve learning outcomes. As a result, the Internet and ICT tools are replacing the old text-based learning paradigm and ushering in the next generation of learning, known as E-Learning. The majority of the educational institutions, including IIT, IIM, private universities, and public universities, have begun implementing LMS to facilitate e-learning.The learning management system (LMS) for higher education is a collection of software tools (a toolbox of programmes) used to assist course administration, delivery, tracking, and management. (Dutton, et al,(2004) Bongalos, et al,(2006); Garrote R, 2009;)

In the society of academic institutions LMS is an online portal that links faculty and students. It offers a means for readily sharing educational resources or activities. (N.A. Adzharuddin and L.H. Ling, 2013) It makes it possible for instructors and students to communicate outside of the classroom by participating in online forums for conversations that would otherwise eat up too much of the time allotted for classroom instruction. E-learning is the process of learning via the use of various electronic media, educational technology, and information and communication technologies (ICT) in and out of the classroom. With the aid of technological resources and tools like the internet, learning management systems (LMS), and CDs, you may develop dynamic learning environments and materials that promote knowledge retention and greater productivity.

II. INDIA'S INTERFACE WITH THE INTERNET

The Indian educational system is transitioning from a traditional paradigm to a new one that incorporates technology which plays a significant role in advancing higher education through the effective & wise use of information technology. Though many schools, including IIT and several other colleges, have implemented faculty development and learning technology programmes, technology has not yet completely altered education. As per data released by IAMAI in 2022 there are 692 million active internet users in India, and yet a significant portion of the growth is still driven by rural India 351 users with 37% penetration, while urban India appears to have reached a halt 341 million users with 69% penetration. According to the IAMAI report, India would have 900 million internet users by 2025.

III. WHY E-LEARNING IS ESSENTIAL?

Instructional Model

A basic model can be thought of as supporting the fundamental teaching and learning activities. The key aspect of the model is the interaction between the teacher and the student. In order to create learning experiences based on the pedagogy and curriculum, which are constructed upon activities or tasks and assessment opportunities, the faculty receives basic information, knowledge, and learning materials. All of these efforts are supported and followed up by the administration's documenting progress methods. The delivery system is the element that serves as a channel between the learner and other system components. The key tenet is that an LMS in a higher education institution should support rather than replace the teaching and learning process.

A rising Need for Education

According to AISHE 2019-20 report the number of students enrolled in higher education has increased by 11.36 lakh (3.04%) to 3.85 crores in 2019–20 from 3.74 crores in 2018–19.Gender data also shows that women of eligible age have better relative access to higher education than men, with 1.01 in 2019–20 compared to 1.00 in 2018–19. The demand for higher education will need an even larger reliance on online learning. E-learning has an effect on how knowledge is used and acquired, and consequently on knowledge management (I. M. Shehabat, and S. A. Mahdi, 2009). Due to India's increasing internet

penetration, which would assist it in becoming a knowledge economy country, it will be simple to reach the public even in rural areas and achieve the desired GER. Studies have shown that e-learning is capable of offering a high-quality learning environment.

Additionally, there are some gaps in the current e-learning process, and work is being done to use ICT technologies like LMS to make it more practical and methodical. From the perspective of the government, the goals are:

- Raising educational standards, enhancing its quality, and enhancing workplace skills.
- To remove obstacles to participation and learning, preparing people for jobs.
- Every student should fulfill their potential.

The usage of online education will also address some of the bigger challenges, like

- Possibility of overcoming obstacles related to place, pace, and time.
- ICT support tools: aid for people with physical and learning difficulties.
- The capacity to adapt instruction to individual needs.
- More involvement by removing the barrier of distance.

IV. COMPREHENSING LMS

A learning management system or LMS in short, is a software application that offers the framework for managing every part of the learning process. It's where you store, present, and track your training materials. LMS based digital learning; a novel initiative platform to revolutionize the Teaching-learning process by effective transformative changes in Delivery of Content, Access and Assessment.LMS empowers teachers, enriches students and bridges the digital divide. It provides power of access to all, anytime anywhere.LMS manages instructor-led and online learning programmes and monitors student progress. For an ICT-enabled teaching-learning process using online learning, LMS is thought to be the most crucial and successful tool. Blackboard, Moodle, google classroom are a few examples for well-known LMSs. It connects learners and learning materials in a consistent way.
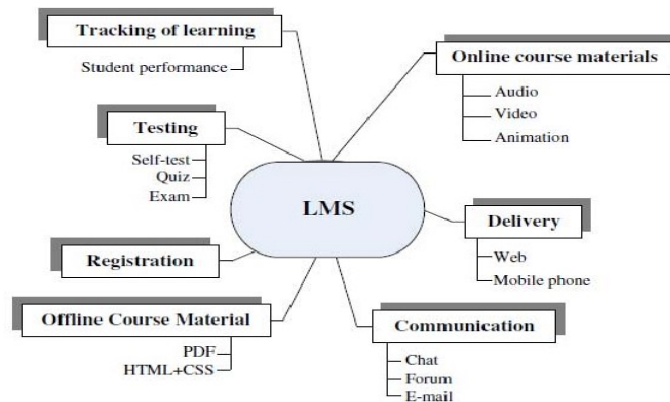
Fig1. Structure of a Learning Management System (LMS)

What a powerful LMS can do?

➢ The administration must be centralized and automated.

➢ To organise training programmes onto a scalable web-based platform.

➢ To support standards and portability.

➢ Use self-service and self-guided services.

➢ To quickly put together and deploy learning materials

➢ To enable content personalization and knowledge reuse.

A thorough understanding of instructional design and proper software training are essential for efficient LMS use, which involves carefully planning, developing, and implementing online courses or programmes.

V. LMS IN INDIA

LMS vendors are attempting to meet the market demands of the Indian educational system, however due to several problems (Cost of LMS, Infrastructure, Social Difficulties, Flexibility Issues, Resistance from Faculties etc.) they are finding it more challenging to accomplish their goals. Because of the significant investment required and the infrastructure concerns, the majority of reputable institutions in India favor Open Source LMS. Institutions have begun utilizing Open LMS after learning about its advantages for e-learning. Ethiopian students at Addis Ababa University will now be able to enroll in graduate-level courses via distant learning thanks to an initiative from IIT Delhi. IITK plays a significant part in carrying out the goals of the national mission program by utilizing LMS Brihaspati2 - Virtual Classroom. As significant projects, "T10KT" (Train 10 Thousand Teachers), a National Programme on Technology

Enhanced Learning (NPTEL), Virtual Laboratory, and Pedagogy Research are being carried out by NMEICT in collaboration with IIT Kharagpur.

IIM-Bangalore and Christ University now use Learning Management System (LMS) software, which has allowed them to move some classroom activities online. India's top most Universities like IIT Bombay, IIT Madras, IIT Kharagpur, IIT Hyderabad, IIT Kanpur, IIT Delhi, Delhi University, University of Hyderabad, Mizoram University, Amity University, and Goa University are using LMS effectively.An important component of their success and development is the advancement of technology in terms of communication and infrastructure, which enables the country as a whole to provide high-quality healthcare and educational services. Roles for faculty members are reconstituted as a result of LMS implementation in any educational institution. Therefore, faculties must be given enough time to switch from traditional to new pedagogy. To get over this complexity, collaborative work with internal experts in various e-learning areas may be advised.

VI. CONCLUSION

All stakeholders value e-learning's benefit in education. Without taking an excessive amount of time away from job or home, students have access to top-notch educational resources. Students who might otherwise be unable to benefit from new ICT technologies provide universities with revenue opportunities. Faculty members can develop new abilities. Governments now have new tools at their disposal to improve the standard of living and education for their people, which results in a labor force that is more qualified, competent, and adaptable, which can support a nation's knowledge economy. Teachers must comprehend how LMSs operate and how they alter the fundamental connections between instructors and students. Teachers must advocate for an open-minded approach to school reform. The fact that not enough steps have been done to meaningfully incorporate the use of technology into curriculum is one of the numerous issues that faculties are currently facing. The availability, dependability, and accessibility of the LMS must thus be guaranteed by the institutions such that each lecture hall and staff office has a computer connected to the Internet and the necessary hardware for accessing a variety of electronic resources. Lecturers and other staff members need to receive training on how to incorporate an open source learning management system into lessons. Faculty members should receive a variety of training opportunities and expand their technical skills. According to numerous eminent academics and developers, multimedia-rich E-learning activities enable

students to learn through computers rather than from computers themselves. Future research should be done to determine the current status of online learning and learning management systems (LMS) in India with regard to course quality as well, and attempts should be made to make LMS popular in India, just as it is in the developed nations of the world.

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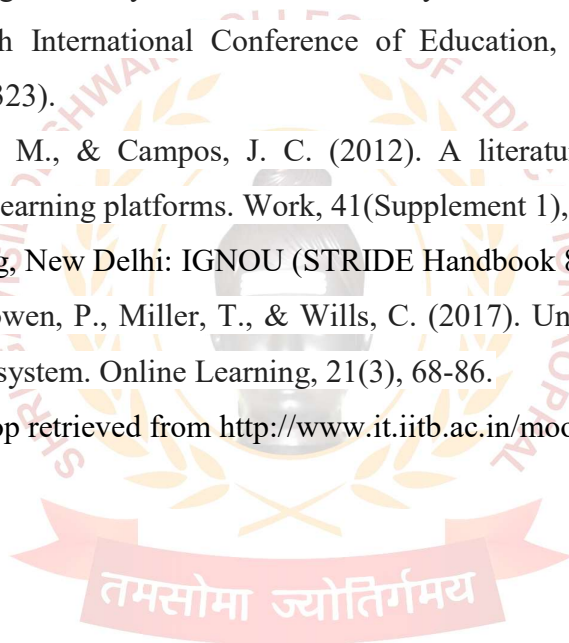
ATTITUDE AND JOB COMMITMENT OF OBC TEACHERS TOWARDS TEACHING SCIENCE SUBJECT

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Abstract:

The main objective of this study was to investigate the effect of attitudes of OBC teachers towards teaching of Science on their commitment. The researcher used already constructed and standardized scales for assessing attitude of OBC teachers towards teaching of Science and commitment of them. The both scales measurement then was subjected to comparisons between different groups of high school OBC teachers. The researcher has examined attitude and job Commitment of OBC teachers as per gender, type of Schools they worked, Experience and locale of schools. The study has also investigated the relationship between the OBC teachers' attitude and its influence on their commitment. The result shows that the significant difference and significant positive relationship between attitude and job Commitment among high school OBC teachers towards teaching of Science.

Key Wards: Teaching, Science, Attitudes and job Commitment, High School, Gender, Experience, etc.

1. Introduction:

Development of the country requires a high rate of production and fullest possible utilization of both human as well as material resources. Nowadays, there is however a general feeling that the OBC teachers do not have proper attitude and commitment in their job. There seems to be growing discontentment towards their job as a result of which standards of education are falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. Higher academic and professional qualification of the teachers, no doubt can raise the standard of education as well as of nation, but dissatisfied OBC teachers in spite having a good and sound academic career and professional training, will do much harm than good because they will neither work wholeheartedly nor will they try to contribute anything to education.

The quality of the teacher, his general and professional education, knowledge and interest, personality, character and attitude towards work and pupils are highly significant in the total educational situation. A teacher is an individual who knows how to deal different situations in a professional manner; competence comes in the way how the teacher handles his roles both in the classroom and outside the classroom.

It is sometimes presumed that success of a teacher depends in part on the ability of the teacher to get along with the pupils in interpersonal relationships. There is also another assumption that a successful teacher is the one who is to some degree satisfied with teaching as a profession. Teaching profession demands a clear set of goals, love for profession, good interpersonal and intrapersonal skills and obviously a favorable attitude towards the profession. As teachers they will be required not only to acquire proficiency in planning of the lessons and delivery but also must have good personality and good attitude towards their teaching.

The researcher feels that the future of the country lies in the hands of the teachers. They are responsible for molding the students as true citizens by inculcating the right values in their minds. This is possible only if the teachers have a positive attitude towards the students and only if there are truly committed to the profession. The study revels relationship of attitude and commitment OBC teachers towards teaching science.

2. **Need of the Study:**

Commitment plays a decisive role in effective teaching. The more a teacher is committed more he would acquire competencies and more he would tend to be performing teacher. A committed teacher would certainly respond to most of the issues through their professional expertise and appropriate utilization of relevant competencies. Various research studies have revealed that commitment enhances job satisfaction, performance, attitudes towards teaching their subject and reduces the absenteeism.

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards a higher quality of life. They reveal and enlighten the path to attain humanistic, ethical and moral values in life. Teachers put forth before learners the sublime aspects of culture and inculcate empathy for fellow beings.

Teachers are not mere knowledge providers as in the earlier days. Today the role of the teachers has changed. Earlier the education was teacher centered which has changed now to student centered. Today's teachers are the guide, philosophers, facilitator

of information, motivator, and counselor and also the confidant of the students. The teachers are responsible for creating a positive attitude in the minds of the students.

The commitment may be viewed as an assumed requisite for increasing the effectiveness of the educational enterprise. Variables which may influence the nature and degree of these commitments are also of attitudes of teachers which they are teaching.In the present study investigatory wants to study the attitudes of high school teachers towards teaching Science and influence it on their commitment for teaching profession.

3. Objectives of the study:

1. To study the attitudes of male and female OBC teachers towards Science teaching.
2. To study the attitudes of more and less experienced OBC teachers towards Science teaching.
3. To study the attitudes of urban and rural school OBC teachers towards Science teaching.
4. To study the attitudes of Graduate and post graduate OBC teachers towards Science teaching.
5. To study the attitudes of Govt., Private and Aided school OBC teachers towards Science teaching.
6. To study the attitudes school OBC teachers towards Science teaching and their commitment.

4. Hypothesis:

1. There is no significance difference between mean attitudes of male and female OBC teachers towards Science teaching.
2. There is no significance difference between mean attitudes of more and less experienced OBC teachers towards Science teaching.
3. There is no significance difference between mean attitudes of urban and rural school OBC teachers towards Science teaching.
4. There is no significance difference between mean attitudes of Graduate and post graduate OBC teachers towards Science teaching.
5. There is no significance difference between mean attitudes of Govt., Private and Aided school OBC teachers towards Science teaching.

6. There is no significance relationship between mean attitudes and commitmentof school OBC teachers towards Science teaching.

5. Review of Related literature:

1. **Sumangala, V; Ushadevi V.K, (2009):** "Role Conflict, Attitude towards teaching Profession and Job Satisfaction as Predictors of Success in Teaching". The survey was carried out in Kerala among 300 secondary school women teachers working in government and private-aided secondary schools of 10 districts. The study concluded that role conflict and attitude towards teaching profession are significant predictors of success in teaching among secondary school women teachers of Kerala. Role conflict contributes more to the variation in success in teaching when compared to attitude towards teaching profession.

2. **NiloufarMohammadtaheri (2011)**: in the studies "The study of effective factors on the teachers' job Commitment in High Schools" investigated effective factors on teachers" job Commitment in Tehran City on 2800 teachers. The samples were chosen by the use of Morgan table and it comprised 340 subjects. Research method was descriptive with simple random sampling. The researcher tried to analyse some effective factors on teachers" job Commitment and to do so six theories have been compiled. 1.There is a connection between the teachers" economic factors and job Commitment. 2.There is a connection between the teachers" human relations and job Commitment. 3.There is a connection between the teachers" knowledge and job Commitment. 4. Thereis a correlation between the OBC teachers" personal characteristics and job Commitment. 5.There is a correlation between inner-school factors and job Commitment of teachers. 6.There is a correlation between value-system and job Commitment. Gathered data were analyzed by using of descriptive and inferential statistics include Spearman correlation Test. It was found out that there was positive and significant correlation between economic factors, human relationship, teacher's knowledge, in-school factors, values system, OBC teachers" personality traits and teachers 'job Commitment.

6. Design of the study:

The Descriptive survey method is used. The variables used in this research are the academic variables. The sampling technique, size of sample, variables of the study, description of the tool is elaborated.

Sample:

Samples of around 300 OBC teachers teaching Science Subject in high schools of Raichur district have been considered as sample for the study. Govt., aided and Private Schools are considered for the study. Sample includes Male and female, More and less experienced, Rural and urban school teacher who are teaching Science Subject.

Tool used for data Collection:

1. Teacher Attitude Inventory towards teaching Science Subject by prepared by Investigator himself and

2. Teacher Commitment Scale by Allen and Meyer

Data Collection:

Investigator personally visited schools collected the data from selected OBC teachers. After collection of data, all data have been tabulated and interpreted according to objectives.

Statistical Techniques used for data analysis:

In this study, t-test, f-test and r-value statistical techniques are used. SPSS has been used for this purpose.

7. **Analysis of the study:**

I. **Comparison of attitude of high school OBC teachers towards the Teaching of Science subject:**

Testing Hypothesis:

1. **Hypothesis H_10: There is no significance difference between mean attitudes of male and female OBC teachers towards Science teaching.**

Table No-1: The attitudes of Male and Female OBC teachers towards Science teaching

Variable(Gender)S	(N)	Mean	SD	SE	Difference	df	t-value	Sign. at 0.05 level
Male	150	250.8	29.53	2.41	100.8	298	114.5	Sign.
Female	150	150.0	29.00	2.36				

istical data of table -1 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (114.5) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been accepted.Male OBC teachers are having more positive attitude (250.8) than that of female OBC teachers (150.0).
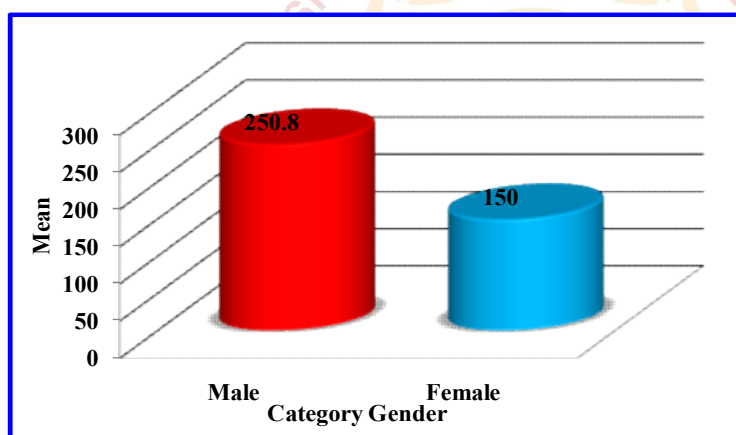
Findings:

It is found that there is significance difference between mean attitudes of male and female OBC teachers towards Science teaching.

Conclusion:

There is significance difference between mean attitudes of male and female OBC teachers towards Science teaching.

Graph-1: The attitudes of Male and Female OBC teachers towards Science teaching

2. **Hypothesis H$_2$0: There is no significance difference between mean attitudes of more and less experienced OBC teachers towards Science teaching.**

Table No – 2: The attitudes of more and less experienced OBC teachers towards Science teaching

Variable S t (Experience) t a t (i	(N)	Mean	SD	SE	Difference	df	t-value	Sign. at 0.05 level
(More than 10 Years)	150	212.6	56.77	4.63	24.4	149	5.515	Sign.
(Less than 10 Years)	150	188.2	57.54	4.69				

stical data of table -2 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (5.515) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis $H_2 0$ has been accepted. More experience OBC teachers are having more positive attitude (212.6) than that of less experience OBC teachers (188.2).

Findings:

It is found that there is significance difference between mean attitudes of more and less experienced OBC teachers towards Science teaching.

Conclusion:

There is significance difference between mean attitudes of more and less experienced OBC teachers towards Science teaching.

Graph-2: The attitudes of more and less experienced OBC teachers towards Science teaching
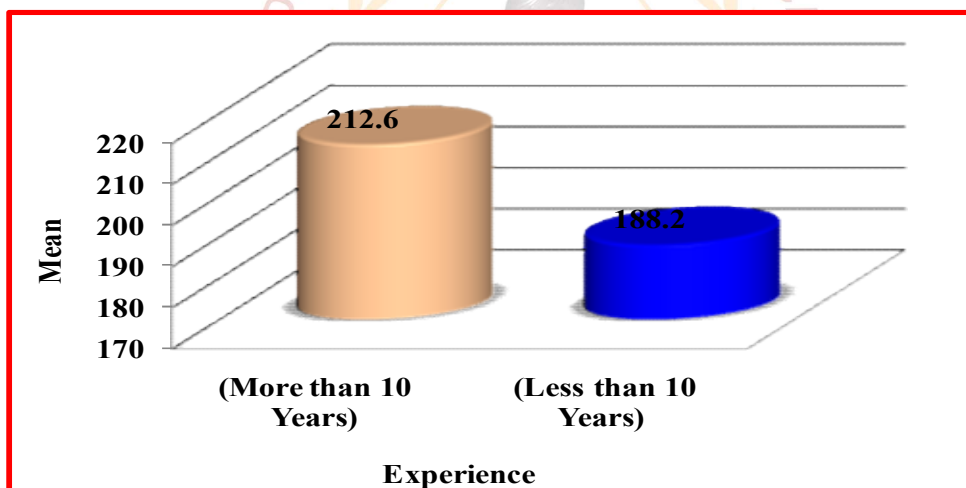
3. **Hypothesis $H_3 0$: There is no significance difference between mean attitudes of urban and rural school OBC teachers towards Science teaching.**

TABLE No -3

The attitudes of urban and rural school OBC teachers towards Science teaching

Variable (Locale)	(N)	Mean	SD	SE	Difference	df	t-value	Sign. at 0.05 level
Urban schoolOBC teachers	150	203.6	61.05	4.98	5.49	298	3.62	Sign.

Rural schoolOBC teachers	150	197.2	55.56	4.53				

Statistical data of table -1 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (3.62) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis H_30 has been rejected and alternative hypothesis accepted. Urban school OBC teachers are having more positive attitude (203.6) than that of rural school OBC teachers (197.2).

Findings:

It is found that there is no significance difference between mean attitudes of urban and rural school OBC teachers towards Science teaching.

Conclusion:

There is no significance difference between mean attitudes of urban and rural school OBC teachers towards Science teaching.

Graph-3: The attitudes of urban and rural schoolOBC teachers towards Science teaching

4. **Hypothesis H_40: There is no significance difference between mean attitudes of male and female OBC teachers towards Science teaching.**

TABLE No - 4

The attitudes of Graduate and post graduate OBC teachers towards Science teaching

Variable (Education level)	N	Mean	SD	SE	Difference	df	t-value	Sign. at 0.05 level
Graduate Teacher	150	194.2	58.29	4.75				
Post Graduate teacher	150	206.6	57.96	4.73	0.02	298	**4.81**	Sign.

atistical data of table -1 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (4.81) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis H_40has been rejected and alternative hypothesis accepted. Post Graduate teacher are having more positive attitude (206.6) than that of Graduate teacher (194.2).

Findings:

It is found that there is significance difference between mean attitudes of male and female OBC teachers towards Science teaching.

Conclusion:

There is significance difference between mean attitudes of male and female OBC teachers towards Science teaching.

Graph-4: The attitudes of Graduate **and** Post Graduate **OBC teachers towards Science teachin**

5. **Hypothesis H_50: There is no significance difference between mean attitudes of Govt., Private and Aided school OBC teachers towards Science teaching.**

TABLE No. 5

The attitudes of attitudes of Govt., Private and Aided school OBC teachers towards Science teaching

Variable	Category	Mean		Sum of Squares	df	Mean Square	F
Type of School	Govt. (100)	268.7	Between Groups	919399.8	29	459699.94	1377.4
	Aided (100)	199.3	Within Groups	99116.26	297	333.72	
	Private (100)	133.1	Total	1018516.1	299		

Statistical data of table -5 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated F value (1377.4) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis H_50has been rejected and alternative hypothesis accepted.

Findings:

It is found that there is significance difference between mean attitudes of Govt., Private and Aided school OBC teachers towards Science teaching.

Conclusion:

There is significance difference between mean attitudes of Govt., Private and Aided school OBC teachers towards Science teaching.

II. Analysis of total attitudes of OBC teachers towards teaching Science:

Table-1

Frequencies and Central tendencies of mean values total OBC teachers

Sl.No.	Description	Values
Central tendencies:		
1.	Total sample, N	300
2.	Mean	200.45
3.	Mode	198.00
4.	Median	288.00
5.	S.D.	58.364
Details of frequencies OBC teachers' attitudes		
1.	Favourable	210
2.	Neutral	25
3.	Unfavourable	65
4.	N	300
5.	Chi-Square	189.5
6.	df	2

Statistical data of table -1 above was analyzed and following observations were made:

The mean values of attitudes of OBC teachers is 200.45 and S.D. is 58.364 which is in between values 142.056 and 258.814 on scale, hence we come to conclusion that OBC teachers are having positive attitude towards Teaching of Science. From the above table it is seen that the calculated chi square value (189.5) is more than the table value of t (3.814) at 0.05 level of significance. Therefore the null hypothesis has been rejected and alternative hypothesis accepted i.e. there is significant difference between the frequencies of favorable, Neutral and Unfavorable attitudes.

III. **To compare the attitudes towards teaching Science and Commitment of high school OBC teachers:**

Hypothesis H_60: There is no significance difference between mean and attitudes towards teaching Science and commitment.

Table-6

High school OBC teachers' attitudes towards teaching Science and Commitment

Variable	N	Mean	S.D.	t- value	Correlation
Attitudes	300	314.3	54.01	54.23	0.936
Commitment	300	185.8	38.78		

Statistical data of table -6 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (54.23) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis-6 has been accepted. And it is also seen that calculated r value (0.936) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis-7 has been accepted.
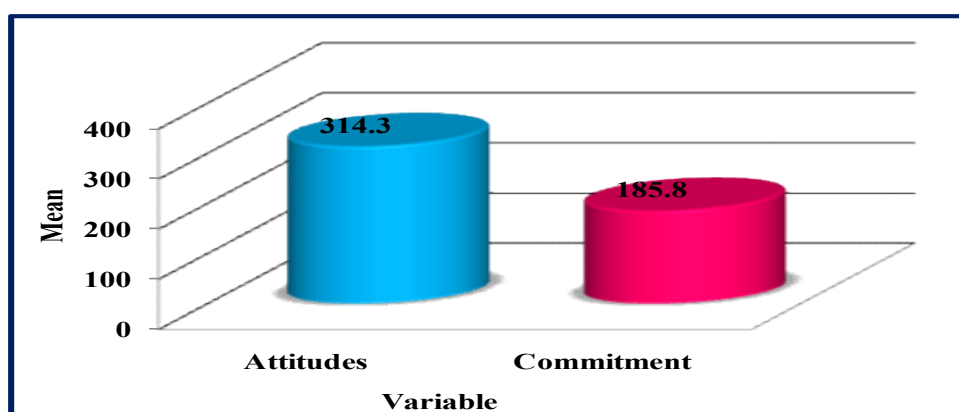
Findings:

It is found that there is no significance difference between mean attitudes towards teaching Science and commitment of high school OBC teachers and also found that there

is no significance relationship between mean attitudes towards teaching Science and commitment of high school OBC teachers.

Conclusion:

There is significance difference between mean attitudes towards teaching Science and commitment of high school OBC teachers and also found that there is significance relationship between mean attitudes towards teaching Science and commitment of high school OBC teachers.

Graph-5: High school OBC teachers' attitudes towards teaching Science and Commitment

8. **Findings:**

1. There is significance difference between mean attitudes of male and female OBC teachers towards Science teaching.

2. There is significance difference between mean attitudes of more and less experienced OBC teachers towards Science teaching.

3. There is no significance difference between mean attitudes of urban and rural school OBC teachers towards Science teaching.

4. It is found that there is significance difference between mean attitudes of male and female OBC teachers towards Science teaching.

5. There is significance difference between mean attitudes of Govt., Private and Aided school OBC teachers towards Science teaching.

6. There is Significant Difference between The Frequencies Of Favorable, Neutral And Unfavorable attitudes.

7. It is found that there is no significance difference between mean attitudes towards teaching Science and commitment of high school OBC teachers and also found that there is no significance relationship between mean attitudes towards teaching Science and commitment of high school OBC teachers.

8. There is significance difference between mean attitudes towards teaching Science and commitment of high school OBC teachers and also found that there is significance relationship between mean attitudes towards teaching Science and commitment of high school OBC teachers.

9. Summary:

There are differences in the attitudes of different groups of high school OBC teachers of Raichur District and the level of attitude of OBC teachers towards teaching Science is certainly affecting on their commitment.

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ROLE OF EDUCATION IN WOMEN EMPOWERMENT

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Abstract:

Women form half of the world's population. They constitute a major part of the society. Women render the most vital service to the society by playing multifaceted roles like mother, sister and wife. The place of women in society has been a major issue in most developing countries. Theoretically, in many societies women have the place of honour and respect but there are tremendous differences between the ideal and reality. Women education in India has a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment and India poised to becoming superpower in recent years. Education of women is the most powerful tool to change the position in society. Women education in India has been a need of the hour, as education is a foundation stone for the empowerment of woman. . Education also brings a reduction in inequalities and functions as a means of improving their status within the family and develops the concept of participation.

Key Words: Education, preoccupation, empowerment, participation

Introduction:

Empowerment can be viewed as means of creating a social environment in which one can make decisions and make choices either individually or collectively for social transformation. The empowerment strengthens the innate ability by way of acquiring knowledge, power and experience (Hashemi Schuler and Riley, 1996). Empowerment is the process of enabling or authorizing individual to think, take action and control work in an autonomous way. It is the process by which one can gain control over one's destiny and the circumstances of one's lives. There are always a number of elements in the society which are deprived of their basic rights in every society, state and nation, but these elements lack in the awareness of their rights. If we enlist such elements from the society, then women would top this list. In fact, women are the

most important factor of every society. Even though everybody is aware of this fact, but nobody is ready to accept this fact. As a result, the importance which used to be given to women is declining in today's society. As a consequence of this growing tendency of underestimating women such as to make them occupy a secondary position in society and to deprive them of their basic rights, the need for empowering women was felt. . Empowering women has become the focus of considerable discussion and attention all over the world. Today we enjoy the benefits of being citizens of a free nation, but we really need to think whether each of the citizens of our country is really free or enjoying freedom, in the true sense of the term. The inequalities between men and women and discrimination against women are an age-old issue all over the world. Thus women quest for equality with man is a universal phenomenon. Women should equal with men in matters of education, employment, inheritance, marriage, and politics etc. Their quest for equality has given birth to the formation of many women's associations and launching of movements. The Constitution of our nation doesn't discriminate between men and women, but our society has deprived women of certain basic rights, which were bestowed upon them by our Constitution. Empowerment allows individuals to reach their full potential, to improve their political and social participation, and to believe in their own capabilities.

Role of Education in Empowerment of Women:

Women render the most vital service to the society by playing multifaceted roles like mother, sister and wife. Educated woman is an asset. The progress of a nation cannot be dreamt of without education of women. The adequate education of this potential is the key to the welfare and progress of our people, progress not only in economic terms, but also more important by in terms of psychological well being. This is essential for building a society that translates the values and ideals of our culture. The ideal of self satisfaction and spiritual growth becomes possible by building a just and humane society that respects life and the right to live according to one's beliefs and principles. The responsibility of women in this process is immense, as they play a role at many levels of social life.

➢ **Education Manumit-**Education manumit the thinking, mind, thoughts, imagination, power, principle in various field for easy to survive and achieve knowledge through education .Empowerment of women brings equal status to women, opportunity and freedomto develop her which also means equipping women to be. Education makes the women's self sufficient in every aspect, she is not depends

on her father, husband nor son neither brother.

➢ **Education stay away from hurdles-**Education gives equal rights to women in socially, politically, culturally, gender, religiously manner. She will bring equal status with men and that is the reason to fostering both national and international integration.

➢ **Education allows to take Decision-**As education opens ways to take decision according to their choice whether it is relates to life style, life partner, job, career, eating style, sexuality etc. Education teaches to learn what is wrong and right. Education push to stay independently on own feet.

➢ **Education Garner-** Education will garnishing women to defense against crime, social devil, sexual harassment, marital rape and mental stress of society etc.

➢ **Educated women contributes to economy-** If women are qualified and helpful for familyto earn money that means she able to develop the economy status of family and also for nation. Women can help, through their work; get rid of problems like India's high maternal mortality rate, high rates of gender violence and other crime against women child sex abuse, female feticide, implement family planning and other schemes etc. Sharma (2016).

➢ **Education enhances-** Education enhances the quality of women and makes some strategies to grow upward, to gear the entire education system to play positive interventionist role in the empowerment of women. To widen women's access to vocational, technical and professional education at all levels, breaking gender stereotypes.

Women Empowerment through Education:

Women empowerment is the pivotal part in any society, state or country. It is a woman who plays a dominant role in the basic life of a child. Women are an important section of our society. Education as means of empowerment of women can bring about a positive attitudinal change. It is therefore, crucial for the socio- economic and political progress of India. The Constitution of India empowers the state to adopt affirmative measures for prompting ways and means to empower women. Education significantly makes difference in the lives of women.[3] Women Empowerment is a global issue and discussion on women political right are at the fore front of many formal and informal campaigns worldwide. The concept of women empowerment

was introduced at the international women conference at NAROIBI in 1985. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So we can't neglect the importance of education in reference to women empowerment. To see the development in women education India is supposed to upcoming super power of the world in recent years. The increasing change in women education, the empowerment of women has been recognised as the central issue in determiningthe status of women.[4] for becoming super power we have mostly to concentrate upon the women's education. Bywhich it will force on women's empowerment. As per united national development fund for women (UNIFEM) the term women's empowerment means:

- Acquiring knowledge and understanding of gender relations and the ways in which these relations may be changed.

- Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's life.

- Gaining the ability to generate choices exercise bargaining power.

- Developing the ability to organize and influence the direction of social change, to create a more just social and economic order, nationally and internationally.

Educational equality:

Another area in which women's equality has shown a major improvement as a result of adult literacy programs is the area of enrolment of boys and girls in schools. As a result of higher participation of women in literacy campaigns, the gender gap in literacy levels is gradually getting reduced. Even more significant is the fact that disparity in enrolment of boys and girls in neo-literate households is much lowered compared to the non-literate householders.[11]The world has achieved equality in primary education between girls and boys. But few countries have achieved that target at all levels of education. The political participation of women keeps increasing. In January 2014, in 46 countries more than 30% of members of parliament in at least one chamber were women. In many countries, gender in equality persists and women continue to face discrimination in access to education, work and economic assets, and participation in government. Women and girls face barriers and disadvantages in every sector in which we work. Around the world 62 million girls are not in school. Globally, 1 in 3 women will experience gender-based violence in her lifetime. In the developing world, 1 in 7 girls is married before her 15th birthday, with some child brides as young as 8 or 9. Each year more than 287,000 women,

99% of them in developing countries, die from pregnancy and childbirth-related complications. While women make up more than 40% of the agriculture labour force only 3 to 20% are landholders. In Africa, women- owned enterprises make up as little as 10% of all businesses. In South Asia, that number is only 3% and despite representing half the global population, women compromise less than 20% of the world's legislators. Putting women and girls on equal footing with men and boys have the power to transform every sector in which we work. The gender equality and women's empowerment isn't a part of development but at the core of development. To get rid of this we have to make some educational awareness programmes on gender equality and women empowerment for cementing our commitment to supporting women and girls.

Conclusions:

Women play an imperative role in making a nation progressive and guide it towards development. They are essential possessions of a lively humanity required for national improvement, so if we have to see a bright future of women in our country, giving education to them must be a pre-occupation Empowerment means moving from a weak position to execute a power. The education of women is the most powerful tool to change the position of society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. To encourage the education of women at all levels and for dilution of gender bias in providing knowledge and education, established schools, colleges and universities even exclusively for women in the state. The education develops the idea of participation in government, panchayats, public matters etc for elimination of gender discrimination.

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EDUCATION AND WOMEN EMPOWERMENT

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ABSTRACT

Education is the milestone of women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their life. Increased knowledge, self-confidence and awareness of gender equity are indicators of the empowerment process. These components get develop through education. Educated woman aware about their rights and when women aware about their rights then she/her will not face discrimination. Education is considered as a milestone for women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their lives. Increasing access to education notwithstanding, gender discrimination still persists in India and lot more needs to be done in the field of women's education in India. Women have so much unexplored potential which has never been tapped. As education is both an input and input of human development, educational equity will ensure enabling and entrepreneurial development. Today, the female literacy levels according to the Literacy Rate 2011 census are 65.46% where the male literacy rate is over 80%. Even beyond literacy there is much that education can do for women's rights, dignity and security. Education is the key to unlock the golden door of freedom for development. Eileen Malone Beach sees education, health care, and income as a blessed trinity because they are so closely related. This paper discusses the impact of education on empowerment of women as well as the challenges and changes that we must have to deal with during the process. We call for a renewed emphasis on relevant, quality and holistic education to ensure the desired results.

Key Words: Education and Women Empowerment.

Introduction

Empowering women is essential to the health and social development of families, communities and countries. When women are living safe, fulfilled and productive lives, they can reach their full potential contributing their skills to the workforce and can raise happier and healthier children.

Women empowerment refers to increasing the spiritual, political, social, educational, gender or economic strength of individuals and communities of women. Women's empowerment in India is heavily dependent on many different variables that include geographical location (urban / rural) educational status social status (caste and class) and age. Policies on Women's empowerment exist at the national, state and local (Panchayat) levels in many sectors, including health, education, economic opportunities, and gender based violence and political participation. However there are significant gap between policy advancements and actual practice at the community level. Empowerment of women is essentially the process of up liftment of economic, social and political status of women, the traditionally underprivileged ones, in the society. It is the process of guarding them against all forms of violence. Women empowerment involves the building up of a society, a political environment, wherein women can breathe without the fear of oppression, exploitation, apprehension, discrimination and the general feeling of persecution which goes with being a woman in a traditionally male dominated structure.

Women's empowerment can be defined to promoting women's sense of self-worth, their ability to determine their own choices, and their right to influence social change for themselves and others.

It is closely aligned with female empowerment – a fundamental human right that's also key to achieving a more peaceful, prosperous world.

In Western countries, female empowerment is often associated with specific phases of the women's rights movement in history. This movement tends to be split into three waves, the first beginning in the 19th and early 20th century where suffrage was a key feature. The second wave of the 1960s included the sexual revolution and the role of women in society. Third wave feminism is often seen as beginning in the 1990s.

Women's empowerment and promoting women's right have emerged as a part of a major global movement and is continuing to break new ground in recent years. Days like International Women's Empowerment Day are also gaining momentum.

But despite a great deal of progress, women and girls continue to face discrimination and violence in every part of the world.

Women Education Status

The constitutional directive to provide free and compulsory education for all children up to the age of 14 years has remained unfulfilled till now. Educational experts admit that this

failure is mainly due to the slow progress of education among girls. Literacy and educational levels are increasing for Indian women still there is gap between male and female literacy rate which can be seen in the following Table.

Table 1: **Literacy Rate in India Year**

Year	Persons	Year	Persons
1901	5.3	9.8	0.7
1911	5.9	10.6	1.1
1921	7.2	12.2	1.8
1931	9.5	15.6	2.9
1941	16.1	24.9	7.3
1951	16.7	24.9	7.3
1961	24.0	34.4	13.3
1971	29.5	39.5	18.7
1981	36.2	46.9	24.8
1991	52.1	63.9	39.2
2001	65.38	76.0	54.0
2011	74.04	82.14	65.46

In 2011 the percentage of educated persons increased to 74.04% of which male percentage was 82.14% and female percentage was 65.46% respectively. Literacy rate among rural women is only 58.8 percentages as per 2011 census.

Female literacy was at a national average of 65.46 % whereas the male literacy was 82.14%.Within the Indian states, Kerala has shown the highest literacy rates of 90.02% whereas Biharaveraged lower than 50% literacy, the lowest in India.

India is the world's largest democracy where billions of people live and of course almost of half of these are women. So how does women education effect India's development? If girls are not educated, families suffer too. Educated mothers use their knowledge to improve the health of their children and other family members. Their knowledge about health risk protects their families against illness. Child mortality rate is much higher where mothers lack education than in families where mothers are educated. Girls education emerging as one of the top priorities of

Indian society "Educating girls is not an option, it is a necessity". We all want to eliminate gender disparities in education.

Adi Shankaracharya, Raja Ram Mohan Roy, Ishwarchandra Vidyasagar, Swami Vivekanand, Mahatma Gandhi, Jawaharlal Nehru spoke against the inhuman oppression and crimes perpetrated on woman in the name of tradition and warn out religious section. Margaret Cousins worked hard to elevate the status to create social awareness and to increase legal andconstitutional rights of women. Annie Besant, Mutthulakshmi Reddy, Kamla Devi Chattopadhaya, Durga Bai Deskmukh, Sarojini Naidu are the other prominent crusader forequality of women's rights.

Status of Women in Indian society

A civilization can be judged by exploring the status of women in the society. The Muslim influence makes a considerable change in the status of women in our country. They were deprived of their rights of equality in the society. Raja Ram Mohan Roy brought improvement in the status of women in our country. Mahatma Gandhi also induced women to

Participate in the freedom movement in India. Thus women started participating in politics and administration. Though women have uplifted themselves from the past scenario, but

Still illiteracy, dowry, ignorance and slavery have to be removed in order to get a rightful place in Indian society. At present education is the only tool to get the right place in our

Society.

Needs of Women Empowerment

The needs of women empowerment in our present society are as follows:

- Empowerment enables women to acquire knowledge, skills and techniques for their betterment of life.

- Economic empowerment is essential for improvement of female sex.

- Empowerment helps in gender equity, which every women desire.

- Empowerment give women the decision making power of their own.

- It helps in having positive thinking on the ability to make change.

- It helps in increasing one's positive self- image and overcoming all stigma of our society.

- It also helps to change others perceptions by democratic means.

- Empowerment also helps to access to information for taking proper decision.

Constitutional Provisions, Special Laws And National Policies in Support of WomenEmpowerment

- The importance of women as an important human resource was recognized by the Constitution

- of India which not only accorded equality to women but also empowered the State. A number of

- Articles of the Constitution repeated towards the socio-economic development of women andparticipation decision making. These are:

- **Article 14** Men and women to have equal rights and opportunities in the political, economicand social spheres.

- **Article 15(1)** Prohibits discrimination against any citizens on the grounds of religion, race,sex, caste etc.

- **Article 16** Equality of opportunities in matter of public appointments for all citizens.

- **Article 39(d)** Equal pay for equal work for both men and women.

- **Article 42** The state to make provision for ensuring first and humane conditions of work andmaternity relief.

- Government has also enacted specific laws to safeguard the interests of women and for upgradation of their status. These are:

- **The Hindu Succession Act, 1956** which provides for women the right to parental property.

- **The Dowry Prohibition Act, 1961** which declares the taking of dowry an unlawful activityand thereby prevents the exploitation of women.

- **Equal Remuneration Act, 1976** which provides payment of remuneration equal with men forwork of equal value.

- **The Medical Termination of Pregnancy Act, 1971** which legalizes abortion conceding theright of a women to go for abortion on the ground of physical and mental health.

- **The Criminal Law Amendment Act, 1983** which seeks to stop various types of crimesagainst women.

- **The Indecent Representation of Women (Prohibition) Act, 1986** which prohibits the Vulgarpresentation of women in the media such as- newspapers, cinema, T.V. etc.

- **The Protection of Women from Domestic Violence Act, 2005** provides for more effectiveprotection of the rights of women guaranteed under the Constitution who are victims ofviolence of any kind occurring within the family.

The goal of National Policy for the Empowerment of Women, 2001 is to bring about theadvancement, development and empowerment of women. The policy states that: "Equal accessto education for women and girls will be ensured. Special measures will be taken to eliminatediscrimination, universalize, education, eradicate illiteracy and create gender sensitiveeducational system, increase enrolment and retention rates of girls and improve the quality ofeducation to facilitate life-long learning as well as development of vocational or technical skillsof women. Reducing gender gap in secondary and higher education would be a focus area.Specific time targets in existing policies will be achieved, with special focus on girls and women,part curly those belonging to weaker sections including the SC/ST/OBC/Minorities."

Gender Equality and Women Empowerment:

Gender equality means where women and men enjoy the same opportunities and rights in every sphere of life. Equality between men and women exist when both sexes are able to share equally in the distribution of power. A critical aspect of promoting gender quality is women Empowerment. Thus women empowerment is vital to sustainable development and the realization of human right for all. Empowerment occurs through improvement of condition, standards and global perspective of life.

Gender Fair Education

Gender Fair Education involves the attainment of equality, rights and empowerment through an explicit goal in a healthy social environment. Some major instruments of Gender Fair education are identification and projection of role models among faculty, administrators, and resource persons. The Gender Fair women higher education should be the transformation of women's life and as well as transformation of society itself.

Suggestions

Some suggestions for uplifting Women Empowerment in our society are as follows:

- Every parent has to aware of their daughter's education.

- Inculcate a confidence level in every woman to make possible changes in our society.

- Encourage participation of women in income generating activities.

- Change the approach of our society toward sex discrimination and gender inequality.

- To induce the feeling of self-dependence among women.

- Removal of gender inequality from our orthodox society.

- Women should actively participate in all social and political changes of our country.

- Eliminating all forms of discrimination in education and employment.

- A remarkable and strategic change is necessary in national media, to change the attitude of people toward women education.

- Preventing early marriages in our country.

- Women should contribute effectively to the socioeconomic development of the nation.

- Introduction of satellite schools for remote areas of our country.

- Encourage use of ICT and internet for the study by women.

- Proper implementation of the governmental schemes by respective agencies is required.

CONCLUSION

From the discussion we can conclude that education is very much essential for empowering women in our society. Only literacy cannot help in empowering women, Women Education is a powerful tool of change of position in society. Government of India should come forward for taking initiative regarding women empowerment and also there should be a proper implementation of those initiatives. Women Empowerment aims at acquiring high literacy rate and education, better health care for their children, increased participation in commercial sector, awareness of their rights and duties to achieve self- reliance and self- confidence among women. Recently the NDA government has launched 'Beti Bachao, Beti padhao', scheme for making girls independent both socially and economically. The 'Udaan' program of CBSE is dedicated to the girl child education. This type of scheme should be implemented nationwide to bring remarkable changes in our society. This is a true empowerment. In this way every women will be empowered. Thus women will secure power and capacity as that of men and manifest themselves among different opportunities through education.

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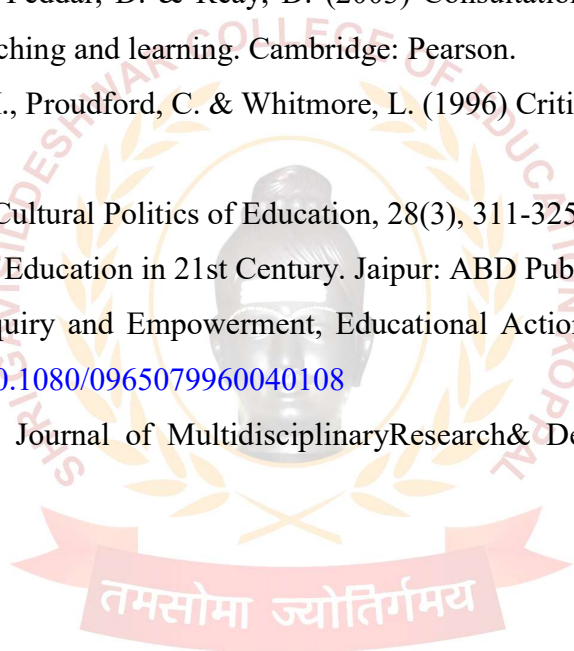
ROLE OF EDUCATION IN EMPOWERMENT OF WOMEN

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ABSTRACT

I.   Introduction

Education assumes a basic part in women's' Financial Strengthening. It takes center stage, but for a long time, most women, especially in rural areas, have been denied this right and have been subjected to practices and responsibilities that are extremely degrading. Girls can achieve more in their social, professional, financial, and family lives with the help of education. Going to class or receiving Education in capacity building and skill development are examples of education options for women. According to a number of studies, uneducated women have high moral standards, low earning potential, poor dietary status, and little independence in the home. The children's health and well-being suffer greatly as a result of their lack of education.

The mother's educational level had a negative impact on the infant mortality rate in India. Furthermore, the shortfall of schooling can get a negative change the nation's turn of events. Women's participation in education can have a significant impact on society. The world's cultural, social, political, and technological shifts have reshaped women's education and social lives. Women's disadvantage in education is a waste of money if female education raises human capital, economic growth, and productivity at the same rate as male education. According to a number of studies, women's and men's economic growth rates are comparable. Empowering women is an essential component of any society, state, or nation. In a child's basic life, it is a woman who is in charge. Our society relies heavily on the contributions of women. Education as a means of giving women more power can change people's attitudes in a good way. As a result, it is crucial to India's political and economic development.

The Indian Constitution grants the state the authority to implement affirmative measures to promote female empowerment strategies. Women's lives are significantly impacted by education. Women's empowerment is a global issue, and many formal and informal campaigns around the world focus on women's political rights. Education is the achievement of ladies strengthening since it empowers them to answer the difficulties, to go up against their conventional job and completely change them. In light of this, the significance of education to women's empowerment cannot be understated. India is regarded as the upcoming global superpower in recent years due to its progress in women's education. The empowerment of women has been recognized as the central issue in determining women's status in light of the increasing shift in women's education. We must primarily focus on women's education in order to become a superpower. Which will compel women to become empowered.. As per United National Development Fund for Women (UNIFEM), the term women's empowerment means:

• Acquiring knowledge and understanding of gender relations and the ways in which these relations maybe changed.

• Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's life.

• Gaining the ability to generate choices exercise bargaining power.

• Developing the ability to organize and influence the direction of social change, to create more just social and economic order, nationally and internationally.

Thus, empowerment means a psychological sense of personal control or influence and concern with actual social influence, political power and legal rights. It is a multi-level construct referring to individuals, organizations and community. It is an international, ongoing process centered in the local community, involving mutual respect, critical reflection, caring and group participation, through which people lacking an equal share of valued resources gain greater access to control over these resources[1].

II.   Literature Review

The term "empowerment" has been overused, misused, and co-opted (Stromquist, 2002; Stacki and Monkman, 2003). It is commonly deployed as a synonym for enabling, participating, and speaking out. The notion that education leads to women's empowerment has gained popularity, although we still have much to learn about how education actually empowers women (Stromquist, 2002; DaCosta, 2008; Murphy-Graham, 2008). Nevertheless, in the past 10 years,

the goal of women‟s empowerment (often linked with women's education) has received serious attention, as well as funding by donors and international agencies (Unterhalter, 2007; Mosedale, 2005; Malhotra et al., 2002; Papart et al., 2002; Oxaal and Baden, 1997). Despite its widespread use and occasional abuse, there is some agreement (e.g. Kabeer, 1999; Malhotra et al., 2002; Mosedale, 2005) that empowerment:

- ✓ Is a multidimensional process of change from a condition of disempowerment?
- ✓ Cannot be bestowed by a third party, as individuals are active agents in this process.
- ✓ Is shaped by the context, and so indicators of empowerment must be sensitive to the
- ✓ Context in which women live. At the core of the word empowerment is „„power.‟‟

Therefore in conceptualizing empowerment I draw on previous scholarship on the theme, as well as feminist scholarship that views power as capacity (Karlberg, 2005). Hartstock (1983), commenting on the feminist theory of power, describe show „„women's stress on power not as domination but as capacity, on power as a capacity of the community as a whole, suggests that women's experience of connection and relation have more consequences for understandings of power and may hold resources for a more laboratory understanding‟‟. The idea of power as capacity is at the core of the conceptualization of empowerment in this article, where I view women's empowerment as a process through which women come to recognize their in here net worth, their „„power within‟‟ (Kabeer, 1994), and begin to participate on equal terms with men in efforts to dismantle patriarchyand promote social and economic development. Women's empowerment is not an end in and of itself, but a pivotal step towards establishing gender equality. In part, gender equality is manifest through a just and equitable sharing of responsibilities by men and women. Gender equality is not synonymous with gender parity, and does not mean that men and women are the same or need to split work exactly in half. Rather, it characterizes social conditions and relationships in which a vision of mutuality and cooperation shapes interactions and enables men and women to reach their full potential (hooks, 2000).

III.   Process of Women Empowerment

The process of women's empowerment results in a redistribution of power within societies and groups as well as between men and women. The attainment of women's empowerment is also contingent on the extent to which the humanness of women and girls including their right to self-determination and autonomy is recognized and respected and the extent to which changes in patriarchal structures and facilitated. The empowerment process is one where women begin to re-

examine their lives critically and collectively. It enables women to look at old problems in new ways, analyze their environment and situation, and recognize their strength and their self-image. The process of empowerment enables women to access new information and knowledge, acquire new skills, and initiate action aimed at gaining greater control over resources of various kinds. Empowerment is not merely a change of mindset by a power demonstration of that change which the world around is forced to acknowledge. Armed with their growing strength, women begin to assert their right to control resources, including their bodies and participate equally in decision within the family, community, and village. The process of empowerment has five dimensions.

- ✓ The cognitive dimension refers to women having an understanding of the condition and causes of their subordination at the micro and macro levels. It involves making choices that may go against cultural expectations and norms;

- ✓ The psychological dimension includes the belief that women can act at personal and societal levels to improve their individual realities and the society in which they live;

- ✓ The economic component requires that women have access to, and control over, productive resources, thus ensuring some degree of financial autonomy. However she notes that changes in the economic balance of power does not necessarily alter traditional gender roles or norms;

- ✓ The political element entails that women have the capability to analyze, organize and mobilize for social change; and

- ✓ There is a physical element of gaining control over one's body and sexuality and the ability to protect oneself against sexual violence to the empowerment process.

IV. Education to Women

Women's empowerment is a tool for the development of families as a whole and, as a result, of a nation. Pandit Jawaharlal Nehru said, "To stir individuals, ladies should be stir; the family, the village, and the nation all move when she is on the move. Women would be empowered more effectively through education, which would contribute to the elimination of gender inequality, the development of their potential, an increase in social and economic return, an improvement in the quality of life, the production of educated and healthy children, and a reduction in the rates of fertility and mortality. The empowerment of women's participation in democratic decision-making, the dynamic transformation of society, and the shaping of the future are all dependent on education."There is no chance for the welfare of the world unless the condition of women is

improved," Swami Vivekananda said. Education can do this by giving women more power. After 68 years of independence, the equality of women in India has not yet been achieved to the extent desired, despite constitutional guarantees, laws, government efforts through various programs and schemes, and U.N.O. directives.

Therefore, education can be an effective tool for assisting women in comprehending legislative and constitutional directives provisions to reduce women's exploitation and neglect, to close the literacy gap between men and women, to raise awareness of social issues, and to fight for community well-being and the provision of essential amenities. Women can participate in national development and exercise their rights on an equal footing with men thanks to education. Women's empowerment begins with education because it gives them the tools they need to overcome obstacles, question their traditional roles, and alter their lives. India will only be able to achieve its goal of becoming a developed nation and superpower by the year 2020 if it empowers women through education. Women's effective participation in social and economic activities was emphasized in the National Policy of Education of 1986."Education will be used as an agent of basic change in the status of women," reads the NPE from 1986.

The National Educational system will play a positive interventionist role in the empowerment of women. "The National Policy of Empowerment of Women (1990) has emphasized on education for–

- ✓ Creating an environment to enable women to realize their full potential,
- ✓ Providing all human rights and fundamental freedom to women on equal basis with men,
- ✓ Participation of women in decision-making in every spheres of life,
- ✓ Equal access to health care, quality education, guidance, employment, remuneration and social security,
- ✓ Elimination of all forms of discrimination and violence against women and girl children

V. Government Initiatives

The government has taken initiatives for women empowerment through enacting laws and implementing several schemes operated by different departments and ministries. The National Commission of Women was set up by an act of parliament in 1990 for safeguarding the constitutional right and legal provisions for women. The reservation of seats in the local bodies of Panchayats and Municipalities for women has been provided by the 73th and 74th Amendments (1993) to the Constitution which is needed for socio-political empowerment. The

Department of Women and Child Development (DWCD) under the MHRD was established to implement various schemes relating to women advancement. The National Mission for Empowerment of Women (NMEW) 2010 has emphasized to facilitate the process of integrating all programmes for welfare and up liftment of women undertaken by the ministries and department. The National Resource Centre for Women acts as a national convergence centre for all programmes for women. The National Literacy Mission is being set up towards eradication of literacy in the age group of 15-35 years. The Functional Literacy for Audit Women (FLAW was started in 1975-76 to provide illiterate adult women to gain functional skills and to awaken desired awareness for health, hygiene and children practices.

Government Schemes: The Government of India has undertaken different schemes for welfare upliftment and security of the women. Some of these may be noted here– „Rastriya Mahila Kosh" (RMK) 1992-93, „Mahila Samridhi yojana" (MSY) 1993, „Indira Mahila Yojana" (IMY) 1995, „Swa Shakti Group", „Support to Training and Employment Programme for Women" (STEP), „Creches/Day-care Centre for the Children of working and ailing mother", „Hostels for working women", „National Mission for Empowerment of Women", „Integrated Child Development Services" (ICDS), „Rajib Gandhi Scheme for Employment of Adolescence Girls" (RGSEAG),2010, „Women"s Development Corporation Scheme"(WDCS), „Working Women"s Forum", „Indira Priyadarshini Yojana", „NGO"s Credit Schemes. The present Prime Minister Modi Government has launched the programmes of „Beti bachao, beti padhao" aims at tackling the low child sex ratio of 918 girls child in resources and savings of a family which is helpful to meet the expenses of higher education and marriage. The first year of New Millennium (2001) was declared as "Women Empowerment Year". It is necessary to supplement Government efforts by nongovernment organizations for facilitating women empowerment. Yet India has not achieved the expected goals, hence comprehensive programme for empowering women is still demanding.

VI. Conclusion

Present study suggest that General awareness programme should be taken among the women of rural area to sensitizes them about the modern development of science and technology so that they could give up superstitious believes and attitudes. Women of rural areas should be trained up in different vocational courses like handloom and textile, poultry farms, fish farming, piggery, dairy farm, food and nutrition, fashion and designing, etc. Women reservation policy should

strictly be maintained in all aspects like appointment in govt. and semi govt. offices, admission in to the educational institutions, participating in the politics etc. The lack of education becomes the obstacles in getting empowerment. Taking an overview of all the above aspects, we come to know that the transformation is very much needed, accepting at the same time that its pace may be less than the desired pace. For giving this process a momentum, education is indispensable. Hence, if women's empowerment is to be effected, it can be carried out only through the medium of education. Hence, it is of foremost importance to raise the level of education amongst women.

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