

STRATEGIC APPROACH FOR MULTI DISCIPLINARY EDUCATION VOL-III

Edited by:

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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 multidisciplinary programme 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, a well-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
10-12-22

Prof. E. R. Ekbote
CEO, GSVVT ,
Former Dean and Head
Gulbarga University Kalaburagi
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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 their 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 forward? You spend hours staring at it, but you are at loss as how to find solution?. Then one day a friend comes with all answers and important components and places them just where they belong. Oh, the attraction of many perspectives !

The students can be given freedom to select courses and which they will study 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.

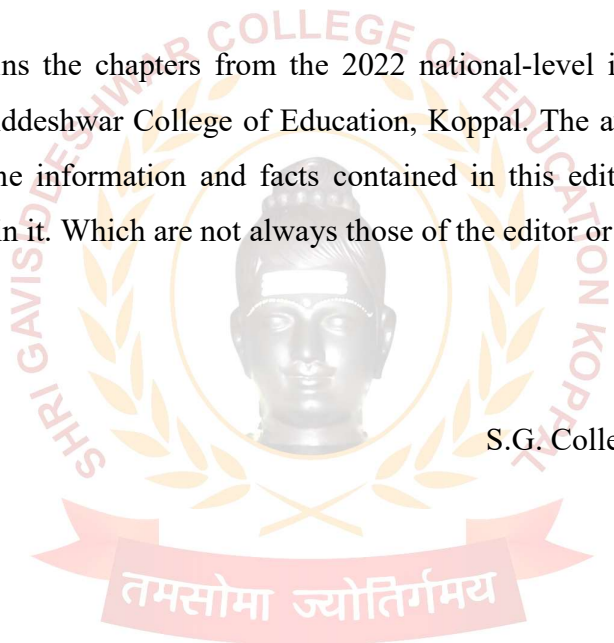
Success in multidisciplinary learning requires the capacity to communicate effectively with people from many areas. You understand their motivations, use the same language, and hold many of the same ideas. These skills will help you to connect the dots, figure out difficulties and work well with others.

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 Gavisiddheshwar 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
Principal

S.G. College of Education, Koppal



ACKNOWLEDGEMENT

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

I Owe a sense of deep soul respect and heartfelt gratitude to Shri Mun Niranjana Pranava Swroopi Shri Abhinava Gavisiddheshwar 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 gavisiddheshwara college of education koppal.

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

KEYNOTE ADDRESS**MULTI DISCIPLINARY APPROACH IN NATIONAL EDUCATIONAL POLICY – 2020**

Dr. Shivakumar S. Ganapur,
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***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 education policy. 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 the Fundamental rights, duties and constitutional values, bonding with one's role and responsibilities in a Changing world.
3. Instills skills, values and dispositions that support Responsible commitment to human rights, Sustainable development and living, and global Well-being, thereby reflecting a truly global citizen.

III. KEY PRINCIPLES OF NEP-2020:

1. Respect for diversity and local context: in all curriculums, pedagogies and policies.
2. Equity and Inclusion: As the corner stone of all decisions.
3. Community Participation: At the levels of education process.
4. Use of Technology: In teaching and learning, removing language barriers, for divyang students, and educational planning and management.

IV. EXPECTED OUT COMES FROM NEP-2020:

- 1) Universalization of Access: from early childhood care education (ECCE) to Secondary education.
2. Ensuring equity and Inclusion:
3. Bringing back the 2 crores out of school children.
4. Attain goals of retaining all children in schools till secondary education.
5. Focusing on 21st century skills in teaching, learning and assessment.
6. Resource sharing – School Complexes.
7. Common Standards for public and private school education.

V. NATURE OF DISCIPLINES:

1. Mono-disciplinary : Study of one Discipline
2. Interdisciplinary: Integration of more than two subjects from same or different disciplines.
3. Multidisciplinary: Combining or involving several academic disciplines or professional specializations in an approach to a topic or problem.

VI. MEANING OF MULTIDISCIPLINARY

1. Multidisciplinary refers to knowledge associated with more than one existing academic discipline or profession.
2. Interdisciplinary activities draw upon insights from two or more disciplines.
3. Multidisciplinary work does not typically lead to 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 known as the military-industrial complex. The Lockheed Aircraft Company set up its own special projects operation nicknamed as SKUNK WORKS in 1943 to develop the XP-80 Jet fighter in just 143 days.
- 2) In the 1960's and 1970's the multidisciplinary approach was successfully employed in the UK by architects, engineer, and quantity surveyors working together on major public sector construction projects and together with planners, 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 and humanities with the ability to also learn fine arts and sports will give students a wide range of subjects to choose without restrictions they faced earlier.
- 4) With creative combination of subjects, cutting edge curriculum, flexible options, and multiple entry and exit options during the undergraduate course, students can explore their areas of interest and also choose careers of their choice.

VIII. MULTIDISCIPLINARY STUDIES / COURSE:

- 1) Multidisciplinary studies programs do not involve a pre-determined set of courses like most degree programs, but instead consist of a unique combination of courses chosen by a student based upon his or her specific educational and career interests.
- 2) The purpose of a multidisciplinary studies curriculum is for students to design a program that suits a specific career path. Therefore, job possibilities are potentially available in many areas, such as education, science, humanities, and business.
- 3) A student might choose a multidisciplinary studies program if his or her specific goals and interests cannot be met through a school's existing majors, minors, and electives.
- 4) Multidisciplinary studies is also an option for students who wish to combine completed coursework from various disciplines into a single degree program. Some programs are even available entirely online.

IX. FOCUS AREAS FOR MULTIDISCIPLINARY STUDIES:

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

- 1) Biology
- 2) Criminal justice
- 3) History
- 4) Public administration
- 5) Political science
- 6) Spanish
- 7) Sociology

X. GENERAL EDUCATION COURSES:

Although students are free to build their own course of study, a set of required classes is common among most multidisciplinary studies degree programs. These courses could include general education courses in the following subject areas:

- 1) Natural sciences
- 2) Social sciences
- 3) English
- 4) Mathematics
- 5) Communications
- 6) Humanities

XI. MULTIDISCIPLINARY STUDIES / COURSE:

In addition to the general education requirements, many multidisciplinary studies programs offer concentrations in a specific area of study. Concentrations allow a student to focus on a particular topic or career option while still retaining the diverse education of a multidisciplinary curriculum. A multidisciplinary program with a variety of subjects influences their primary interest. Some concentrations for multidisciplinary majors include:

- 1) Human resource management
- 2) Criminal justice
- 3) Health systems management
- 4) Accounting
- 5) Business administration and management
- 6) Computer science

XII. MULTIDISCIPLINARY COLLABORATION:

Multidisciplinary collaboration consisting of members with different professional backgrounds and skills that can compensate each other and work together toward the same direction to achieve the same goals. e.g. Multidisciplinary collaboration implies the involvement of many professionals who focus on a set of issues and goals (Persily, 2013) e.g. Physicians, nurses, social workers, other healthcare professionals often collaborate to provide high-quality care to patients.

Multidisciplinary approach is used to handle this pandemic situation, it is a collaborative effort of doctors, social worker, pharmacy companies, bureaucrats and administrations.

XIII. SKILL DEVELOPMENT IN MULTIDISCIPLINARY STUDIES:

- 1) Foster Intellectual Curiosity
- 2) A critical thought process
- 3) Self-reflection
- 4) Leadership and team work skills
- 5) A sense of commitment
- 6) Professionalism

7) Sensitivity to one socio cultural Environment.

XIV. BENEFITS OF MULTIDISCIPLINARY SYSTEM:

- 1) It encourages people to come forward and provide their contribution to handle a situation or solve a problem and do innovations in research.
- 2) Multidisciplinary research leads to unusual scientific inventions.
- 3) It develops better understanding of the collaborative process.
- 4) It leads to better skills in communication, collaboration and professional abilities as collaborators are forced to communicate either to keep their ideas or to avoid complex Programming efforts.
- 5) It is useful because different backgrounds of a multidisciplinary Team could provide different viewpoints and experience for better brain storming across cultures.
- 6) It has a positive effect on future career development and sense of achievement.
- 7) Multiple career options may remain open for the students who STUDY IN Multidisciplinary system.

XV. MULTIDISCIPLINARY APPROACH:

The multidisciplinary approach involves specialists from multiple academic disciplines to redefine problems outside normal boundaries and reach appropriate solutions and encourages collaboration. It enables learners to develop critical thinking skills and presents many “real world” opportunities for growth.

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

1. CERTIFICATE COURSE : 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 Government and 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 of resources and services.
3. Maximum Utilization available resources.
4. Bringing quality development in all education institutions.

XIX. CONCLUSION:

The New Education Policy 2020 is a 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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INFLUENCE OF PRE-UNIVERSITY COLLEGE PRINCIPAL'S LEADERSHIP SKILLS ON TEACHING EFFECTIVENESS

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Abstract:

The continuous and intensive socio-economic changes have created the need of restructuring educational practices as well as the structures of the schools. New challenges have been introduced aiming not only to improve the educational outcomes but also to achieve the adaptation to the new community needs. In the educational arena, teacher is the mediator, the person that expresses the evolutions and transforms them to knowledge. This paper reveals the involvement of educational Leader in the teacher's educational process. Leadership policy is a crucial factor for the teacher's effectiveness. Some practices, in relation with Leadership policy, are proved that contribute to teacher's empowerment.

Keywords: Impact, Instructional Leadership, Transformational Leadership, Practices, Effectiveness

Introduction :

The idea of organizing schools as learning organizations where the practices allow for continuous learning is rapidly and steadily considered as the mediator for achieving school improvement (Silins and Mulford, 2002). The school is gradually transformed into a learning organization which needs to refresh the processes involving its current and future needs (Huber,

2004). A great deal of research on factors promoting teacher effectiveness has been conducted by educational scholars. Leadership practices seem to have quite positive effects on teacher's lifelong professional development in the school context (Flores 2007) because they have the potential to empower teachers towards a commitment to change and enhance their learning in school organization (Bogler, 2001; Fullan, 2002; Day et al, 2001).

Our purpose in this paper is to give a brief description of the main leadership practices that contribute to teachers' effectiveness. In the sections that follow, we first provide definitions of the two Leadership Models (Instructional Leadership and Transformational Leadership).

Following that, we present Leadership practices that enhance teacher effectiveness. We then offer general conclusions that came out from six studies that have attempted to reveal the impact of leadership on teacher's effectiveness.

Leadership Models:

Effective leadership has a key role in motivating teachers towards individual and shared learning, a factor which is considered to be quite important for school effectiveness to be achieved (Leithwood & Jantzi, 2000). Consequently, it becomes clear that leadership is the mediator which has the authority to develop and empower teachers in the quest of school effectiveness (Huber, 2004). Over the past 25 years there are several different theoretical models concerning the educational leadership. However, two basic models have dominated: the instructional leadership and the transformational leadership (Hallinger, 2003). Each one of these models considers the school principal's role and its characteristics from a different perspective. The idea of the educational instructional leadership which was introduced during the early 1980s describes a principal who wants to manage, supervise and develop curriculum and instruction in the school context (Bamburg & Andrews, 1990).

Instructional leaders usually aim to school improvement having a strong goal orientation (Hallinger, 2003) but at the same time they construct an academic pressure because of indicating high expectations from the teachers (Hallinger & Murphy, 1986). According to Hallinger (2000), an instructional leader specifies the school's aims, organizes the instructional program in order to achieve these goals and tries to promote learning by constructing the appropriate climate. Several additional practices are also applied by the principal in the school setting. For example, the

communication between the leader and the teaching staff seems to be quite important for the specific educational and learning goals to be extensively known and supported by the total school community. Additionally, the principal should manage the instruction procedure on the whole and supervise the student's progress. An instructional principal tries also to create a positive learning environment by supporting the professional development, sharing his vision and providing strong motivations and inspirations for learning to the teaching staff (Hallinger, 2000).

Instructional Leadership has adopted a top-down approach. On the other side, Transformational Leadership seems to have a bottom-up focus. Specifically, it does not come exclusively from the principal; the teaching staff participate too (Leithwood & Jantzi, 2000) and teachers' needs and views are usually taken into consideration. For this reason transformational model of leadership is thought to be a kind of shared or distributed leadership which, based on bottom-up participation, aims to striking educational change (Day et al, 2001). Moreover, contrary to the instructional leadership which is established on direct management and supervision of teaching (Leitner, 1994), transformational principals enforce teachers' capacity and engage them in collaboratively learning. This type of head teachers attempts to link the individual goals with the organizational ones and as a consequence creates the climate where the educators have the chance to be self-motivated towards the achievement of school effectiveness, without the principal's guidance being necessary (Hallinger, 2003).

Leadership Practices Enhancing Teacher Effectiveness:

1. Teacher: Individual Aims or School Orientation Aims?

Leadership, in whichever model it embraces, has as central goal to ensure and maintain the school improvement which has to do with the quality of teaching; the most influential factor of students' achievement. It is obvious though that the quality and the effectiveness of leadership is understood and evaluated in correspondence with regards to teachers' motivation and effectiveness (Fullan, 2001). According to recent research, one of the main leadership practices has to do with the teacher's empowerment which is strongly related to the central goal of the school; students' learning. The improvement of the employees' performance is a significantly important aim which the leader tries to achieve through several actions taking into consideration

individuals' beliefs, values, motivations and skills (Leithwood, 2006). Structuring a specific vision and giving directions, they provide teachers with a strong motivation to improve their performance. In particular, setting a shared purpose that clarifies the roles, the objectives and the desired expectations from the teachers' performance they enhance teachers' effectiveness in the classroom.

An additional managerial strategy is the personal support provided by the head teacher and also the construction of the appropriate environment for accomplishing personal and organizational aims.

Moreover, it is the principal's responsibility to build that kind of work conditions which would allow for productive and creative relationships between the teachers and the whole community, enforcing in this way the professional development of the teaching staff. Also, the leader can provide opportunities for teachers' learning by organizing and managing several programs concerning their professional development or by offering individual mentoring to them (Leithwood & Jantzi, 2006). Such leadership practices produce supportive working conditions to motivate and influence the teaching staff. Going through recent evidence it could be stated that leaders are also able to determine teachers' emotions which are considered to be influential to their motivation and effectiveness, such as: sense of efficacy, job satisfaction and anxiety (Leithwood & Jantzi, 2006).

A teacher to be motivated should be helped to evaluate and recognize the need to change his/her perceptions towards a specific direction-action. So, motivation could be considered as the interaction between individual aims and the goal-orientation of the school (Ford, 1992). For this reason, a leader should adopt strategies in order to motivate teachers and coordinate their personal aims with the school ones. The sense of capacity is usually a strong motivating feeling which increases the amount of effort paid, aiming to achieve the common goal. Some of the leadership strategies which could increase the teachers' capacity and as a consequence their motivation is the positive and supporting feedback, the experience shared with the teaching staff and the communication in order to explain in details the aims and the actions that should be applied (Leithwood & Jantzi, 2006). Positive emotions also, in correspondence with the achievement of a personal goal, seem to have motivational value which could be empowered if

the principal expresses his confidence concerning the success attained through positive feedback (Leithwood & Jantzi, 2006).

Having in mind that the effectiveness of employees is highly dependent on whether they are satisfied in the working settings or not, leaders should give great attention to raise teachers' job satisfaction (Heller, Clay and Perkins, 1993). According to Locke (1976), job satisfaction is defined as a positive emotional situation which derives from acceptance of one's job and experience. According to studies conducted, there are several leadership activities, such as initiating structure, which deeply influence the factor of job satisfaction (Nguni, Slegers and Denessen 2006). The more autonomous the teacher is the more satisfied he/she feels in the job settings (Hall, Pearson and Carroll, 1992). Consequently, the principal should not only provide educators with the opportunity to take initiatives but also allow, up to a certain extent, the involvement of teachers in several managerial and decision-making practices (Bogler, 2001). In order to achieve this, the principal should apply more collaborative and less autocratic decision-making styles because, as could be concluded from several theories in organizational psychology (Argyris, 1964; Likert, 1967 (cited in Latham, 2007)), the participation of employees in decisionmaking procedures ensures their job satisfaction. It has been pointed out that teachers have the intention to be more satisfied when the principal is perceived as a trustworthy person who shares his experience and facilitates communication in the school context (Nguni, 2006).

2. Organizational Commitment and Organizational Citizenship:

Organizational commitment and organizational citizenship are two additional significantly influential characteristics, concerning the employees' effectiveness, motivating them for organizational change (Nguni et al, 2006). Transformational leadership recognizes the importance of those characteristics. Firstly, commitment of organizational members is considered to be one of the central procedures through which individuals come to think their relationship with the organization (Porter et al, 1974).

Teachers' organizational commitment is achieved when a) the goal-orientation of the school is broadly accepted; b) teachers desire to remain in the school community and c) they are willing to apply adequate effort for the school progress (Porter et al, 1974). The school leader could influence and empower the organizational commitment of the teachers not only through

several practices, but also through his/her behavior. The leader, as a role model, often inspires his followers creating a vision for the future of the whole school community (including the teaching staff), a fact that strongly motivates and inspires teachers to remain in the school and to contribute to this vision.

What is more the individualized consideration which is offered to the teachers from the principal, often gives the opportunity for mentoring and supporting the teaching staff towards the goal-orientation of the school, taking into consideration the personal aims, feelings and needs of the individuals and keeping in that way teachers engaged to the school organizational practices (Nguni et al, 2006). Bateman and Organ (1983) defined Organizational citizenship behavior “as a workrelated behaviors that are discretionary, not related to formal organizational reward system, and in the aggregate, promote the effective functioning of the organization” (Organ et al, 1990, p.46). A core characteristic of organizational citizenship behavior includes offering help without necessarily expecting a reward.

Going through several conducted researches, leadership seems to be able to affect the organizational citizenship behavior of teachers either indirectly, through its influence on job satisfaction, or directly, through leader’s behavior and personal relationship with the teaching staff (Nguni et al, 2006). Organizational citizenship behavior could be empowered via several leadership mechanisms. Firstly, the orientation towards the accomplishment of a specific vision can transform the individual work behavior into a meaningful and important activity. That activity contributes to the school evolvement and helps teachers to obtain not only a better sense of their role in the organization but also a vision about their future as members in this organization.

Clarity about the principal’s expectations concerning teachers’ working performance makes employees to consider organizational citizenship behavior as part of their role. This stability of the goal orientation and of the working environment make the leader trustful and keep his followers engaged in the school practices empowering though organizational citizenship behavior (Organ et al, 2006).

Additionally, the promotion of collaborative working towards the achievement of common goals exhibits organizational citizenship behavior as teachers think to be more

responsible concerning the effectiveness of the group. Furthermore, individualized support, as a leadership strategy, is considered to be really supportive, being an indicator of principal's interest towards employee's satisfaction and needs. As a consequence the leader becomes favorable to his followers who usually express their satisfaction through citizenship behavior (Organ et al, 2006). In 2006, Ngui conducted a study in Tanzania trying to explore the effects of transformational and transactional leadership practices on teachers' job satisfaction, organizational commitment and organizational citizenship.

Going through the study results, job satisfaction is usually the mediator for accomplishing both organizational commitment and organizational citizenship. What is more, transformational leadership practices seem to have quite positive effects on teacher's satisfaction in the school context. The fact that the sample size was quite big (560 teachers) allow for generalizations to be made. However, even though a few interesting findings have been revealed, it should be pointed out that the study is referred to the educational context and culture of Tanzania and not to the Western world.

Another concept that has been applied in education during the last years and is considered to be beneficial for teachers' effectiveness is the teacher leadership. It is a form of collective leadership, where educators develop their skills through collaborative work (Troen & Boles, 1992). The term of teacher leadership suggests a commitment among the school teachers, to share their learning and experiences in supportive school culture (Harris & Lambert, 2003). Research evidence points out that the involvement of teachers in decision-making procedures, as well as their empowerment to adopt leadership responsibilities, increase their confidence and job satisfaction.

Furthermore, taking into account the study conducted by Lieberman et al (2000) teacher leadership increases educators' self esteem and guides them towards motivation and encouragement of their colleagues. Another element is the collaborative climate among the teachers which is a characteristic of teacher leadership practice and reinforces school improvement; a process that allows the professional development of the teaching staff in a learning community through lifelong knowledge sharing (Flores, 2007).

Teacher leadership seems to have the potential to structure a collaborative environment, transforming though schools into learning organizations where teachers' isolation is significantly restricted (Muijs & Harris, 2003). The practice of teacher leadership is centrally focused on empowerment, and collaboration; practices that are core characteristics of distributed leadership (Muijs & Harris, 2003). In 2007 Muijs and Harris published an article, based on a study commissioned by the General Teaching Council for England (GTCE) and the National Union of Teachers (NUT), discussing three case studies from three different schools where different levels of teacher leadership are applied. According to the findings, teacher leadership is considered to be a quite important factor of teacher's effectiveness.

However, it is usually necessary to provide the teaching staff with the appropriate training in order to provide them with the capacities to take on leadership roles. While each school has been investigated in depth concerning the teacher leadership, the fact that only three schools are included in the article should not be neglected and for, this reason, generalizations should be done cautiously. Researchers conducted on the impact of leadership practices on teachers' effectiveness have confirmed what literature suggests; that leadership can influence factors concerning teachers' professional development.

Leithwood (1994) made a synthesis from different studies and he indicates "people effects" not only as the foundation of transformational leadership but also as one of the most important factors of restructuring schools. According to Leithwood a transformational leader tries to form common goals in order to guide his/her followers towards a specific orientation by offering individualized support.

In these work settings, the principal usually recognizes the difficulties of the staff, seeks for new ideas to resolve them and spends a lot of time to develop the human capital.

More recently, Flores (2007) conducted a study in six schools in northern Portugal trying to find out if school leadership affects the teachers' learning. All interviewed teachers pointed out the central influence of leadership on structuring a well-developed community in which learning is promoted through several improvement projects.

What seems to be quite interesting is the fact that teachers described effective leadership "as being knowledgeable, strong and goal-oriented, but at the same time, flexible, encouraging,

supportive helpful and close to staff’ (Flores, 2007, p.309); characteristics that match to the transformational style of leadership. While all of the interviewed teachers recognized the strong influence of the leadership practices on structuring a learning community, it is important to bear in mind that the number of the sample is quite small (14 teachers).

While the style of transformational leadership indicates positive impacts on teachers’ effectiveness, Jackson (2000) suggests that a climate of uncertainty is often created by transformational leaders because of the increased flexibility. However, there are several studies which reinforce the conclusion that the transformational leadership has the potential to empower teachers towards the commitment to change their learning in the organization as well (Bogler, 2001; Fullan, 2002; Day et al, 2001).

While the vast majority of evidence suggests the transformational leadership as an effective leadership style, it is quite important to go through the teachers’ perspectives concerning how instructional leadership style could be effective too. Blase and Blase (1999), interviewed 809 teachers in USA to explore how teachers identify effective instructional leadership. According to data provided, instructional leaders could be effective following two practices: by communicating with the teaching staff to promote reflection and by promoting professional development.

- The first one could be achieved through several activities such as: giving feedback in order to encourage teachers, modeling teaching techniques in the classrooms, giving food for thought via inquiry opinions and giving praise about an effective teaching behavior.
- The promotion of professional development could be accomplished through other strategies: focusing on teaching and learning studies, empowering collaborative environment where exchange of experience and learning would be facilitated, applying principles of lifelong learning,

Redesigning teaching programs to achieve effective learning. The fact that the research tool used (questionnaires) was designed in accordance with Blumer’s (1969) and Mead’s (1934) (cited in Blase and Blase, 1999) theory which is appropriate for research in social settings, strengthens the reliability of the findings. However, the research is conducted exclusively in the USA educational context and as a consequence the conclusions are about this specific context.

Concluding, the findings of the above studies offer useful insights and collectively provide evidence to support the claim that the transformational leadership has the potential to empower teachers towards the commitment.

Conclusion:

Current educational research has shown that school has been transformed into a learning organization which needs to be well structured and to renew itself continuously taking into account its present and future needs. Leadership is the mediator which activates inspiration, motivation, support and guidance towards the right direction bringing out the maximum of teachers' potential and achieving school improvement. Perhaps, the most prevalent finding one can draw from the above is that practices such as motivations of educators, job satisfaction in the work settings, organizational commitment, organizational citizenship and teacher leadership are only some of the leadership factors which are considered to be strongly influential concerning teachers' empowerment. What is quite interesting too is that, according to the literature and the evidence provided, transformational leadership seems to include all the appropriate practices that strongly influence teachers' effectiveness. However, regardless of the leadership model employed, this could be effective if the appropriate procedures were applied.

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MULTIDISCIPLINARY APPROACH IN TEACHER EDUCATION PROGRAMME**Dr.Sateesh A.Hiremath**

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ABSTRACT

National Education Policy: 2020 is an innovative move by the Government of India in the field of education. We live in the postmodern virtual world where the limits of a country's education are exhausted and it is enriched by rich global thinking. Indian education has the greatest heritage and a glorious past. It has changed its shape over time due to the crisis affected by social, political and economic problems. This study focuses on the multidisciplinary approach of the New Education Policy: 2020 with respect to teacher education. The use of multidisciplinary approach in a teaching-learning programme is unusual. The use of diverse subjects to convey a theme, subject, or issue is a novel approach to curriculum integration. The same subject or content is studied using a variety of disciplinary approaches in a multidisciplinary curriculum. It is an effective teaching strategy that goes beyond the confines of a discipline or curriculum to enlarge and improve the subject area. This strategy is highly helpful and pertinent for integrating the teacher education programme and improving its acceptance. The National Education Policy-2020 has therefore encouraged a multidisciplinary approach to teacher preparation throughout the nation. Multidisciplinary approaches in teacher education programmes will undoubtedly produce well-rounded individuals with essential 21st century skills in a variety of academic fields, including the humanities, social sciences, business, and professional and vocational fields of study. To use this method to improve and expand classroom learning, teachers must have nearly all necessary skills and knowledge. In light of NEP-2020 in particular, this study discusses the various benefits and drawbacks of multidisciplinary teacher education programmes and offers pertinent advice. The researcher will discuss how the multidisciplinary approach plays an important role in the teacher education in terms of Global Learning. The researcher reviewed the previous education policy report, committees and studied closely related literature desirable for

this study. The results of this study will help to understand the context for the government's introduction of the NEP 2020.

I).INTRODUCTION

A multidisciplinary approach to teacher education is urgently needed. In Indian terms, this approach is not novel. The country's ancient gurukul system of education set the best example of multi-disciplinary education at various times. Students who attended these institutions gained a diverse range of knowledge in subjects such as science, medicine, health, yoga, meditation, history, and almost all types of knowledge. The guru (teacher) imparts his or her knowledge and experience to the disciples in order for them to fully develop, and as a result, they were well equipped with a multidisciplinary approach to instruction and learning.

All of the nation's higher education institutions are urged to adopt multidisciplinary approaches in their fields under the National Education Policy-2020. Various studies on the subject show that this approach to education is easily comparable to the standards and competencies of the modern world while also enhancing and enriching the teaching-learning process. As a result, a multidisciplinary approach in teacher education programmes gives all stakeholders, especially instructors and students, a wide range of options and opportunities. Here, we'll go over various aspects of this strategy in education, especially teacher preparation, as well as its potential drawbacks and benefits.

NEP 2020 calls for an all-encompassing, interdisciplinary education that aspires to fully develop a person's intellectual, social, cultural, physical, emotional, and moral qualities. By the year 2030, NEP also intended to have a substantial, multifunctional higher education institution in each district. According to UGC, such education will aid in the creation with well persons who possess essential 21st century competencies in a variety of disciplines, including professional, technical, and vocational fields as well as the arts, sciences, humanities, and languages. Holistic education will also encompass social interaction, communication, debate, and intense specialisation. This will eventually be how all undergraduate programmes operate.

International Bureau of Education defines, Interdisciplinary approach, Transdisciplinary approach and Multidisciplinary approach is as follows

a). Interdisciplinary approach

An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and of the connections between different disciplines and their relationship to the real world. It normally emphasizes process and meaning rather than product and content by combining contents, theories, methodologies and perspectives from two or more disciplines.

b). Transdisciplinary approach

An approach to curriculum integration which dissolves the boundaries between the conventional disciplines and organizes teaching and learning around the construction of meaning in the context of real-world problems or themes.

c). Multidisciplinary approach

An approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline. Frequently multidisciplinary and crossdisciplinary are used as synonyms describing the aim to cross boundaries between disciplines.

II). REVIEW OF THE RELATED LITERATURE

The recent professional literature on technology education has supported the idea of integrating traditional school materials with technological materials (Grey, 1991; Wirt, 1991). However, relatively few authors have provided significant philosophical and psychological reasons why integrating these materials would help modernize or improve education. After a careful review of the expert literature on the subject, we find that there are compelling reasons to implement and then evaluate these educational reforms. Theories of advanced learning and thinking, learning in the context (context), transfer of acquired knowledge, nature of problems to be solved, and collaborative teamwork are relevant.

Preparing students to work with or in interdisciplinary teams improves interpersonal skills, empathy, and marketability as future professionals and engaged citizens (Herremans, & Murch

2003; Lam, Kolomitro, & Alamparambil, 2011). Being able to understand the personal and professional perspectives of others produces critical thinking and balanced graduates.

III).OBJECTIVES

- Provide a clear concept of multidisciplinary approach in teacher education.
- Explore different aspects of interdisciplinary approaches in teacher education.
- Highlight various aspects of the interdisciplinary approach to teacher education proposed in NEP2020.

IV).METHODOLOGY:

Investigator followed descriptive and analytical study. The main purpose of this paper is to highlight various aspects of interdisciplinary approaches in teacher education. This article is based solely on secondary data collected from available resources such as books, magazines, articles, and web resources. Here, the method is described descriptively and analytically.

Multidisciplinary education is a unique educational approach that allows students to learn and explore distinct subjects or programs from a variety of disciplines. In a multidisciplinary program, several disciplines are used to study the same subject. When we talk about the hierarchical educational structure, the concept of “learning” is defined by many aspects such as curriculum, teaching-learning methods, time limits, etc.

Here, the same subject matter is explored within the framework of multiple disciplines, and this diverse knowledge is integrated to enrich learning communities. This is a unique approach that allows students to enrich their personal and academic experience by citing examples and experiences from various fields of study. An interdisciplinary approach is a way of bringing knowledge from two different fields together and applying it to your child’s learning. An interdisciplinary curriculum, on the other hand, is a way of breaking down the boundaries of different subjects and integrating them to create or build a complete and new body of knowledge. To meet the demands of new social phenomena.

Here educators or teachers in training are ripe enough to impart knowledge and skills with use this new way of teaching and learning. Trainees have enough opportunities to develop this new skill teaching methods and they can easily impress the learners and enrich their multidimensional

skills and experience. This approach is very important and relevant to the current era of development and therefore NEP2020 is strongly recommended to introduce it within our national framework. Recognizing the need for a more comprehensive education, NEP-2020 calls for implement teacher training in multidisciplinary colleges and universities by 2030.

Preparing students to work with and on multidisciplinary teams enhances their interpersonal skills sets, empathy, and marketability as future professionals and engaged citizens (Herremans, & Murch 2003; Lam, Kolomitro, & Alamparambil, 2011). Being able to appreciate others' personal and professional perspectives creates critical thinkers and well-rounded graduates.

Removing silos between departments within higher education and modeling the value and impacts of interdisciplinary approaches should be embedded throughout the curriculum (Herremans, & Murch, 2003). This could be accomplished through team-teaching and program review to ensure students are getting a broader approach in their required courses. Cross listing courses also allows for more opportunities for students to engage with other majors and disciplines around common themes of learning.

In Class Examples

Multidisciplinary approaches to experiential learning can take place across all majors, programs, and levels of student learning. Here are some examples of classroom activities:

- Students may be tasked with using different lenses to evaluate case studies, role plays, interviews, diaries, etc.;
- Coordinating cross-disciplinary seminars or group activities that can work with similar populations but in different settings such as public health, criminal justice, social work and law environment. Maintenance or engineering, finance, architecture and urban planning;
- Pair students by major to work on collaborative projects and think about how their different perspectives have improved work; and
- Invite guest speakers from all walks of life to discuss their role in addressing an issue or concern in the community.

Out of Class Examples

Outside of the classroom, students can be assigned homework as individuals or in groups. Examples could include:

- Create an assignment where students interview a professional in their own field in addition to two others, compare and contrast their answers based on the discipline and theoretical perspectives that drive their work;
- Assign roles to students when watching videos or reading articles to assess the information from different perspectives; and

Internships and Practicums

Internships and field practicums can provide a wealth of opportunities for multi-disciplinary learning and engagement. Examples could include:

- Shadowing or interviewing colleagues and partners outside of one's discipline such as internship majors meeting with school faculties and information technology specialists or major meetings with various professionals.
- Adopt a "grand rounds" approach similar to medicine where several students from different disciplines reflect together and brainstorm potential resources or interventions.

NEP 2020 recognises that teachers will require training in high-quality content as well as pedagogy. By 2030, teacher education will gradually be moved into multidisciplinary colleges and universities. The minimum degree qualification for our teachers will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy.

This degree will also include strong practicum training in the form of student-teaching at local schools. Meanwhile, the 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed. It will be intended only for those teachers who have already obtained Bachelor's Degrees in other specialised subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes. They will be offered only to those who have completed the equivalent of a 4-year multidisciplinary Bachelor's Degree or who have obtained a Master's degree in a speciality stream.

Furthermore, special shorter local teacher education programmes will also be available at BITEs, DIETs, and school complexes. These courses will promote local professions, knowledge, and skills, such as local art, music, agriculture, business, sports, carpentry, and other vocational crafts. This also aligns with the vision of the policy to provide holistic education.

A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated. The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries / Departments of Central Government and various expert bodies, and will be made available in all regional languages. The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education.

Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognised for novel approaches to teaching that improve learning outcomes in their classrooms.

Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, State, National, and international workshops as well as online teacher development modules. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, etc.

A robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage, that incentivises and recognises outstanding teachers. As Hon'ble Prime Minister Shri Narendra Modi has said, "We remain grateful to the hardworking teachers for their contributions towards shaping minds and building our nation." NEP 2020 will honour and recognise the efforts of all educators in making India a VishwaGuru.

V).IMPORTANCE OF MULTIDISCIPLINARY APPROACH IN TEACHING

- Offers student, the flexibility of choosing subjects
- Helps students to pursue their passions along with mainstream education
- Helps to develop pragmatic attitude
- Helps to develop collaborative teacher-student relationship

VI).EXAMPLES OF MULTIDISCIPLINARY APPROACH

- A student who has taken science and maths also studies history.
- An engineering student can pursue a subject in humanities

VII).CONCLUSION

It can be concluded that the overall development of the individual is impossible in the existing educational system. To cite examples from the ancient system of gurukul education, it can be said that multidisciplinary education in teacher training in particular is need of an hour. It is impossible for central or state governments to take all necessary steps for the communication and success of this method, but the active participation of all stakeholders is urgently needed. As proposed in the NEP-2020, there is an urgent need to launch an integrated teacher training program across the country and to transform all academic institutions and places into multidisciplinary educational centers.

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A STUDY ON ACADEMIC ANXIETY OF SECONDARY SCHOOL STUDENTS**Doddamani kaveri,**

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Student's academic performance may suffer as a result of academic worry. Parents and teachers can learn to spot the symptoms of anxiety in schoolchildren. More serious academic issues related to anxiety can be prevented if instructors and parents assist students in learning to control their anxiety early on. Anxiety can deteriorate over time and get worse. It is important to understand academic anxiety since early detection of the condition helps pupils perform better. This paper goes into great length regarding the elements of academic anxiety and ways to lessen it.

KEYWORDS: Academic anxiety, academic performance, secondary school students.

Anxiety is a widespread disorder that affects people of all ages. It could result from a combination of physical, mental, and drug-related conditions or outcomes. Anxiety is described as an unpleasant or fearful state of mind, typically brought on by an imminent or anticipated illness (Merriam-Webster, 2012). The most prevalent forms of anxiety include separation anxiety, panic disorder, generalised anxiety disorder (GAD), phobias, obsessive compulsive disorder (OCD), and stress disorders.

Anxiety may be influenced by a variety of outside influences. These include stress related to school, stress in a personal relationship, stress at work, financial stress, stress brought on by emotional trauma like the loss of a loved one, being a victim of crime, a natural disaster,

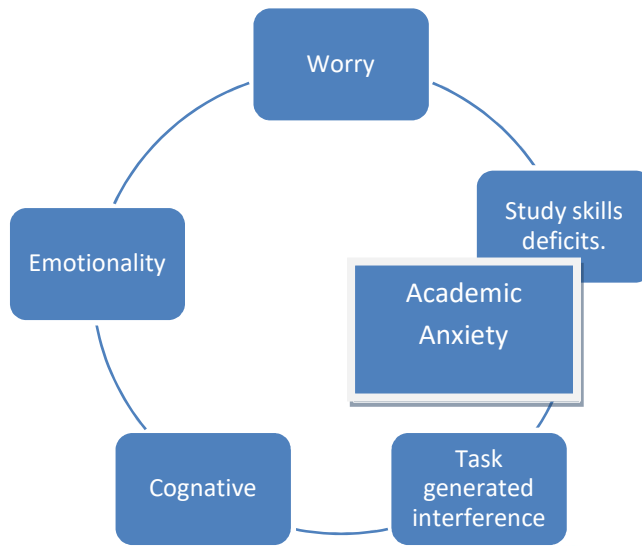
experiencing sexual or physical abuse, and stress brought on by medication side effects. Stress brought on by a significant disease, drug intoxication from cocaine or phentermine, recognizing symptoms of a dangerous medical condition, and oxygen deprivations are all factors (as a result of emphysema, pulmonary embolism, altitude sickness). The good news is that one can effectively control or treat anxiety regardless of its cause.

Academic Anxiety

An appropriate response to some circumstances is anxiety. While some anxiety is acceptable, extreme anxiety can become a significant issue. Anxiety about schoolwork can worsen over time. Huberty As a student's academic performance deteriorates, their anxiety level in relation to particular academic tasks rises (2012). The majority of teachers deal with kids who struggle with academic or social anxiety. Academic performance can also be impacted by social anxiety in students. A student with social anxiety may struggle to complete group projects or may feel uncomfortable approaching a teacher for assistance. Academic anxiety can coexist with social anxiety or even cause it. Teaching self-regulation to pupils can help them manage their anxiety and perform better in class (Ader & Erkin, 2012). Academic tasks cause anxiety in students who are experiencing it. Every academic endeavor has the potential to cause anxiety in students. Some people may only experience anxiety when performing certain duties, including taking tests. There are positive aspects to anxiety. Anxiety might serve as a motivator for some children.

Components of Academic Anxiety

Academic anxiety has four components, worry, emotionality, task generated interference, and study skills deficits. The method of reducing your anxiety depends upon which of these you are experiencing.



1. **Worry:** Thoughts that keep you from paying attention to and finishing your academic work. For instance, predicting failure or being self-deprecating concerns or worries about the results of performing poorly. Self-hypnosis and challenging negative, self-defeating thoughts with more constructive, realistic thinking are two effective management strategies for this aspect.

2. **Emotionality:** Anxiety has biological symptoms. For instance, a rapid heartbeat, sweaty palms, and tense muscles. The best methods for coping with Relaxation techniques for the muscles and the breath help with emotionality.

3. **Task generated interference:** Actions connected to the current work yet are ineffective can hinder effective performance. For instance, During an exam, continually looking at the time, or focusing extensively on a test question you cannot respond. Since these actions may adopt. The most effective management method is to work with a counselor or a teacher of study skills to Identify the precise actions that lead to issues and develop a strategy to lessen or alter them.

4. **Study skill deficits:** Difficulties with your present study techniques that cause anxiety. For instance, cramming at the last minute and failing to learn responses to exam questions or insufficient note-taking during a lecture leading to uncertainty about a significant assignment. Many students experience the first struggle when organizing your life becomes more challenging. They also emphasized how, if anxiety develops into a maladaptive condition, it can

ruin our lives. Anxiety Extremely prevalent in childhood and adolescence, symptoms can have a detrimental impact on a person's overall health, social life, academic achievement, and social skill development. stated that anxiety symptoms can lead to poor academic performance and failure in school since they are connected to memory and cognitive function impairment.

5 Cognitive: Over the past decade, a number of well-controlled studies have supported the validity of a cognitive model of generalized anxiety disorder (GAD) that has four main components: **intolerance of uncertainty, positive beliefs about worry, negative problem orientation, and cognitive avoidance.**

However, it was noted that the effects of test or examination anxiety could restrict one's ability to pursue further education or a career, advancement via the educational system. Before a test or exam, it's common for students to feel apprehensive. However, when this worry is excessive, it can be harmful. According to some, a number of factors can cause a student to experience excessive levels of anxiety. previous course experience, perception of the course load, incapacity to manage time, and any beliefs that may having been fashioned by a complicated web of interrelated factors, can provide a singular response to a circumstance, and can induce fear. Two theories, the interference and the learning deficit models, can account for the deleterious impacts of worry. While the learning deficit model suggests that students' inefficient study practices during exam preparation are what make them nervous, the interference models contend that anxious students are distracted during exams due to task irrelevant cognitions and negative thoughts.

How does anxiety affect academic performance?

Anxiety is a healthy emotion. It is true that high levels of worry cause problems with memory and concentration, both of which are essential for success in school. However, without worry, most of us wouldn't have the drive to prepare for tests, compose essays, or complete daily assignments (especially in classes we find uninteresting). A little bit of fear actually improves academic performance by inspiring effort. Anxiety has significant effects on our lives. These include immediate reaction to stimuli following onset, anticipation and being prepared for

important events in future. It may be unpleasant, but it is often adaptive and in its absence one may. Although a system is necessary for college lectures, not everyone will benefit from the same method. While some students favor handwritten notes, others prefer to use a laptop, while some like to record lectures on their phones and write them down later—it just depends on the individual—what approach works best for him? Finding out a student's preferred learning method is also helpful; some students learn best by listening, while others learn best by doing, while still others learn best by reading and writing. If a student tries to force themselves into a learning method that is not ideal, studying immediately becomes ineffective and stressful.

Ways to Reducing Academic Anxiety

Many students have anxiety related to their studies and exams, whether or not they are concerned with achieving academic brilliance. It has an impact on pupils of all ages. While there are many ways to lessen anxiety related to studying and tests, nobody is immune to academic anxiety.

Student should have Preparation and organization

There are several key skills that go a long way towards reducing anxiety, just because they form a solid base of preparation and organization that help students stay focused and stay on top of his workload. For example, having a good note taking. Although a system is necessary for college lectures, not everyone will benefit from the same method. While some students favour handwritten notes, others prefer to use a laptop, while some like to record lectures on their phones and write them down later—it just depends on the individual—what approach works best for him? Finding out a student's preferred learning method is also helpful; some students learn best by listening, while others learn best by doing, while still others learn best by reading and writing. If a student tries to force themselves into a learning method that is not ideal, studying immediately becomes ineffective and stressful.

Student should have time management skill

One of the most crucial abilities is the ability to manage time effectively, prioritize projects according to their urgency, and adhere to set deadlines. Without effective time management, students are more likely to complete assignments at the last minute, lose sleep studying the night before examinations, subject themselves to a great deal of unnecessary stress, and have their academic performance suffer. Making a study schedule and sticking to it is the key to reducing exam and study anxiety because it is frequently a result of under preparation.

Student should have lower goals and focus on performance levels

According to Stiffeiman, setting lesser goals can lead to greater success, which could reduce stress and improve academic performance. Instead of establishing a target to obtain the greatest grade in the class; aim to be content with your performance.

Stay balanced during exam periods

Stiff Elman stresses the significance of taking breaks and scheduling downtime during the busiest and most stressful times. No matter how hard you try, nobody can focus nonstop, and if you try, you will exhaust yourself. Take regular, brief pauses for enjoyable activities so that you may return to writing or studying rejuvenated.

How to manage academic anxiety in classroom

1. Build strong academic skills to increase academic accomplishment because inadequate study habits typically lead to exam anxiety.
2. If students experience exam anxiety, many techniques such as relaxation, visualization, self-talk, etc. are employed to help them that ease their anxieties about school
3. When a pupil feels anxiety from academic activity, use positive self-talk. It enables pupils to swap out their negative attitudes. in regard to academic pursuits
4. If pupils experience academic anxiety, teachers must explain their anxieties and help them understand they are unfounded.
5. Often imagined when pupils feel apprehensive that the teacher should have completed their academic task from their hands
6. The goal should be to manage anxiety that interferes with pupils' academic performance, not to avoid worry altogether.

CONCLUSION

There is a need to control academic anxiety because it is one of the key elements that hinders students' academic success. enhance academic performance There are so many things that make students more anxious, and this has a huge impact on their academic performance. However, there are strategies for lowering anxiety in students that parents, instructors, and students should be aware of and use so that the next generation can achieve their goals and be courageous in the

face of life. This essay provides information on the causes of academic anxiety, its symptoms, and classroom management strategies.

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EFFECT OF SELF REFLECTIVE PRACTICES TO ENHANCE SELF EFFICACY, CREATIVE TEACHING AND TEACHER IDENTITY AMONG STUDENTS

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Abstract

It is important for teachers to continually update and expand their professional knowledge base and to improve or revise their practices so as to meet the learning needs of their increasingly diverse students. The ever-changing knowledge base in our society means that a teaching force that uses yesterday's professional knowledge to prepare today's students for tomorrow's society can no longer be tolerated. Faced with high-stake assessments to document the mastery of the language, foreign language learners often feel a loss of confidence and perceived self efficacy, thus having negative effects on their academic performance as literature suggests. This study set out to look at the impact learner reflections at a university EFL writing course have on self-efficacy beliefs about the writing course and on the attitudes towards reflection in general. Results show that reflection increases self efficacy of the course and students see reflection as a valuable tool.

Keywords: self-efficacy, self reflection, teacher identity, student teacher

Introduction

For more than ten years educational psychologists have tried to propose solutions to low academic achievement by going back to the learner and putting him at the center of the process. Since, many learner centered theories and practices have taken the spotlight with the belief that the learner is an active player in the process and has an important role in his own academic journey. Thus, strategies, techniques and methods have been and are being developed to train him/her because many characteristics of a good learner can be taught. One area of interest in learner centeredness is learner beliefs which have preserved its momentum in the field of teaching and learning. For years, researchers have questioned whether self beliefs play a role in

academic performance and success. Many studies in education have found that the beliefs students hold about themselves have an impact on their performance. Students who develop positive attitudes about their abilities or as known in literature students with high self-efficacy, are believed to perform better. Self efficacy beliefs are also associated with work related performance in many areas such as business, marketing, technology etc. (Gist & Mitchell, 1992) as well as healthcare and sports.

Effective teachers continually reflect on and improve the way they do things, but reflection is not a natural process for all teachers. Some teachers think that the toolkit is enough.

Literature review

Research practice

Teacher research practice is defined as systematic qualitative and/or quantitative inquiry, carried out individually or collaboratively by teachers in their own educational context, to develop the quality of teaching and learning in general and enhance their professional development in particular (Borg, 2010). It is suggested that teachers be encouraged to take a much more innovatory, rather than implementary, role in their professional teaching practice by engaging both with (i.e. through reading) and in (i.e. through doing) research (Smith, 2014). Kirkwood and Christie (2006) argued that teachers' own research practice enhances their independent professional development and brings about innovation in the curriculum.

Although English language teachers may be actively resistant to implementing the research-based recommendations of academics, in some contexts academics as stakeholders in research in applied linguistics in higher education occupy positions of power to develop research agendas for English language teachers, and regard this hierarchical trend as an issue of inequality of power and status in conducting research (Allison & Carey, 2007). Moreover, as Rose (2002) argued, "there is a widening gulf between researchers and classroom practitioners, and research often fails to focus on the real life experiences of most teachers" (p. 44). On the other hand, due to some setbacks for teachers' research engagement in the educational context, the knowledge base keeps growing

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Concept Self-Reflection

Nowadays Reflection is important more than ever as we live in the age of instant gratification, opinion, and feedback among the myriad of information only a click away. Dewey is considered as one of the fathers of the definition of reflection and much of the literature written on this topic credits him for his contribution in this area. He suggested that reflective thinking is “an active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends” There are other numerous definitions of reflective thinking, but all agree that it is not a loose, random, uncontrolled act. Rather, it is an active process, often initiated by a puzzle, problem or a need where the learners continuously assess what they know, need to know and consider the tools required for the process. Daydreaming or the "loose flux of disconnected material that floats through our minds" as Dewey puts it, is not "real thinking". Reflective thinking is disciplined, focused and geared towards a conclusion. As such, it can be said that training students to engage in reflective thought is not only an academic undertaking but it is required for action and advancement in the society. "The need of thinking to accomplish something beyond thinking is more potent than thinking for its own sake" Dewey (1910). Reflection helps us use the knowledge we have to make meaning of the new experiences.

As Elliot (1943) put it a long time ago "learning and understanding learning processes does not happen maximally through experience alone but rather as a result of thinking about - reflecting on it". In language learning, for optimal learner autonomy Little (2007) suggests three crucial components: learner involvement, learner reflection and target language use. Despite the importance of reflection, many students, especially language learners fall short in this area. Teaching styles, culture, and perceived self-efficacy can have a serious impact on reflection.

Riedinger (2006) states that to be effective reflective thinking in the classroom needs to be in alignment with the learning objectives and those students should be taught to reflect. Reflection, especially to students from different cultures and backgrounds, is an activity that does not come

In [psychology](#), **self-efficacy** is an individual's [belief](#) in their capacity to act in the ways necessary to reach specific goals. The concept was originally proposed by the psychologist [Albert Bandura](#).

Self-efficacy affects every area of human endeavor. By determining the beliefs a person holds regarding their power to affect situations, self-efficacy strongly influences both the power a

person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to investment behaviors such as in [health](#), [education](#) and [agriculture](#).

A strong sense of self-efficacy promotes human accomplishment and personal [well-being](#). A person with high self-efficacy views challenges as things that are supposed to be mastered rather than threats to avoid. These people are able to recover from failure faster and are more likely to attribute failure to a lack of effort. They approach threatening situations with the belief that they can control them. These things have been linked to lower levels of stress and a lower vulnerability to [depression](#).

Self-efficacy has proven especially useful for helping undergraduate students to gain insights into their career development in education. Researchers have reported that subject self-efficacy is more predictive of subject interest, choice of subject-related courses and subject majors than past achievements in subject or outcome expectations.

Gender differences in self-efficacy expectancies importantly influence the career-related behaviors and career choices of human beings. [self-efficacy](#) was found to be a crucial factor for teaching computer programming to school students, as students with higher levels of technological self-efficacy achieve higher learning outcomes. The effect of technical self-efficacy was found to be even stronger than the effect of gender

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Academic self-efficacy

Academic self-efficacy refers to the belief that one can successfully engage in and complete course-specific academic tasks, such as accomplishing course aims, satisfactorily completing assignments, achieving a passing grade, and meeting the requirements to continue to pursue one's major course of study. Various empirical inquiries have been aimed at measuring academic self-efficacy.

Reflection on the other hand, ensures deep thinking while combining past, present and future experiences. Reflective thinking makes learning more meaningful and puts it in a broader context. Unfortunately, students at all levels and all subjects seem to struggle with it partly because of lack of direction or models. The purpose of this study is to look at the impact of structured written reflections in the perceived self-efficacy in teaching learning classroom. The study description and result discussion will follow a general overview of self-efficacy and reflection concepts in education.

Self-Efficacy

Bandura (1993) describes perceived self-efficacy as "students' beliefs in their ability to regulate their own learning, master academic activities, determine their aspirations, level of motivation and academic accomplishment". He (1997) reached to the conclusion that students with high self-efficacy persevere longer and search for deeper meaning across learning tasks. Pajares & Schunk (2005) stated that these types of students have higher achievement at school.

Bandura (1984) also noted that self-efficacy plays an important role in language learning by fostering or impeding it. Self efficacy differs from confidence in the sense that it is context specific. Therefore we can talk about self-efficacy within a specific activity, task or course framework. Self-efficacy is can change and be cultivated. Studies about self-efficacy have been carried out in many academic areas and have been associated with positive effects on learning outcomes.

Naturally. Riedinger (2006) warns: "students who are given vague instructions about the goal and objectives of portfolios and reflection, may become confused, frustrated and resistant to further reflection". Literature suggests two approaches for reflection: unstructured and structured approach.

(Kidwai, et.al., 2010). The first one provides minimal guidelines and as such it can be challenging for language learners who still struggle with proficiency and getting their message across. The structured approach uses questions or prompts to help the learners thinking in certain areas or aspects of the task.

Method

This study employs a design to try to explore the effects of written reflections on the self-efficacy beliefs about the writing course and on beliefs about reflection as a valueable strategy for future use. The added perspective of the practitioner researcher was thought to make data interpretation and meaningful. Two intact classes were used as a treatment and a control group. The independent variable manipulated in this study is a classroom reflection component and the dependent variable is self-efficacy beliefs.

Conclusion

It develops open mindness, willingness to consider new information and even to face the challenges in learning process and allows learn new concept with open hearted, self reflection impacts on self efficacy of teacher for effective teaching and teacher identity among students. This study employs a quantitative design to try to explore the effects of written reflections on the self-efficacy beliefs about the writing course and on beliefs about reflection as a valueable strategy for future use.

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TRENDS IN TEACHING ENGLISH LANGUAGE

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Abstract

This paper discusses briefly the most recent trends in English language teaching and learning. It is concerned with methods, where strategic teaching, corpora, play-way method, digital teaching, Learning and teaching management platforms, and learning. The change of role of the language teachers and students, lifelong learning, portfolio development and reflective practices.

Introduction

English language has been familiarized by Christian missionaries in India since from 17th century. The goals of teaching English in India has been changed its focus of imitation speaking to library language, which lead to knowledge development. But it stressed the focus on teaching the culture of native English speakers. Now from the last two decades the focus of teaching English language is to develop local or native and international culture along with communication skills. The focus of teaching English language is to develop every student into competent users of language in turn it helps them to think critically and to convert themselves as constructive social changing agents, as Crystal (2004) and Cook (2005) noted.

Teaching English

Many reformations have been taken to prescribe the text books for the learners. The present syllabus is more locally relevant, intercultural, critical, reflecting the ideas of student learning style and self-direction. Recent researches focus the expansion of communicative competency to intercultural communicative competence. Thus the teacher needs to attend both local and international cultures to make the students as competent user of international

English language. English language classes focus on fostering the students' thinking by the student-teacher interactions. Play-Way method captures students' attention, helps him to learn with fun. Student participating in school co-curricular activities like drama, skit, debate, speech, essay writing, poems writing etc. competitions stimulates for language learning.

Embodied learning is based on the idea that learning is not just about remembering. It involves using the mind and the body, collaborating, discussing and exploring. Learners need to be emotionally, intellectually, physically and socially engaged.

Strategies of Teaching

E-communication has made possible a huge range of networking possibilities. Berk (2016) notes that when it comes to technological tools facilitating learning of grammar and language skills, the few very renowned and helpful ones are: Interactive white board, Classroom flipping. Many academic institutes have revolutionized using this approach. Many resource materials are used for blended learning and gamification. The gamification of learning makes the learner more engaging and interesting. Online learning apps prepare the learner to use English of global standards. Corpora computer lexicographic software holds vast amount of real language enables to write dictionaries, includes how words and grammatical forms are used.

For language learning, tools like: Prezi, Screencast-o-Matic, Voice Thread, Captivate, PowerPoint, Camtasia, and YouTube fall under the category of flipped learning. Social media tools Twitter for instance caters few very helpful learning platforms such as: CambridgeWords, English247, BBCle, EnglishTips4U, LearnEnglishBC, Google learning apps. Virtual reality is seeing greater prominence in the classroom example Google's "Expeditions". It blends tech and education both in and out of school.

Apart from this Instagram has boomed with a novel concept of learning through visual aids and Pinterest also follows the pied piper lead. Many instructors also consider creating a Facebook page that their pupils can like. They post updates in different languages encouraging non-native speakers to translate them. Moreover blogging on Tumblr may also be used as an inspirational technique that motivates learners to submit their precise views and ideas in English.

Edmodo, are increasingly popular. They give learners an online way to find handouts, continue classroom discussions and submit homework. Now, online platforms are also used to communicate with parents and other stakeholders, give teachers and administrators a better overview of the curriculum, and help manage lesson plans and materials.

The Royal ABC (Prosper Education Pte Ltd) curriculum for four-to-six year olds comes with a teacher platform that allows teachers to manage lesson planning, complete administration, schedule homework and report to parents. This gives teachers more time to work with children in the classroom. These tools may appeal because they seem shiny and new. But the true value of innovations lies in how much they can help learners to become better communicators in English, and the extent to which they can help teachers encourage learners

Appealing to football-lovers, LearnMatch uses training sessions, friendly matches, leagues and cup games to make vocabulary learning fun for young learners. Get Set, Go! Phonics (Oxford University Press) uses chants, songs and games to help develop pre-school children's phonological awareness.

On an even more immersive scale, Learn Languages with Ruby Rei (Wibbu) plunges the learners into an interactive adventure game. They have to use their language skills to negotiate, collaborate and build friendships in order to escape from a forgotten planet at the edge of the universe. Any learning that takes place is incidental.

Changing roles and increasing responsibilities of teachers

In the 21st-century classroom, teachers have multiple roles and responsibilities as facilitators of student learning and creators of a productive classroom environment in which students can develop the skills they will need for the 21st-century workforce.. Another change noticed is that many teachers no longer teach in isolation. Teachers have the

opportunities to co teach, team-teach, and collaborate with other teachers from other disciplines.

Richards and Rodgers conceive a teacher's role as a part of „design“, component of a method. Little Wood conceptualizes the role of the teacher as a facilitator of learning, an overseer, a classroom manager, a consultant or adviser and at times a co-communicator with the learners. To Harmer, a teacher plays the role of a controller, organizer, assessor, promoter, participant, resource, tutor and observer.

Reflective practice refer to the teachers' own statement of their teaching beliefs and values, and a profile of themselves in action. It consists of the teachers' own selection of whatever represents the best parts of their practice, including activities, materials designed, feedback from learners and peers, problems and difficulties faced and worked through, observation notes, test results, videos and audio tapes, anecdotes and stories, own reflections, plans, diary notes and so on. Reflective practice encourage teachers to make their own meaning, define their own success, and to view their work consciously and critically from multiple perspectives. Reflective practice is related to teachers questioning and exploring their own practice of teaching. It is a sort of systematic curiosity about going beyond the edges of what we know and do, to find out how we could do things differently or better. Of particular interest are questions like 'Is there a discrepancy between what I say I do and what I actually do?' Action research might guide us to try to become more aware of our own beliefs and how they frame the way we teach and think about teaching. It brings an appreciation of the existence of this frame, and rigor about surfacing our unconscious slants, skews and biases if we want to make real changes to our practice.

A trend in ELT today has been to make the students independent learners. The purpose is to equip learners with appropriate learning strategies to take the responsibility for self-direction.

The students are trained in the use of learning strategies in order to improve their learning effectiveness. Learners learn how to learn.

Pondering on the existing trends and a wave of change, we can make a sensible guess that we are moving “from simplicity to complexity, from uniformity to diversity, from prescriptivism to eclecticism, from oneness to pluralism, from customary to embryonic ways of doing things, more towards flexibility, practicality and towards refinement of current practices in order to make a difference.”

Perhaps we might be using real text and real situations, reaching across the globe for our communicative practice, working with what students produce rather than creating situations to provoke desired language.

Perhaps methodology will be more participatory than teacher-led, and grammar will be seen as more of a process than as a thing out there to be learnt

Learning would be emergent and facilitated rather than prescribed and taught.

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MOBILE LEARNING: LIFE-LONG EDUCATION

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Abstract

Information and communication technology (ICT) has become one of the most important parts of modern society. Many countries are now looking upon understanding ICT and mastering the basic skills and concepts of ICT as a part of the core of Education. Mobile learning is a part of ICT. Mobile learning is more spontaneous than other forms of learning. Research shows that mobile devices can be more easily integrated across the curriculum than desktops. This is possible since many students already have mobile devices and wireless mobile devices. This paper explains the scope of mobile learning, principles of mobile learning, characteristics and advantages of mobile learning. It has been concluded that in the upcoming days, mobile learning will become a normal part of lifelong education and self-directed learning.

Key words: Mobile learning, dimensions of mobile learning, theories behind mobile learning, lifelong education

Introduction

The progress of any country depends on the arrangement of education adopted by it to prepare the next generation. With the creation of mobile technologies, it is the need for India to remodel and upgrade the current education system. Though there are many long-term plans that are in various stages of implementation, the immediate goal should reach huge masses with limited investment. Mobile devices can help in the conceptualization of smart education systems. This can be mainly attributed to the fact that India has the second largest mobile phone user subscription base in the world, with over 900 million mobile phone users. Mobile devices have good penetration even in rural areas where other infrastructure does not exist. This growing ubiquity of mobile devices, the availability and adoption of mobile broadband technology and

market penetration of low-cost Smartphone also hold key promises for the use of mobile technologies for education in India.

We are all aware of the concept of e-learning which refers to the use of information technology in the process of learning. Several initiatives have been taken by the government of India to promote e-learning. One of the most prominent among them is the setting up of the “National Program on Technology Enhanced Learning (NPTEL)” by the ministry of human resources development. The aim of NPTEL was to develop curriculum-based video lectures and web courses to enhance the quality of engineering education in India. This programme became a great success that in turn triggered the setup of several such programmes across India by both public and private parties.

Both e-learning and m-learning are very closely related, the main difference being in the endpoint devices used for viewing the content. Another key aspect of m-learning is that for m-learning content to provide 100 percent end user experience, it is important to keep track of some parameters like layout and format of the content because of some inherent limitations that are present in mobile device design.

Today educational mobile apps are available on popular platforms like Android and iOS. Developers are creating educational apps based on particular subjects. They are simplifying complex concepts with easy to understand illustrations and animations, puzzles games etc. There are apps available for grammar, physics, chemistry, mathematics and so on. With the prices of tablets and smart phone coming down people from villages and remote areas can also make use of this apps to learn and update their skills. There are also certain websites like Khan Academy and various YouTube channels that offer video lectures by eminent scholars and teachers in various subjects.

Basic Characteristics of M-Learning

Mobile learning has different characteristics. The core characteristic of mobile learning are ubiquitous, portable size of mobile tools, blended, private, interactive, collaborative, and instant information. Seppälä and Alamäki (2003) claimed that the core characteristic of mobile learning enables learners to be in the right place at the right time, that is, to be where they are

able to experience the authentic joy of learning. Figure 3 illustrated basic characteristics of an effective mobile learning approach.

1. Ubiquitous/Spontaneous: Mobile learning is more spontaneous than other learning types. It is this spontaneity that is probably the most defining characteristic of mobile learning. Mobile learning is context aware, meaning that students can learn everywhere. Wireless technologies such as laptop computers, palmtop computers, and mobile phones are revolutionizing education and transforming the traditional classroom based learning and teaching into anytime and anywhere education (Cavus & Ibrahim, 2009).
2. Portable size of mobile tools: Mobile learning tools are small and portable (Quinn, 2000; Ahonen et al., 2004; Cavus & Ibrahim, 2009). Students can use it everywhere during their learning activities.
3. Blended: Teachers can use this approach with blended learning model (Uzunboylu, Cavus & Ercag, 2009). Students can use mobile tools for homework, projects or etc. in the education. Blended learning, which combines classroom instruction with m-learning, can maximize the benefits of both face-to-face and online methods (Bonk & Graham, 2006; Ocak, 2010).
4. Private: M-learning is private. It means that only one learner at a time usually has access to the mobile tool and that when students want to access information connects and downloads independently from other learners (Chidi, 2002; BenMoussa, 2003; Zhang, 2003; Virvou & Alepis, 2005).
5. Interactive: M-learning environments which utilizes the latest technologies to bring an interactive learning environment into learning and teaching activities (Cavus & Uzunboylu, 2009). Students are not passive, the functions of mobile tools and environments allow varying levels of interactivity. Sharples et al. (2005) indicated that the technological layer represents learning as an engagement with technology, in which tools such as computers and mobile phones function as interactive agents in the process of coming to know.

6. Collaborative: Mobile technologies are support communication between students and teachers. So mobile technologies may use for collaborative learning activities in the education (Uzunboylu, Cavus & Ercag, 2009; Virvou & Alepis, 2005).
7. Instant information: Using a mobile tool is all about immediacy (Eteokleous & Ktoridou, 2009; Cavus & Ibrahim, 2009). According to Cohen (2010) the need is for quick answers to specific questions. Learning content must reflect this requirement by providing material that enables a learner to quickly zone into information. Examples of instant information are definitions, formula, and equations, etc.

Need for mobile learning

According to Abhijit Mitra (2012) the need for mobile learning are as follows

1. Advances in technology and high levels of mobile phone penetration have made mobile devices the ideal targets for mobile learning applications.
2. It is as important to have behavioral change as well as technological change; social norms are rapidly evolving and for most people the benefits of the mobile phone now outweigh its disadvantages. Educators need to tap into the new behaviours and technologies rather than trying to change or resist them.
3. Participants coming to business schools have their own mobile devices and there is a need to provide more flexible opportunities for study that build in some choice in how participants will use technology.
4. Participants have increased expectations and are depending on technology to help them fit learning into their complex, demanding lives.
5. An increasing number of employers and organizations are already making use of mobile learning.
6. Mobile devices offer an effective way of increasing participation and engagement.
7. Mobile devices can support pre and post-programme learning.

8. Busy participants can use their mobile devices to extend their opportunities to learn.

Scope of Mobile Learning

A. Business: In era of technology, companies always have to update their infrastructure and technology. M-learning can be useful in providing professional training to business employees to make them compatible with new technology. Applications can be developed that will provide practical instructions via sms to the user for certain project.

B. Education: M-learning as name itself indicate can be useful for teaching learning process. Different applications can be developed for this purpose. For example, application development can be undertaken for child education that will enable learning of primary English education, simple mathematics. Mobile games can be developed that will help to improve logic of student. Similarly M-learning can be also useful in higher education. Third-party educational applications are readily available for the newest mobiles, and educational content is easy to find for almost every discipline.

C. Rural Development: Today mobile phone have reached to in depth rural area where yet other services have not reached. In this concern M-learning can be useful for rural development. Literacy initiative can be undertaken. Training can be provided to rural people so that they could get the benefits of technology era.

Advantages of Mobile Learning

1. **Accessibility:** Mobile learning supports both active self learning. It provides an environment that allows access to content, peers, portfolio artifacts, experts and much more. This level of constant accessibility can be from a laptop, tablet or smartphone or just in person.
2. **Increased cloud-based collaboration:** With the cloud platform been the key to mobility, its accessibility provides availability of learning materials including all data resources, thus, opening doors to inaccessible forms of collaboration and revision.
3. **Performance Metrics of Knowledge:** This form of learning provides diversified measures of performance and comprehension when it comes to application of knowledge.

4. **Asynchronous Learning Experience:** M-learning allows you to have a personalized learning experience. When it comes to understand things, people are different. Here, the time provided is enough or adaptable to anyone.
5. **Integration of various Learning Styles:** Mobile learning addresses the entire concept of integrated learning (personal communication, digital interaction and physical movement) such as listening to a podcast, use of videos to learn and also research.
6. **Transparency:** This is the byproduct of mobility, collaboration and connectivity. Through social media platforms such as Facebook, twitter and LinkedIn, Mobile learning gets a fast audience both in regional and global communities. This is all possible because performance, reflection, evaluation, thinking and planning are both digital and mobile.
7. **Diverse Thinking:** Mobility in M-learning comes along with diversity. With constantly changing learning environments, the way of thinking has evolved as a result of new challenges, ideas and opportunities. Collaborating audiences think diversely and are also diverse.
8. **Learning support:** The support provided to learners is continuous. It facilitates individualized tutoring, advice and access to resources for learners and teachers. The learning experience is very rewarding.
9. **Course creation and content delivery options:** The learners see mobile learning application as a tool for referencing. Course accessibility through devices allows learners to get hold of authentic and useful information.

Conclusion

Mobile Learning increases access for those who are mobile or cannot physically attend learning institutions, those who would not otherwise be able to follow courses in a traditional educational setting due to the constraints of work, household activities, or other competing demands on their time. Mobile Learning makes Education more accessible in that it enables learners to pursue their studies according to their own schedule. The portability of mobile technology means that Mobile Learning is not bound by fixed class times. Mobile Learning enables learning at all times and in all places, during breaks, before or after shifts, at home, or on the go. Mobile Learning is portable, it is not necessarily associated with physical movement. Mobile technology can support quick feedback or reinforcement, immersive experiences such as mobile investigations, situated

learning in an authentic context, access to information while moving around a specific environment, information sharing in collaborative learning, record keeping in informal and lifelong learning and coordination of learning and resources. Mobile devices are best viewed as mediating tools in the learning process during which the learners, teachers and content interact with each other. So, in future day's mobile devices have brought a vast number of lifelong learning possibilities which are convenient and compatible to the mobile lifestyle.

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ಶಿಕ್ಷಣದಲ್ಲ ಮಾಧ್ಯಮಗಳ ಪಾತ್ರ

ಕುಮಾರಿ. ಪ್ರಭಾವತಿ ಎಸ್. ಕೆ.

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ಶ್ರೀ ಮುರುಘರಾಜೇಂದ್ರ ಸ್ವಾಮೀಜಿ B. Ed ಮತ್ತು M.Ed. ಕಾಲೇಜು

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I ಸಾರಲೇಖ :-

ಸಮೂಹ ಮಾಧ್ಯಮಗಳು ಶಿಕ್ಷಣದಲ್ಲ ತನ್ನದೇ ಆದ ಸ್ಥಾನವನ್ನು ಪಡೆದುಕೊಂಡಿದೆ. ಹೇಗೆ ಶಾಸಕಾಂಗ ಕಾರ್ಯಾಂಗ ನ್ಯಾಯಾಂಗ ಸಂವಿಧಾನದಲ್ಲಿ ಮುಖ್ಯ ಪಾತ್ರ ವಹಿಸುತ್ತದೆಯೋ ಹಾಗೆಯೇ ಮಾಧ್ಯಮಗಳು ನಾಲ್ಕನೇ ಅಂಗವಾಗಿ ಕೆಲಸ ಮಾಡುತ್ತವೆ ಅಂತೆ. ಒಂದು ಸಮಾಜವನ್ನು ತಕ್ಕಮಟ್ಟಿಗೆ ತಿದ್ದುವ ಕೆಲಸ ಒಬ್ಬ ವ್ಯಕ್ತಿಯಿಂದ ಸಾಧ್ಯವಾಗಬೇಕೆಂದರೆ ಅದು ಮಾಧ್ಯಮದಿಂದ ಮಾತ್ರ ಸಾಧ್ಯ. ಏಕೆಂದರೆ ಮಾಧ್ಯಮ ಅಷ್ಟೇ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಕೆಲಸ ಮಾಡುತ್ತವೆ. ಮಾಧ್ಯಮ ಎಂಬುವುದು ವಿಶಾಲವಾದ ಕಲ್ಪನೆಯಾಗಿದೆ. ಅದು ಹೀಗೆಂದರೆ ಸರ್ಕಾರದ ಸಣ್ಣ ಸಂದೇಶವು ಒಬ್ಬ ಸಾಮಾನ್ಯ ವ್ಯಕ್ತಿಗೆ ತಲುಪುತ್ತದೆಯೋ ಅಲ್ಲ ಮಾಧ್ಯಮಗಳು ಕ್ರಿಯಾಶೀಲವಾಗಿ ಕೆಲಸ ಮಾಡುತ್ತವೆ. ಆಡು ಮುಟ್ಟದ ಸೊಪ್ಪಿಲ್ಲ ಎಂಬಂತೆ ಮಾಧ್ಯಮಕ್ಕೆ ದಾಸರಾಗದ ಜನರಿಲ್ಲ ಎಂಬ ಮಾತು ಇದು ಅಕ್ಷರಾಂಶ ಸತ್ಯ. ಬೆಳಗಿದ್ದು ಟೀ ಯೊಂದಿಗೆ ದಿನಪತ್ರಿಕೆ ಕೈಗೆ ಸಿಗಲಿಲ್ಲ ಎಂದರೆ ಆ ದಿನವೆಲ್ಲ ಏನೂ ಕಳೆದುಕೊಂಡಂತೆ, ಒಂದು ವಿಷಯ ಮಾಧ್ಯಮದಲ್ಲಿ ಪ್ರಸಾರ ಆಯ್ತು ಎಂದರೆ ಮಾತ್ರ ಅದು ಸುದ್ದಿ ಅನಿಸಿಕೊಳ್ಳುವ ಕಾಲ ಇದು.

II ಪೀಠಿಕೆ :-

ಈ ಮಾಧ್ಯಮ ಶಿಕ್ಷಣ ಎಂಬುವುದು ಕೆಲವು ವರ್ಷಗಳಿಂದ ಪರಿಚಯವಾಗಿದ್ದು, ಹೆಚ್ಚಾಗಿ ಬೆಳಕಿಗೆ ಬಂದಿದ್ದು ಮಾತ್ರ ಇತ್ತೀಚಿಗೆ ಅದಕ್ಕೂ ಮೊದಲು ವಿದೇಶದಲ್ಲಿರುವ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳಲ್ಲ ಹೆಚ್ಚಾಗಿ ಕಂಡುಬರುತ್ತಿತ್ತು. ಆದರೆ ಕಾಲಕ್ಕೆ ತಕ್ಕಂತೆ ಬದಲಾವಣೆಯಾಗಿದ್ದನ್ನು ನಾವು ಕಾಣಬಹುದಾಗಿದೆ. ಅಂದರೆ ಇತ್ತೀಚಿಗೆ ಅತಿ ಹೆಚ್ಚಾಗಿ ಮಾಧ್ಯಮಗಳ ಮೂಲಕ ಶಿಕ್ಷಣ ನೀಡುತ್ತಿರುವುದು ಪರಿಣಾಮಕಾರಿಯಾಗಿದೆ. ಯಾವುದೇ ಒಂದು ವಿಷಯದಲ್ಲಿ ಒಳ್ಳೆಯದು ಕೆಟ್ಟದ್ದು ಇರುತ್ತದೆಯೋ, ಅದೇ ರೀತಿಯಾಗಿ ಇದರಲ್ಲೂ ಸಹ ಈ ವ್ಯವಸ್ಥೆಯನ್ನು ಕಾಣಬಹುದಾಗಿದೆ. ಈ ಮಾಧ್ಯಮ ಮತ್ತು ಶಿಕ್ಷಣದ ಕುರಿತು ಅದರ ಅಂತರಾಳವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳೋಣ, ಶಿಕ್ಷಣವು ಕೇವಲ ಕಲಿಕೆಯ ಫಲಿತಾಂಶವಲ್ಲ ಆದರೆ ಸ್ವಯಂ ಶಿಕ್ಷಣ ಮತ್ತು ಮಾಧ್ಯಮದ ಪ್ರಭಾವ ಹೆಚ್ಚಾಗಿದೆ.

ಶಿಕ್ಷಣ ಎಂಬುದು ಹುಲಯ ಹಾಲನಂತೆ ಅದನ್ನು ಕುಡಿದವರು ಹುಲಯಂತೆ ಅನ್ಯಾಯ ಮತ್ತು ಶೋಷಣೆಯ ವಿರುದ್ಧ ಘರ್ಷಿಸುತ್ತಾರೆ. ಎಂದು ಹೇಳಿರುವ ಡಾಕ್ಟರ್. ಬಿ ಆರ್ ಅಂಬೇಡ್ಕರ್ ಅವರ ಮಾತು ಇಲ್ಲ ಸ್ಮರಿಸಬಹುದಾಗಿದೆ.

III ಮುಖ್ಯ ಅಂಶಗಳು

- ಶಿಕ್ಷಣ

- ಮಾಧ್ಯಮ
- ಗಣಕಯಂತ್ರ
- ದೂರದರ್ಶನ
- ಲ್ಯಾಪ್ಟಾಪ್
- ರೇಡಿಯೋ
- ಮುದ್ರಣ
- ಅಂತರ್ಜಾಲ
- ವೃತ್ತ ಪತ್ರಿಕೆಗಳು

IV. ಶಿಕ್ಷಣ ಮತ್ತು ಮಾಧ್ಯಮದ ಅರ್ಥ ವಿವರಣೆ :-

ಶಿಕ್ಷಣ ಎಂದರೆ :- ವರ್ತಮಾನ ಕಾಲದಲ್ಲಿ ನಿಂತು ಭೂತಕಾಲವನ್ನು ನೋಡಿ ಭವಿಷ್ಯಕ್ಕಾಲವನ್ನು ರೂಪಿಸುವುದು ಶಿಕ್ಷಣವಾಗಿದೆ.

* ವ್ಯಕ್ತಿಯ ಸರ್ವತೋಮುಖ ಬೆಳವಣಿಗೆಯೇ ಶಿಕ್ಷಣವಾಗಿದೆ.

ಅರಿಸ್ತಾಟಲ್ ಅವರ ಪ್ರಕಾರ ಶಿಕ್ಷಣವೆಂದರೆ :- ಸದೃಢ ದೇಹದಲ್ಲಿ ಸಬಲ ಮನಸ್ಸನ್ನು ಉಂಟು ಮಾಡುವುದೇ ಶಿಕ್ಷಣ

* ಮಾಧ್ಯಮ :- ಸೀಮಿತ ಸಮಯದಲ್ಲಿ ಹೆಚ್ಚು, ಜನರಿಗೆ ಏಕಕಾಲದಲ್ಲಿ ಮಾಹಿತಿಯನ್ನು ತಲುಪಿಸುವ ಸಂವಹನವಾಗಿದ್ದು, ಅತ್ಯಂತ ಪರಿಣಾಮಕಾರಿಯಾಗಿದ್ದ ಬೋಧನೆಯಾಗಿದೆ.

ಈ ಮಾಧ್ಯಮಗಳ ಮೂಲಕ ಶಿಕ್ಷಣವನ್ನು ನೀಡುವುದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳು ಮತ್ತು ಬೋಧಕರು ಹಲವಾರು ವಿಧಾನಗಳ ಮೂಲಕ ಸಂವಹನ ನಡೆಸಬಹುದು.

V. ಉದ್ದೇಶಗಳು:-

* ವಿದ್ಯಾರ್ಥಿಗಳ ಆಸಕ್ತಿ ಅವಧಾನವನ್ನು ಕೇಂದ್ರೀಕರಿಸಬಹುದು.

* ಕಲಿಕೆಯಲ್ಲಿರುವ ನ್ಯಾಯತೆಗಳನ್ನು ಸ್ವಯಂ ಆಗಿ ಅರಿಯಬಹುದು.

* ಕಲಿಕೆ ಮತ್ತು ಬೋಧನೆಯನ್ನು ಪರಿಣಾಮಕಾರಿ ಮಾಡಬಹುದು.

* ಕಲಿಕೆ ಗುಣಮಟ್ಟವನ್ನು ಹೆಚ್ಚಿಸಬಹುದು.

* ಹೊಸ ವಿಧಾನಗಳನ್ನು ತಿಳಿಯಬಹುದು

VI. ಮಾಧ್ಯಮಗಳ ಶಿಕ್ಷಣ ಭವಿಷ್ಯತ್ತಿನ ಶಿಕ್ಷಣ :-

ಈ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ವೇಗವಾಗಿ ಓಡುತ್ತಿರುವ ಕಾಲದಲ್ಲಿ ನಾನು ತೆವಳಿಕೊಂಡು ಹೋಗುತ್ತೇನೆ ಎಂದರೆ ಅದು ಅಸಾಧ್ಯ. ಈ ಕಾಲಕ್ಕೆ ತಕ್ಕಂತೆ ಹೊಂದಿಕೊಂಡು ಹೋಗುವುದು ಮನುಷ್ಯನ ಸಹಜ ಗುಣ, ಅಂದರೆ ಹಿಂದೆ ಶಿಕ್ಷಣ ಪದ್ಧತಿಯು ತುಂಬಾ ಭಿನ್ನವಾಗಿತ್ತು. ಇಂದಿನ ಕಾಲದ ಶಿಕ್ಷಣಕ್ಕೂ ಮಕೆಲ ಶಿಕ್ಷಣಕ್ಕೂ ಬಹಳ ವ್ಯತ್ಯಾಸವಿದೆ. ಈ ಎರಡು ಸಹ ವಿದ್ಯೆಯನ್ನು ಕಲಿಸಿದರು ಸಹ ಇವೆರಡರಲ್ಲಿ ಸಾಮಾಜಿಕ ಸಮಾನತೆಯ ಸಾಮ್ಯತೆ ಇರಲಿಲ್ಲ. ಈ ಕಾಲ ಬದಲಾದಂತೆ ಶಿಕ್ಷಣದ ವ್ಯವಸ್ಥೆಯು ಬದಲಾಗಿದೆ ಅದರಂತೆ ಇಂದು ಅತ್ಯಾಧುನಿಕ ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆಯನ್ನು ನಮ್ಮ ಮುಂದಿದೆ ಇದನ್ನು ಮೀರಿ ಭವಿಷ್ಯದಲ್ಲಿ ಹೊಸತನವನ್ನು ಕಾಣಬಹುದಾಗಿದೆ. ಈ ಮಾಧ್ಯಮಗಳ ಮೂಲಕ ನೀಡುವ ಶಿಕ್ಷಣದಿಂದ ಶಿಕ್ಷಕರು ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳು ತಮ್ಮದೇ ಆದ ಕಲಿಕೆಯ ವೇಗವನ್ನು ಸುಧಾರಿಸಿಕೊಳ್ಳಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ.

ಮಾಧ್ಯಮಗಳ ಮೂಲಕ ಪಡೆಯುವ ಶಿಕ್ಷಣದಿಂದ ಶಿಕ್ಷಕರು ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳು ತಮ್ಮದೇ ಆದ ಕಲಿಕೆಯ ವೇಗದ ಜೊತೆ ಜೊತೆಗೆ ಕಲಿಕೆ ಗುಣಮಟ್ಟವನ್ನು ಕೂಡ ಹೆಚ್ಚಿಸಬಹುದಾಗಿದೆ. ಮಾಧ್ಯಮಗಳ ಮೂಲಕ ನಾವು ಹೆಚ್ಚಿಷ್ಟು ವಿಷಯಗಳ ಬಗ್ಗೆ ಕಲಿಯಬಹುದಾಗಿದೆ ಅಷ್ಟೇ ಅಲ್ಲದೆ ನಮಗೆ ಎಲ್ಲಾ ರೀತಿಯ ಕಲಿಕೆಗೆ ಆಯ್ಕೆ ಇರುತ್ತದೆ. ಈ ಮಾಧ್ಯಮಗಳ ಮೂಲಕ ಪಡೆದ ಶಿಕ್ಷಣವು ಹೆಚ್ಚು ಪರಿಣಾಮಕಾರಿಯಾಗಿದೆ.

VII. ಸ್ವಯಂ ಕಲಿಕೆಯಲ್ಲಿ ಮಾಧ್ಯಮಗಳ ಪಾತ್ರ :-

ಈ ಮಾಧ್ಯಮಗಳ ಬಳಕೆಯಿಂದಾಗಿ ಸ್ವಯಂ ಕಲಿಕೆ ಹೆಚ್ಚಾಗಿದೆ. ಅಷ್ಟೇ ಅಲ್ಲದೆ ನಮ್ಮದೇ ತಾಳ್ಮೆ, ಸಂಯಮ ಇವೆಲ್ಲವನ್ನು ಗುರುತಿಸಿಕೊಂಡು ಕಲಿಕೆಗೆ ಮುಂದಾದರೆ ಹೆಚ್ಚು ಜ್ಞಾನ ವೃದ್ಧಿ ಆಗಲಿದೆ.

- * ಸ್ವಯಂ ಕಲಿಕೆಯಿಂದ ಸಮಯ ಮತ್ತು ವೇಳಾಪಟ್ಟಿಯಲ್ಲಿ ನಾವು ಏನನ್ನು ಬೇಕಾದರೂ ಸಹ ಕಲಿಯಬಹುದು.
- * ಬೋಧಕ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳ ನಡುವೆ ಸಂವಾದವನ್ನು ಈ ಮಾಧ್ಯಮಗಳು ಉತ್ತೇಜಿಸುತ್ತದೆ.
- * ಸ್ವಯಂ ಶಿಕ್ಷಣದಲ್ಲಿ ಸಾಮಾಜಿಕ ಮಾಧ್ಯಮವು ಮಹತ್ವದ ಪಾತ್ರವನ್ನು ವಹಿಸುತ್ತದೆ.
- * ಔಪಚಾರಿಕ ಶಿಕ್ಷಣಕ್ಕೆ ಸಮಾನವಾದ ಪ್ರಯೋಜನ ಒದಗಿಸುತ್ತದೆ.
- * ಸ್ವಯಂ ಕಲಿಕೆಯಿಂದಾಗಿ ನೈಜವಾದ ಜ್ಞಾನವನ್ನು ಸಹ ನಾವು ಅರಿಯಬಹುದಾಗಿದೆ.
- * ಸ್ವಯಂ ಕಲಿಕೆ ವೈಚಾರಿಕತೆಯನ್ನು ಬೆಳೆಸುತ್ತದೆ.
- * ಅನ್ವೇಷಣೆಯ ಮನೋಭಾವನೆಯನ್ನು ಕೂಡ ವೃದ್ಧಿಸುತ್ತದೆ

VIII. ಲಾಕ್ಡೌನ್ ನ ಸಮಯದಲ್ಲಿ ಮಾಧ್ಯಮಗಳ ಪಾತ್ರ :-

ಈ ಮಾಧ್ಯಮಗಳ ಶಿಕ್ಷಣ ಮತ್ತು ಅದರ ಪರಿಣಾಮಗಳು ಇತ್ತೀಚಿಗೆ ಹೆಚ್ಚು ಪ್ರಸಿದ್ಧಿಯನ್ನು ಪಡೆದಿದೆ. ಭಾರತ ಸರ್ಕಾರವು ಲಾಕ್ಡೌನ್ ಘೋಷಣೆಯನ್ನು ಮಾಡಿದ ಸಂದರ್ಭದಲ್ಲಿ ದೇಶದಲ್ಲಿ ಪೋಷಕರು ತಮ್ಮ ಮಕ್ಕಳ ಭವಿಷ್ಯವನ್ನು ನೆನಪಿಸಿಕೊಂಡು ಏನಪ್ಪಾ ಮಾಡುವುದು ಎಂದು ತಲೆ ಮೇಲೆ ಕೈ ಹೊತ್ತು ಕುಂತಿದ್ದರು. ಈ ಸಮಯದಲ್ಲಿ ಮಾಧ್ಯಮಗಳು ಅತ್ಯಂತ ಮಹತ್ವದ ಪಾತ್ರವನ್ನು ವಹಿಸಿವೆ. ಅಂದರೆ ಜನರ ನೋವು ಹತಾಶೆಯ ಮಾಯವಾಯಿತು. ಈ ಮಾಧ್ಯಮಗಳ ಮೂಲಕ ಶಿಕ್ಷಣ ಪಡೆಯಲು ಆರಂಭಿಸಲಾಯಿತು, ಆರಂಭದಲ್ಲಿ ಈ ರೀತಿಯ ಶಿಕ್ಷಣಕ್ಕೆ ಒಗ್ಗಿಕೊಳ್ಳಲು ಕಷ್ಟ ಪಟ್ಟ ವಿದ್ಯಾರ್ಥಿಗಳು ಕಾಲ ನಂತರ ಅದೇ ಸರಿ ಎಂಬಂತೆ ಇದ್ದರೂ ಅದರಲ್ಲೂ ಕೆಲವು ಹುಡುಗರು ಮಾತ್ರ ಯಾವಾಗಲೂ ಲಾಕ್ಡೌನ್ ಇರಲಿ ಎನ್ನುವ ಮಾತುಗಳು ಸಹ ಆಡುತ್ತಿದ್ದರು.

ಲಾಕ್ಡೌನ್ ನಿಂದ ಹಲವಾರು ವಿದ್ಯಾರ್ಥಿಗಳು ಶಿಕ್ಷಣವನ್ನು ಮುಟ್ಟುಕುಳಿಸಬೇಕಾಯಿತು. ಕಲಿಕೆಯ ಫಲಿತಾಂಶ ಮತ್ತು ಅದರ ಗುಣಮಟ್ಟದಲ್ಲಿ ಕುಸಿತ ಉಂಟಾಯಿತು, ಈ ಲಾಕ್ಡೌನ್ ನಿಂದಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಮಾನಸಿಕ ಆರೋಗ್ಯ ಮತ್ತು ಸಂತೋಷಕ್ಕೆ ತೊಡಕಾಗಿದೆ, ವಿದ್ಯಾರ್ಥಿಗಳ ಆತ್ಮವಿಶ್ವಾಸ ಮತ್ತು ಸ್ವಾಭಿಮಾನವನ್ನು ಕಡಿಮೆ ಮಾಡಿತ್ತು. ಹಲವಾರು ಮಾಧ್ಯಮಗಳ ಬಳಕೆ ಸರಿಯಾಗಿ ಅರಿಯಲಾಗದೇ ತಮ್ಮ ವಿದ್ಯಾಭ್ಯಾಸವನ್ನು ಮುಟ್ಟುಕುಗೊಳಿಸಬೇಕಾಯಿತು. ಮಾಧ್ಯಮಗಳು ಕಲಿಕೆ ಮತ್ತು ಬೋಧನೆಗೆ ಹೆಚ್ಚು ಉಪಯುಕ್ತವಾಗಿದೆ.

ಮಾಧ್ಯಮಗಳು ಈ ಲಾಕ್ಡೌನ್ ಸಮಯದಲ್ಲಿ ತಮ್ಮದೇ ಆದ ಮಹತ್ವದ ಕಾರ್ಯವನ್ನು ಕೂಡ ನಿರ್ವಹಿಸುತ್ತಾ ಬಂದಿವೆ ಅದು ಯಾವ ರೀತಿ ಎಂದರೆ.

* ಆನ್ಲೈನ್ ಕಲಿಕೆ

* ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆ ವೇದಿಕೆ.

* ಸ್ವಯಂ ಕಲಿಕೆಗೆ ಪ್ರೇರಣೆ

* ತಾಂತ್ರಿಕ ಸಾಮರ್ಥ್ಯ ಹೆಚ್ಚಿಸುವ ಕಾರ್ಯ ಕೂಡ ಮಾಡಿದೆ.

* ವಿಮರ್ಶಾತ್ಮಕ ಮನೋಭಾವನೆಯು ಕೂಡ ಹೆಚ್ಚಿಸಿದೆ

IX. ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾಧ್ಯಮಗಳ ಮಹತ್ವ :-

ಈ ಮಾಧ್ಯಮಗಳ ಬಳಕೆಯಿಂದಾಗಿ ಮಾಹಿತಿ ಮತ್ತು ಸಂವಹನದ ಹಂಚಿಕೆಯನ್ನು ಸಮರ್ಪಕ ರೀತಿಯಲ್ಲಿ ಸುಗಮಗೊಳಿಸಲು ಸಹಾಯ ಮಾಡುತ್ತದೆ. ಈ ಮಾಧ್ಯಮಗಳ ಮೂಲಕ ನೀಡುವ ಶಿಕ್ಷಣವು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆನ್ಲೈನ್ ನಲ್ಲಿ ಉಪನ್ಯಾಸವನ್ನು ಕೇಳಲು ನೋಡಲು ಮತ್ತು ವಿವಿಧ ಮಟ್ಟಮೀಡಿಯಾ ಸ್ವರೂಪಗಳಲ್ಲಿ ಸಂಬಂಧಿತ ಅಧ್ಯಯನ ಸಾಮಗ್ರಿಗಳನ್ನು ಪಡೆಯಬಹುದಾಗಿದೆ. ಶಿಕ್ಷಕರಿಗೆ ಅವರವರ ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ವಿವಿಧ ಪರಿಕರಗಳನ್ನು ಬಳಸಲು ಅವಕಾಶವನ್ನು ನೀಡಲು ತುಂಬಾ ಸಹಕಾರಿಯಾಗಿದೆ. ಶಿಕ್ಷಕ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳು ಸ್ವಯಂ ಜ್ಞಾನಾರ್ಜನೆ ಮಾಡಿಕೊಳ್ಳಬಹುದಾಗಿದೆ. ಶಿಕ್ಷಕ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳು ಹೊಸತನವನ್ನು ಕಲಿಯಲು ಅನುವು ಮಾಡಿಕೊಡುತ್ತದೆ.

ಫಿ. ಮಾಧ್ಯಮ ಬಳಕೆಯ ಅನುಕೂಲಗಳು ಮತ್ತು ಅನಾನುಕೂಲಗಳು :-

ಅನುಕೂಲಗಳು :-

- * ಹಣದ ಉಳಿತಾಯವಾಗುತ್ತದೆ.
- * ತಂತ್ರಜ್ಞಾನದ ಮಟ್ಟ ಹೆಚ್ಚಳವಾಗುತ್ತದೆ.
- * ಸುಲಭವಾಗಿ ಹಾಜರಾತಿ ಮಾಡಿಕೊಳ್ಳಬಹುದು.
- * ಸಮಯದ ಉಪಯೋಗವಾಗುತ್ತದೆ.
- * ಕಡಿಮೆ ಸ್ಪರ್ಧೆ ಮತ್ತು ಕಡಿಮೆ ಒತ್ತಡ.
- * ಎಲ್ಲಾ ಕಡೆ ವಿಸ್ತರಿಸಿಕೊಳ್ಳಬಹುದು.
- * ಭಯವಿಲ್ಲದ ವಾತಾವರಣ ನಿರ್ಮಿಸುತ್ತದೆ.
- * ಮಳೆ, ಗಾಳಿ, ಬಿಸಿಲಿಗೆ ಹೆದರಬೇಕಾಗಿಲ್ಲ.
- * ತಂತ್ರಜ್ಞಾನದ ಸದ್ಬಳಕೆ ಆಗುತ್ತದೆ
- * ಅನಾನುಕೂಲಗಳು:-
- * ಏಕಾಗ್ರತೆಯ ಕೊರತೆ
- * ಆರೋಗ್ಯ ಸಮಸ್ಯೆ ಉಂಟಾಗುತ್ತದೆ.
- * ಹೆಚ್ಚಿನ ವೆಚ್ಚದಾಯಕವಾಗಿದೆ.
- * ಸಾಮಾಜಿಕ ಕೌಶಲ್ಯದ ಕೊರತೆ.
- * ದೇಹದ ಮೇಲೆ ಕೆಟ್ಟ ಪರಿಣಾಮ ಉಂಟಾಗುತ್ತದೆ.
- * ಸಂವಹನ ಸಂಪರ್ಕದ ಕೊರತೆ ಉಂಟಾಗುತ್ತದೆ.



XI. ಮಾಧ್ಯಮಗಳ ಬಳಕೆಯಿಂದಾಗಿ ಶಿಕ್ಷಣದಲ್ಲಾಗುವ ಅಪಾಯಗಳು:-

* ಈ ಮಾಧ್ಯಮಗಳ ಬಳಕೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಹೆಚ್ಚು ಅನುಕೂಲದ ಜೊತೆ ಜೊತೆಗೆ ಅಪಾಯವು ಕೂಡ ಉಂಟಾಗುತ್ತದೆಂದು ಹೇಳಬಹುದಾಗಿದೆ. ಅದು ಏಕೆಂದರೆ:- ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರತಿಕ್ರಿಯೆ ಸೀಮಿತವಾಗುತ್ತದೆ. ಸಾಮಾಜಿಕ ಪ್ರತ್ಯೇಕತೆಯನ್ನುಂಟು ಮಾಡುವುದು.

*ಬಲವಾದ ಸ್ವಯಂ ಪ್ರೇರಣೆ ಮತ್ತು ಸಮಯದ ನಿರ್ವಹಣಾ ಕೌಶಲ್ಯಗಳು ಬೇಕಾಗುತ್ತದೆ.

* ಮುಖಾಮುಖಸಂವಹನದ ಕೊರತೆ ಉಂಟಾಗುತ್ತದೆ.

* ಕೆಲವು ವಿಭಾಗಗಳಿಗೆ ಮಾತ್ರ ಸೀಮಿತವಾಗಿದೆ.

* ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾನ್ಯತೆ ಮತ್ತು ಗುಣಮಟ್ಟದ ಭರವಸೆಯ ಕೊರತೆ ಇರಲಿದೆ.

XI. ಉಪಸಂಹಾರ:-

ಈ ರೀತಿಯಾಗಿ 21ನೇ ಶತಮಾನದ ಸಂವಹನ ಮಾಧ್ಯಮ ತಂತ್ರಜ್ಞಾನವು ಏಕಕಾಲಕ್ಕೆ ಲಕ್ಷಾಂತರ ಜನ ಕ್ಷಣಾರ್ಧದಲ್ಲಿ ಮಾಹಿತಿಯನ್ನು ವಿಶ್ವದ ಮೂಲೆ ಮೂಲೆಯಲ್ಲಿ ಹಂಚಿಕೊಳ್ಳಬಹುದಾಗಿದೆ. ವಿದ್ಯುತ್ ಮಾನ ಮಾಧ್ಯಮವು ಜಾಗತಿಕ ಗ್ರಾಮವನ್ನು ಸೃಷ್ಟಿಸಿವೆ. ಭಾರತದಲ್ಲಿ ಎಲ್ಲರ ಹತ್ತಿರವೂ ಮೊಬೈಲ್ ಗಣಕಯಂತ್ರ ಲ್ಯಾಪ್ಟಾಪ್ ಇದೆ, ಎಂದು ಹೇಳಲು ಅಸಾಧ್ಯ ಎಂದಿಗೂ ಸಹ ವಿದ್ಯುತ್ ಸಂಪರ್ಕ ಇಲ್ಲದೆ ಅದೆಷ್ಟು ಹಳ್ಳಿಗಳಿವೆ. ಅಲ್ಲಿಗೆ ಮಾಧ್ಯಮಗಳ ಮೂಲಕ ಶಿಕ್ಷಣವೆಂದರೆ ಊಹಿಸಿಕೊಳ್ಳಲು ಸಹ ಕಷ್ಟವಾಗುತ್ತದೆ. ಈ ಕಾರಣದಿಂದಾಗಿ ಅದು ಎಷ್ಟೋ ಜನ ಪೋಷಕರು ತಮ್ಮ ಮಕ್ಕಳನ್ನು ಸರ್ಕಾರಿ ಹಾಸ್ಟೆಲ್ ಗಳಲ್ಲಿ ಇರಿಸಿಕೊಂಡು ಕಲಿಸುತ್ತಾರೆ ಅದನ್ನು ಸಮಪಯೋಗಪಡಿಸಿಕೊಂಡು ವಿದ್ಯಾರ್ಥಿಗಳು ತಮ್ಮ ಜ್ಞಾನವನ್ನು ಸರಿಯಾದ ವೇದಿಕೆಯಲ್ಲಿ ಪ್ರದೇಶಿಸಿದರೆ ಸಾಧನೆಗೆ ಖಂಡಿತ ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಅವುಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಂಡು ದೇಶಕ್ಕೆ ಏನನ್ನಾದರೂ ನೀಡಬೇಕು ಎಂಬ ಮನೋಭಾವನೆಯನ್ನು ಅಭ್ಯಾಸ ಮಾಡಿದರೆ ಸಾರ್ಥಕ ಜೀವನನಾಗಿಸಿಕೊಳ್ಳಬಹುದು ಅಲ್ಲವೇ.

XI. ಆಧಾರ ಗ್ರಂಥಗಳು:-

* ಮಾಹಿತಿ ಮತ್ತು ಸಂವಹನ ತಂತ್ರಜ್ಞಾನ - ಸಿ. ಜಿ. ಪ್ರಸಾದ್.

* ಮುಂದುವರೆದ ಬೋಧನಾ ಶಾಸ್ತ್ರ ಕನ್ನಡ ಮತ್ತು ಸಮಾಜ ವಿಜ್ಞಾನ:- ಡಾಕ್ಟರ್ ಗಿರಿಜಾ ಅನಬ.

* ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ:- ಜಿಎಸ್ ವಸಂತ್ ಕುಮಾರ

EDUCATION AND ECONOMIC GROWTH

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ABSTRACT: This paper focuses on impact of investment in education on economic growth reference to India. Throughout, the objective is to draw out the implications of the empirical results for education policy on Indian economic growth. The results suggest that female education is of particular importance in India. They also suggests that perhaps because of the externalities it generates, primary education is more important than might be deduced from its relatively low private rate of return. Significance of Education, Skill and its Impacts on Employability Education is the backbone of each family that too women's education is very essential. Creating more schools and allowing hundreds of colleges and universities to mushroom is not going to solve the crisis of education and economic growth in India. And even Skill Learning Having knowledge alone is not adequate to bring the changes, the need of skill to execute properly is important. The analysis in this paper highlights the importance of higher education and education which builds skills in bringing about economic up gradation at the individual level as well as at the macro level. that of the State. It is also highlighting that the availability of a trained labour force with higher levels of education and skills has to go hand in hand with other infrastructural facilities to enhance the economic performance of the States. "Nation does not need pointless, goalless youngsters, instead need mindful, talented, skilful youth to compromise the dynamic society and improve the status of our country with economic growth among others".

KEY WORDS: Education, Economic growth, Human capital, Skilled labour and Employability

Education is an act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. It can be thought of as the transmission of the values and accumulated knowledge of society. Education has been defined by many educationists, philosophers and authors.

These are the some opinions of experts on education are as follows :

Education is the process of training man to fulfil his aim by exercising all the faculties to the fullest extent as a member of society. – **Aristotle**

Education is all one with growing; it has no end beyond itself. (Education is everything along with growth, education itself has no final destination behind him). – **John Dewey**

Education efforts that are deliberately chosen to influence and assist children with the aim of improving knowledge, physical and morals that can gradually deliver the child to the highest goal. In order for the child to live a happy, and all what he did be beneficial to himself and society. - **Prof. H. Mahmud Yunus**

Education means the bringing out of the ideas of universal validity which are latent in the mind of every man. – **Socrates**

Economic growth is an increase in the production of economic goods and services in an economy. It is commonly measured in terms of the increase in aggregate market value of additional goods and services produced in a particular year using estimates such as GDP.

In simple terms, economic growth refers to an increase in aggregate production in an economy, which is generally manifested in a rise in national Income, per capita Income, quality consumption and standard of living. In economics, growth is commonly modelled as a function of physical capital, human capital, labour force and technology.

“Education for All” Initiative is very essential tool in economic growth of any country. “A high rate of education is essential for countries to be able to achieve high levels of economic

growth so that the developing countries should grow faster than rich countries because they can adopt cutting edge technologies already tried and tested by rich countries”.

“Early childhood development is a smart investment. The earlier the investment, the greater the return.” —James Heckman

For a country to develop economically, it must have a sound education system. Since independence, India has always focused on improving literacy rates.

Education in India means the process of teaching, learning, and training of human capital in schools and colleges. This improves and increases knowledge and results in skill development hence enhancing the quality of the human capital.

The Relationship Between Education and Economic Growth

Education is one of the most important aspects of development. It has a significant impact on a country's economic prosperity. Decades of research confirm that increased investment in education leads to increased economic growth. This includes higher salaries for individuals, greater workforce effectiveness, and higher gross domestic product. Education directly affects economic growth insofar as it is essential to improve human capital. Let's take this step by step. An economy's production capacity depends on different factors. These include physical capital, technology and the number of workers, as well as their quality.

The analysis of education as an economic commodity has a long history. Education is one of the most powerful instruments for reducing poverty, inequality and enhances the competitiveness in the global economy. Therefore, ensuring access to quality education for all, in particular for the poor and rural population, is central to the economic and social development of India. Education as an investment good that augmented the stock of human capital. Individuals made educational choices in the way that an investment cost paid now produces a flow of benefits through life time in the form of income/salary whose earning will be more compared with the present cost. Without considerable investments in human capital, no country can achieve long-term economic progress. Human capital and economic growth are strongly linked. Human capital influences

economic growth and may aid in developing an economy by broadening its people's knowledge and abilities.

Education in schools can also be an important tool for a country's economic development. Children are often referred to as a country's future. Education is one of the primary resources of change; its role is to help people acquire knowledge and skills, which can, in turn, be used to acquire jobs. Households with educated people stand a better chance of lifting themselves out of poor living conditions than households without educated people in them. As a result, educating their minds will contribute to national growth. When the human capital formation is going in the right direction, we can positively picture society. Indicators of economic development includes an increase in employment and a reduction in income disparities. All traditional and orthodox schools of thinking are abolished, and as a result, the rate of labour force participation rises, raising the level of output.

Within development and growth economics, the importance of education as an economic variable also has a distinguished history beginning with Lewis(1962). Questions regarding appropriate mix of skills, what type of education to be emphasised, the relationship between education and the capacity of the economy to absorb educated workers in productive employment. Innovative human capital can introduce new ways of production, facilitating a rise in output and economic growth in the form of GDP growth. Production will increase as employment grows. A higher rate of human capital involvement and equality leads to a higher employment rate. Furthermore, a rise in income raises the standard of life, and an increase in work prospects aids in the reduction of wealth disparities. population's knowledge, capital, or collective cognitive skills, is by far the most important determinant of a country's economic growth.

Education is one of the most powerful instruments for reducing poverty, inequality and enhances the competitiveness in the global economy. Therefore, ensuring access to quality education for all, in particular for the poor and rural population, is central to the economic and social development of India. Education plays an integral part in the overall development of the personality. The government has come up with unique steps to make primary education compulsory for all. In simple words, elementary education implies eight years of compulsory

schooling that begins from the age of six. The government ensures to make elementary education free and compulsory for all.

Education broadens people's outlook on themselves and the world around them. It enhances their quality of life and provides a variety of social benefits to both people and society. It is critical for ensuring economic and social progress. It helps in the development of human capital, productivity, creativity, poverty reduction, encourages entrepreneurship, technological advancements, women empowerment, social development, health awareness, and other areas where economic development can be boosted. Human capital refers to workers' knowledge, skill sets, and experience in an economy. Human capital is the recognition that not everyone possesses the same skill sets or information. Because a competent workforce may lead to more excellent production, the skills have economic worth. Investing in people's education may also increase work quality. Because unskilled employees cannot operate sophisticated machinery or processes, but skilled and specialized personnel can. This human capital boosts physical capital's productivity. This raises productivity, which leads to higher output and, as a result, economic growth.

These different roles of education in India's Economic Growth and Development are addressed below :

1. Human capital is directly related to human development. When there is human development, qualitative and quantitative advances in the nation are unavoidable. Human capital is an instrument for promoting the comprehensive development of the nation.
2. It is the key to boosting economic efficiency and social consistency by raising the workforce's worth and efficiency and therefore lifting the poor out of poverty.
3. Due to qualitative improvements in each generation, the third generation of India's population is actively working in the country's workforce in the second decade of the 21st century. It is the most qualitative superior human resource.
4. The fast growth of the Indian economy in response to improvements in the export of financial services, software services, and tourism services sector demonstrates India's cumulative human capital growth and that leads to economic growth of an economy.

5. Both tertiary and secondary education provide significant contributions to the formation of key government institutions, the legal system, and the financial system.
6. Educated labours and workers are capable of properly applying current techniques and equipment, allowing for increased output and economic progress. This brings great economic development.
7. Poverty and education are adversely connected. The most effective way to reduce poverty is to invest in education. Education indirectly helps in the fulfilment of fundamental necessities such as water and sanitation, access to health care, and housing, as well as influencing women's behaviour in fertility decisions and family planning.
8. Technical and vocational education and training can provide marginalised people with job opportunities while also integrating important learning skills.
9. It can assist young people in finding work in green industries such as alternative energy, recycling, agriculture, transportation, and communication.
10. As a result, women's desire for equality with men is a worldwide phenomenon. Purdah (veil system), female infanticide, child marriage, sati system (self-immolation by women with their husbands), dowry system, and the status of lifelong widowhood were all abolished or significantly reduced in India after independence due to legislative efforts.
11. The need for an educated female labour force has expanded practically everywhere due to the high speed of economic growth. An increasing number of women have been joining the economic sphere, seeking paid labour (remunerative jobs) outside the home, during the last quarter of the twentieth century. Women are increasingly contributing to the economy as employees, consumers, entrepreneurs, managers, and investors. Women may now be found in practically every industry, including architecture, law, financial services, engineering, medicine, and information technology. They've also gone into service jobs like a nurse, beautician, salesperson, waitress, and so on.
12. Education has always had the power to move a society forward from a dark place to a place of optimism. It serves as a vital tool for social and economic growth. Superstitions, the practice of bad culture, the dowry system, gender biases, and other barriers to society's progress have a detrimental impact on the society's foundation. Education paves the path to overcome such obstacles. As a result, over a longer time of societal transformation, not only

will individuals improve themselves, but they will also contribute to the growth of a nation's economy.

13. People's minds can be imparted with health awareness through education like to enhance disease control, all health professionals' knowledge, attitude, and abilities about signs, symptoms, and management procedures for health threats should be improved.
14. Education contributes to economic growth by imparting basic attitudes, moral values and specific skills, which are necessary for variety of places. It contributes economic growth by improving health, reducing fertility, and political stability. Importance of educational system is to produce a literate, disciplined, flexible labour force via high-quality education.
15. Education may increase the innovation capacity of the economy and the knowledge on new technologies, products, processes, promotes growth.
16. Education may facilitate the diffusion and transmission of knowledge needed to understand the process new information and to implement successfully new technologies devised by others, which again promotes economic growth.
17. Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society.
18. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition to this it plays a very crucial role in securing economic and social progress and improving the income distribution of a state.
19. Education helps in the development of science and technology. It brings new innovations in the field of research and technology.
20. Skilled and knowledgeable workers can use economic resources meaningfully and sensibly. It expands the economic production of a country (GDP).

Recently, the Indian government has taken steps to provide more job-oriented education in order to increase the supply of trained employees and push the country's economy forward. Prime Minister Narendra Modi announced the 'Kaushal Bharat, Kusal Bharat' project. The government has established a goal for 400 million citizens by 2022 to enable them to find work under this initiative. Various programs, such as the Pradhan Mantri Vikas Yojana (PMKVY), the National Policy for Skill Development and Entrepreneurship 2015, the Skill Loan Scheme, and the National Skill Development Mission have been launched.

Data provided by the Census of India shows literacy rates to have improved for the country as a whole from 18 per cent in 1951 to 74 percent in 2011 (Reserve Bank of India, 2015-16). 77.7 percent in 2022 (Published by National Survey of India).

In the period 2001 to 2011, i.e. two consecutive Census rounds, the number of persons with only primary education has increased from 14,265 per lakh population to 15,209 per lakh population. The number of persons completing secondary education i.e. completing the cycle of schooling has increased from 7,702 per lakh population to 8,749 per lakh population. The availability of persons with higher education and skills has increased from 4,065 per lakh population to 6,576 per lakh population in the same time period.

In terms of per lakh population, primary education has increased during the decade 2001-2011 by about 6.6 percent while secondary education has increased by 13.6 percent in the same period. However, there has been a quantum increase by about 61.8 percent with regard to persons acquiring higher education and education which provided them with skills and thereby increased their employability. The preference towards higher education and skill providing education is reflective of an aspirational change in the younger generation of Indians.

The returns to education differ across the various levels of education. Average wage/salary earnings per day received by regular wage/ salaried employee across the various NSSO rounds indicate that higher levels of education are associated with higher earnings. Between the years 2005-2006 and 2011-2012, while the illiterates had an increase in their average earnings from Rupees 77/- to Rupees 164/- per day, an increase of Rupees 87/-, for graduates and above, this increase over the same period has been Rupees 391/- per day. The study, therefore, indicates that the earning potential for those who have acquired higher levels education has increased far more significantly than those who are semi-literate or illiterate.

Importance will be given to the area where the government can improve the economic growth like real estate, construction, jewellery designing, tourism, banking, transportation, gem industry, textile etc. It will improve the individual earnings and which directly influence economic growth of the nation. The mission also plans to bring the courses for specific age groups on language and communication skills, personality development skills, behavioural skills, life and positive

thinking skills, including job and employability skills which will be conducted by group discussion, games, brainstorming, simulation, practical experiences and case studies etc.

The education expenditure of GDP states the total amount of income being invested in the development of education in the country. **From the year 1952 to 2016, the total GDP percentage increased from 0.64 to 4.9.**

Conclusion:

One of the important factors in human capital formation is education. Human capital was considered as an important role in economic growth mainly as an engine for improvement of the output level. Therefore, investment in education sector activates the economic growth in the following ways: 1. It raises efficiency and productivity. 2. It raises production and growth rate. We can conclude that Human capital increases productivity, suggesting that education really is productivity-enhancing rather than just a device that individuals use to signal their level of ability to the employer. The education sector in India is growing swiftly with large private individuals collaborating with the government to develop this sector. The government is also considering many steps to enhance the quality of education in India.

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DIGITAL RESOURCES IN SOCIAL SCIENCE TEACHING LEARNING PROCESS**Dr. Shivanagouda S Satmar**

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Email: shivanag482@gmail.com**Introduction:-**

With the widespread use of ICT teachers are increasingly use modern digital resources that enables students to effectively engage in the learning process. As we know apart from new digital resources like blog, wiki, social networking sites, internet, e-book, e-conference etc., traditional digital resources like Radio, Television are also used in teaching learning process. Owing to their advantages in making learning content available to wider population. Thus both traditional and informational and communicational technologies (ICTS) based teaching learning resources are use in the educational process.

Social Science is a field where digital resources has become a doubled edged sword. Easy accessibility to online information has made it easy for teachers and students to get sources of materials on every topics. For Social Science digital literacy and digital citizenship are important to teach and learn. Pay special attention to the new skills that students must have in order to use digital resources wisely and appropriately in Social Science topics.

Objectives:-

After going through this study you will be able to.

- 1) Describe digital resources on teaching learning of Social Science.
- 2) Explain the uses of digital resources in teaching learning of Social Science.
- 3) Use web.2.0, E-books, E-conferences in teaching learning process of Social Science.
- 4) Practice digital resources applications in teaching learning of Social Science.

Meaning of Digital Resources:-

Digital resources have been defined as those which can be either accessible from libraries' in house database or from the world wide web.

Any teaching learning activity that uses digital tools to deliver instructions and facilitate learning is termed as digital resources.

Thus digital resources are any digital device / tool that help teachers teach & learners learn.

Any website, software, apps that are included in an online course to enhance learning.

Material and content that is stored and made assessable on digital platforms and in digital format.

The term digital teaching learning resources is used here to refer to materials included in the context of a course. That support learners achievement of the described learning goals. This material consist of a wide variety of digitally formatted resources including. E-books / digital books, Computer, Television, Radio, ipods, tablets, camera, digital repositories, discussion forums, blogs, e-content, e-learning, m-learning, e-mail, chat, podcast, online learning & teaching webinar, teleconference, e-conference, you-tube, wiki and whats app, instagram, twitter, Wi-Fi etc.,

A teacher can use digital teaching learning resources in his / her class room let us understand through an example suppose a teacher intends to teach the concept of different forms of lunar eclipse & solar eclipse, to his / her children. In such a case, he / she may provide some group activity to the children and let them identify the difference between lunar eclipse & solar eclipse after doing that, he / she may show children a you-tube video for instance video available in the you-tube (Available at URL, <https://www.youtube.com/watch?V=IqV5L66EP1E>) can be used for same. This video will help children to clearly understand the difference between lunar eclipse & solar eclipse. In this example, the teacher uses digital applications for teaching Geography concepts. It is to be noted that, the use of digital device depends on the planning & creativity of the teacher. You may try to other device / tools during your teaching sessions.

After understand the meaning of teaching learning resources, let us discuss some digital teaching learning resource which are used for social study teaching learning purpose.

1) Radio

With the advent of digital technology digital radios are now available. They operate in digital mode, which means they use a mathematic system represented by binary numbers 1 or 0 to transmit voice, which becomes digital radio is mass media, i.e. It can reach messages to millions of people at the same time. When radio is used for the teaching learning purpose we will call it educational radio. Education programs are broadcast through radio. The communication through educational radio programs primarily one-way of late there is two way communications between subject experts & students. This is called the interactive radio instruction / interactive radio counseling (IRC). Today radio program are also available through the internet. This form of radio is called web radio. In IRC students get opportunity to interact with the subject experts who deliver the contents, respond their queries on the subjects & other doubts let us discuss some of the uses of radio in teaching learning of Social Science.

Radio can be used as support to regular teaching sessions by providing additional & supplementary lectures. For examples concept of democracy radio lesson will arrange on different concept of Social Science. One of the limitation of radio is that it broad cost only sound not visual.

2) Television :-

Television broad costing is being done using digital mode. Television can also used to transmit direct teaching lessons, on social study. But the greatest advantage of television program is that student get real experiences by watching visual presentation through it television program can be prepared in different formats like direct talk, dialogues, dramas, role plays, pictures, movies on Social Science different concepts. For example Indian freedom movements, world history, American war of independence France Revolution, unification of Germany, Italy, Ancient Civilization of India and world. Great empires of India etc. for civics Election process of MLA, MLC, MP, President etc., structure of different levels of Governments, Judiciary system of India etc.,

3) Computer :-

Computer is one of the commonly using digital device in teaching learning process of social study. Computer has a lot of application in the field of teaching learning of social study.

Such as preparing digital documents accessing internet, storing data, communication between students & teachers. Computer can be use for various purposes of teaching learning of social study. For example online teaching, e-conferences, e-libraries, showing historical movies, dramas, museums monuments, historical sites.

There are many office applications of which Microsoft office popular you can use MS office to prepare text presentation etc. For the use of presentation you may use Microsoft PowerPoint presentation by showing slides to add design & other effects to your presentation other commonly using application software is Microsoft Excel worksheet. It is use to store and retrieve numerical data in a grid format i.e. columns & rows.

4) **Internet :-**

Internet is a means of connecting a computer with any other computers anywhere in the world via dedicated routers and servers. We can send and receive all kinds of information such as text, graphics, voice, video, computer programs. Thus the internet is a decentralized global network of computer. In other words internet is a network of a interlinked computer networking world wide that is accessible to the general public's.

Uses of Internet in teaching learning process of Social Science:-

- 1) To collect the latest information about the concepts of social study to be taught to the students.
- 2) You wish your children to attend any online classroom lecture.
- 3) Internet helps to share and access various teaching learning materials of Social Science.
- 4) Internet helps to organize interactive & collaborative teaching sessions of Social Science.

Being a Social Science teacher you wish to intends to help his, children understand the concept of democracy to teach this concept he has asked his students to collect information about the forms of democracy existing in various countries. This simple example has given you an idea about the use of internet in teaching learning of Social Science.

5) **Web -2.0 :-**

In constructivist classroom students engage in various learning activities. Thus students are knowledge creators than receivers as compared to traditional classroom learning experience

could also be provided by using latest web 2.0 technologies that allow children freedom to create collaborate and share information. Through this process, they not only acquire new knowledge, but also they create new knowledge. The web 1.0 technologies include mainly read only materials, while web 2.0 technologies allow to create and share information through varied means.

The latest web 3.0 technologies are live in nature where the individual get real experiences through virtual settings. The web 2.0 technologies includes blogs, wikis, social media, social book marketing, podcast etc., Let us briefly discuss these technologies uses in teaching learning process of Social Science.

Blogs :-

Blogs are personal websites where contents are organized like a diary / journal. The content posted in blogs appears date wise. The teacher can create learning content and post them in blogs for the access of students

Wikis :-

Wikis are open dynamic websites where collaborative constructed knowledge is available for the use of publics. Wikis are web pages that carry information on varied topics. So teachers may use those materials in their teaching learning sessions. One of the common wiki is Wikipedia. In Wikipedia you can search for any topic that you want. Similarly you may also your students to updates contents on Wikipedia.

Social Media :-

Social Media is one of the most influential learning tool of the twenty first century. Social media is a one of the main platform to create social network. Some of the most popular social media websites are Face book, Twitter etc., Social media help in teaching learning of Social Science. Teachers can create students groups of their class.

Podcast :-

The short digital Audio & Video files containing learning contents are termed as podcast. Respectively Social Science teacher can use any digital tool. (Mobile, Computer any application software).

6) E-book :-

With the emergence of technology book are now prepared electronically. E-books are electronic version of printed books. JISC defines E-books as “an online version of the whole book is generally treated as e-book”. It is downloaded to a computer. PC, laptop etc., To read e-books, computer and reading devices / software is essential. Some of the reading devices are Kindle, Kindle DX, Sony daily etc.,

Advantages of e-books:-

- 1) The Social Science contents can be updated any time.
- 2) It contains Social Science texts, audio, video, animations
- 3) It is universally accessible.

Disadvantages of e-books :-

- 1) It develops health problems
- 2) It is not easy to use all the students of Social Science.

7) E-conference :-

Digital technology has changed the way of organizing conference. Use the internet connected digital devices to organize the conference. Such conference organized in a virtual environment is called e-conference. E-meeting, web conference, seminar, webinar etc., Example meet, zoom app etc.,

8) Mobile :-

Mobiles are common digital device use for communication. The mobile phones with advanced features are called smart phones. These mobiles are use for various other purposes. When mobile device is used for teaching learning it is called mobile learning / M learning. Mobiles can be used in variety of ways in the teaching learning process of Social Science.

Both teachers and students can search for relevant Social Science content in an internet connected mobiles for example by visiting NCERT website to download social study text book materials, videos, pictures, portraits, Etc. related to the Social Science content.

Let us sum up :-

The teaching learning process in the twenty first century is dynamic in utilizing different digital teaching learning resources / tools to teaching learning of Social Science. Today digital mediums like Radio, television, computer, mobile etc and other applications software are used for educational purpose. In addition to that the concepts of e-books ways of organizing e-conferences in educational settings are also discussed. The units ends with discussion about mobile and its uses in education.

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THE ROLE OF PHONETICS IN TEACHING ENGLISH LANGUAGE

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Teaching English Phonetics is now basic. Not only the ESL teachers are into teaching phonetics, but for young learners, phonetics is essential to language learning. Among the importance of communication skills, Reading, Writing, and Speaking come in a bundle. And to develop effective communication skills it is integral to be robust in all of these three areas.

The teaching of pronunciation has witnessed remarkable changes throughout the history of language teaching and learning. As one of the most neglected aspects of English language teaching, pronunciation has gained attention only in the past half of the 20th century with the rise of Audiolingualism and the Direct Method. Throughout history, teachers and applied linguists have been concerned with the difficulty of teaching this skill. In this respect, they have attempted to develop different methods and techniques with the reliance on other sub-disciplines such as phonetics, phonology and second language acquisition among others.

Phonetics is the study of the production of speech sounds by the speaker and how they are perceived by the listener. It involves the production, transmission, and reception of the sound. Oftentimes, the term phonology is used interchangeably; however, phonology is the branch of linguistics where phonetics is a part of it.

The use of phonetics In English learning can be considered a recent trend. Both for young learners and ESL learners phonetics is a must-have in the curriculum. Learning phonetics help in recognizing both familiar and unfamiliar sounds, improves pronunciation skills, and develops autonomy in words and sound recognition.

Over the years English teachers have found that mere teaching of pronunciation is not sufficient for the students to produce appropriate sounds for letters and their combination in different words. While it is integral to teach the pronunciation for effective communication, students need to know the reason why sounds are important and how they can impact while they communicate. Both reception and production of the sound are equally important.

To simplify, applying phonetics for language learning can help eliminate the confusion in pronunciation and it can also facilitate to grasp stress and intonation of sound which are major components of pronunciation.

The transmission of the speech is dissected in these three parts: Articulatory phonetics (Production) studies how the movement of the air stream and the speech organs coordinates in the production of the sound. Such as when we pronounce words like read, write, pen, and paper it belongs to articulatory phonetics. On the other hand, Auditory phonetics (Perception) is a vast area, where your ability to distinguish sounds, length, pitch, and loudness influences your reaction. It simply means your ability to decode what you hear and what you have perceived.

Acoustic phonetics (Transmission) deals with how the sound travels through the medium of air between the mouth of the speaker and the ear of the listener. Meaning, how the sound wave travels from the speaker to the listener. Phonetics builds confidence when learners by themselves can decode sounds and their relation to the pronunciation of letters and their combination in words, communication becomes a natural process for them. Even when the words seem unfamiliar to them, instead of getting overwhelmed they will be able to associate words with clear conceptualization.

Be it young learners or adults, once they know how to use phonetics in everyday life, they can easily recognize the sound each letter makes and how they must be pronounced when they are in combination with each other. One of the core objectives of learning phonetics is to make learners capable of interpreting the words even when they listen from a person having a different accent.

Phonetics not only guides the learner in decoding the sound, it also helps them to know how a word must be spelt out while writing. When you spell a word with a phoneme, it is called Grapheme. Graphemes are the symbols that are used to identify a single phoneme – a letter or group of letters that represent the sound. And effective communication can only be completed when learners can use the language appropriately in both reading and writing.

When it comes to the fluency of a speaker, two things matter the most: Phonetics does take care of both. Fluency indicates the 'ease' with which one can read text. Moreover, when learners can decode words it builds a memory dictionary in their minds and with time this helps to build up the comprehension skill within oneself.

For a long period of time, teachers have been concerned with finding the appropriate way of teaching the sounds of a foreign language, which are different from the native language, without using the orthographic alphabet. Among the most useful solutions that have been suggested is the use of the International Phonetic Alphabet (IPA). The IPA aims to provide visually distinctive symbols for all speech sounds which are phonologically distinct in any language Trask (1996). Since its development, different versions of the IPA have been adopted by teachers to be included in textbooks for teaching pronunciation. Especially when you are aiming to teach internationally, the benefits of a phonetics course for teaching English abroad is that it provides an extra edge to your profile.

Impact of Phonetics in English Language Teaching:

Articulated phonetics, how sounds are made, can be helpful for instructors and students. Issues concerning the way in which we express certain sounds can be examined as far as how they are made with the mouth, and students can be reminded of the contrasts between their first language phonemes, and English phonemes.

The development of such a large number of terms and various types (or 'assortments') of worldwide English has made various etymologists question the utilization of local speaker elocution models in the teaching of English. Their contention is that the things a local speaker emphasizes are not really the most coherent or fitting accents when a non-local speaker is speaking with another non-local speaker.

As far as comprehensible articulation for EIL is concerned, we have to recognize which elocution highlights are essential for shared understanding when a non-local speaker of English converses with another non-local speaker and which are not in any manner significant. These are frequently dissimilar highlights that are urgent and immaterial for a local speaker of English.

Students ought to be given an option between learning the use of phonetics in English Language teaching as per the conventional method and that of the one that is more aligned to EIL clarity. That is, when they are learning English, they can utilize it in universal settings with other non-local speakers from various first dialects, they ought to be given the decision of getting an articulation that is more significant to EIL clarity than conventional elocution prospectuses offer.

Till now, the objective of articulation educating has been to empower students in procuring a highlight that is as close as conceivable to that of a local speaker. In any case, for EIL correspondence, this isn't the most understandable highlight and a portion of the non-central things may even make them less coherent to another non-local speaker.

Overall the teaching of pronunciation has witnessed a considerable amount of changes in both approaches and techniques. Since the rise of traditional approaches to language teaching, teaching pronunciation has gained momentum. However, with the increased focus on the learner in learner-centered approaches and with the continuing emphasis on the communicative aspect of language teaching, teachers have sought new ways of incorporating pronunciation with other language skills. This has resulted in pronunciation being linked mainly to speaking and listening. Nevertheless, one should not deny the role of phonetics and phonology in the teaching of pronunciation since the more students are aware of the precepts and underpinnings of these branches of study, the more they will become aware of the idiosyncrasies of the target language and the more they are likely to achieve a native-like pronunciation.

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CHALLENGES AND STRATEGIES TO IMPLEMENT INCLUSIVE EDUCATION IN INDIA

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ABSTRACT

Inclusive schools must recognise and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with their communities'. Inclusive education promotes child-to-child learning and participation of parents and community in planning and execution of services for children in general and disabled children in particular. Education of children with disabilities in India, as all over the world, has moved from segregation, special schools to integrated education. There is a national level central government sponsored scheme called Integrated Education of Disabled Children (IEDC). IEDC program were laudable, the number of children with disabilities enrolled was woefully small. Owing to lack of knowledge, educational access and technology, disabled children were initially treated as unwanted and segregated from other children. Later their education was carried out in special schools. In recent times there has been a shift towards having Children with Disabilities (CWD) attend the same schools as non-disabled children. The educationists now feel that each child should be allowed to learn in his own way. The implementation of Inclusive Education in India are facing challenges like the challenge of poverty associated with disability, the challenge of modifying deeply held attitudes, dissemination and public education, the challenge of providing adequate levels of training to key stakeholders and inadequate resources. To overcome these challenges India education system are using the strategies like training of teachers, need to design innovative system of training, need for collaboration between different ministries, involve NGO's in implementing integrated education programs, establish an alternate system of examination and school-university

partnership. The present paper emphasizes on the Inclusive Education, objectives of policies on inclusive education in India, challenges to implement inclusive education and possible strategies to address some of the challenges.

Keywords : Inclusive Education, Objectives of policies on inclusive education in India, Challenges to implement inclusive education, Possible strategies to address some of the challenges

INTRODUCTION

UNESCO (1994) states that, 'All children learn together, whatever possible, regardless of any difficulties or differences they may have'. Inclusive schools must recognise and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuing quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with their communities'. Inclusive education promotes child-to-child learning and participation of parents and community in planning and execution of services for children in general and disabled children in particular. Education of children with disabilities in India, as all over the world, has moved from segregation, special schools to integrated education. There is a national level central government sponsored scheme called Integrated Education of Disabled Children (IEDC). This project was started in 1980s and designed based on the experience gathered from a UNICEF assisted pilot project called PIED (project on integrated education of disabled children). In the mid-1980s many NGOs implemented this IEDC with grants from government of India. This project is implemented by the Ministry of Human Resource Development. This is basically an itinerant resource teaching approach and one resource teacher was given to every eight children with special needs. There are around 60,000 children with disabilities getting access to education under this scheme. By and large the project is managed by the NGO sector. Although the goals and objectives of the IEDC program were laudable, the number of children with disabilities enrolled was woefully small. Owing to lack of knowledge, educational access and technology, disabled children were initially treated as unwanted and segregated from other children. Later their education was carried out in special schools. In recent times there has been a shift towards having Children with Disabilities (CWD) attend the same schools as non-disabled children. The educationists now feel

that each child should be allowed to learn in his own way. The basic premise is that the school should meet the educational needs of all children irrespective of their disabilities or limitations.

INCLUSIVE EDUCATION

It is the implementation of the 'policy and process' that allows all children to participate in all programmes. 'Policy' means that disabled children should be accepted without any restrictions in all the educational programmes meant for other children. It denotes equality, and accepts every child with his own unique capabilities. This principle must be accepted by all the international, national and local programmes. The 'process' of inclusion denotes the ways in which the system makes itself welcoming to all. In terms of inclusion of disabled children, it means the shift in services from 'care of the disabled child' to his 'education and personal development'. Inclusive education goes one step further by defining these children as 'children with special needs' who need special attention, rather than children who are 'impaired' or 'handicapped'. Inclusive education is nothing but 'Making the programme for disabled children as an integral part of the general educational system rather than a system within general education'. As a system, inclusive education should be flexible. Its principle should be education in the regular classroom whenever possible. This need for flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum. When discussing the kind of service needed, the starting point should always be what is best for the particular child. Emphasising inclusive education does not rule out special schools or centres. They would still be required to cater to children with profound and complex difficulties in need of more specialised and extensive help, including e.g. many deaf children. This alternative should, however, not be considered, unless classroom placement cannot meet their needs. In line with the new policy of inclusive education, special schools begin to function more and more as resource centres. They involve in outreach programmes, where they draw on their vast experience and knowledge. They link their activities with those of the regular schools, the families, and the communities. Inclusive education services allow children with disabilities to stay with their family and to go to the nearest school, just like all other children. This circumstance is of vital importance to their personal development. Interrupting a disabled child's normal development may have far more severe consequences than the disability itself. In this context, it is important to stress the role parents have. They have a right to be involved in all

decision-making concerning their child. They should be seen as partners in the education process. Where there is such co-operation, parents have been found to be very important resources for the teachers and the schools. As a rule, there are a number of practical problems that have to be solved before a child with special educational needs can go to school or take part in school activities. The arrangements it takes are fairly simple, provided co-ordinated local and unconventional initiatives are stimulated. One should also remember that the child's schoolmates represent a valuable potential partner who is ready and able to help in overcoming some of these problems.

School reform needed which facilitating learning of every child

Traditional Approach	Inclusive Approach
Education for some	Education for all
Static	Flexible
Collective teaching	Individualised Teaching
Learning in segregated areas	Learning in Integrated areas
Emphasis on teaching subject-orientated	Emphasis on learning child-centred
Diagnostic / prescriptive	Holistic
Opportunities limited by exclusion	Equalisation of opportunities for all
Disability view	Curricular view
Labels children disability wise	Planning is made on ability levels and opposes all kinds of labelling

Table 1. Different educational practices.

OBJECTIVES OF POLICIES ON INCLUSIVE EDUCATION IN INDIA

The following are the objectives of Indian inclusive education.

1. The governments have to give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties.
2. The governments have to adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise.

3. The training programmes for the teachers have to include the education of disabled children.
4. All children have access to general education system, to expand the coverage to reach the unreached population.

CHALLENGES TO IMPLEMENT INCLUSIVE EDUCATION

The following are the challenges which are faced to implement the inclusive education in India.

- **The challenge of poverty associated with disability :** With an estimated 1,027 million people, India is the world's second most populated country. It has 17 percent of the global population and 20 percent of the world's out-of-school children. Despite impressive gains in the last few decades (11th largest industrial power, 4th largest economy in terms of purchasing power parity) India still has more than 260 million people living in poverty (Canadian International Development Agency [CIDA]. 2003). A large number of children with disabilities live in families with income significantly below the poverty level. According to Rao (1990), while 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." According to Harriss-White (1996), this is a syndrome that sets up barriers to the participation of persons with disabilities in the normal routines and activities of the community, including regular schooling. Recently, the Ministry of Rural Development, Government of India, has allocated 3 percent funds in poverty alleviation programs targeting families of children with disabilities (B.L. Sharma, 2001). However, 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. "The more severe and visible the deformity is, the greater is the fear of contagion, hence the attitudes of aversion and segregation towards the crippled" (Desai, 1990, p.19). Such attitudes reinforced by religious institutions may militate against any attempts to include students with disabilities into regular schools. For example, Hindus (who constitute 85 percent of the total population in India) believe that disability is a consequence of misdeeds performed in the previous life (often referred to as the doctrine of Karma).

Many Hindu religious institutions and temple trusts, therefore, do not think a part of their duty is to help persons with disabilities, because they consider the disability to be the result of a person's misdeeds in his previous life (Rao, 1990). Any attempts to improve the life of a person with a disability may be considered a "defiance of the wills of Allah or as interference with a person's karma" (Harriss-White, 1996, p.7 [also see Miles, 1995]). Alur (2001), in her study found that disability in India is not seen as something "normal" or "natural," rather it is seen as an "evil eye." Guilt, stigma and different kinds of fears tend to be paramount in such families. She further concludes that "the contradiction here was that Indian society, although integrated in accepting and valuing diversity in so many ways, has a social role construct of disability which is negative, discriminatory and exclusionary"(n.p.). Kannan, (2000), states that in order to harness the great potential of more than 30 million people with disabilities, 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. A large number of school personnel are also not aware of funding available to include students with disabilities in regular schools. There is some evidence that those educators who are knowledgeable about government policies and laws concerning integrated education tend to have positive attitudes toward implementing such programs (U. Sharma, 2001). There is also evidence when parents are knowledgeable and supportive of integrated education, they tend to have a positive effect on school personnel (U. Sharma, 2001). Thus, 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. Although some attempts are being made to disseminate information about the Persons with Disabilities Act to parents, to government officials and non government organizations (B. L. Sharma, 2001), they have been extremely limited in coverage (Chatterjee, 2003). There is also a greater need to have a National Resource Center for Disabilities. Such a center would work to collect, and disseminate information on various aspects of disability (B.L. Sharma, 2001). The center would provide information through various TV and radio programs as well as through internet

(B.L. Sharma, 2001). The center would also fulfil the role of scrutinizing all mass communication programs (TV, radio and even entertainment programs) to ensure that disability is not portrayed in a negative manner. The center could also start documentary projects (e.g. video programs) that feature inclusion being implemented in different parts of India. Such programs are likely to make a positive impact on school educators who often believe that inclusion can work only in Western or developed countries.

- **The challenge of providing adequate levels of training to key stakeholders :** The majority of school personnel in India are not trained to design and implement educational programs for students with disabilities in regular schools. Most teacher training programs in India do not have a unit on Disability Studies (Myreddi & Narayan, 2000). The universities, which do cover some aspects of special education in their teacher training programs, fail to train teachers adequately to work in integrated settings. For example, there is limited coverage of information about practical strategies (Myreddi & Narayan, 2000). Also, placement of pre-service teachers in special or integrated schools is rarely given consideration (Jangira, Singh, & Yadav, 1995). Great variations are noted in the content, process, and examination of existing special education programs as well in the country (Myreddi & Narayan, 2000). However, the situation may improve in the coming years as the Rehabilitation Council of India (RCI) will periodically evaluate special education programs to ensure that each program meets minimum standards (RCI, 1996). The number of trained special educators is also limited. The most recent report of the RCI states that the number of trained special education teachers is extremely small considering the number of children with disabilities that require their services. At the time of the publication of this report there were only 9,492 specially trained teachers. Of these, 4,295 were trained to teach students with mental retardation, 1,079 were trained to teach students with visual disabilities, 4,011 were trained to teach students with hearing impairments, and 107 were trained to teach students with locomotor disabilities in India. To address this severe shortage of trained teachers, the RCI recommended that an additional 44,000 teachers needed to be trained by the end of the Ninth Five-Year Plan (1997-2002). However, it should be noted that even if these targets were to be achieved, *only* 10 percent of the population of children with disabilities would be served (RCI, 1996). RCI must consider reformulating existing teacher training programs for

special educators, with a greater emphasis on integrated education. Special educators could be a key resource as they can be used to train regular school educators in implementing integrated education. They can also act as itinerant teachers working in partnership with a number of regular school educators to advise them on practical issues related to education of students with disabilities.

- **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 (for example, Chatterjee, 2003). 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. Over and above some of these challenges that India shares with other developing countries are some distinctive features that will make the implementation of educational reform particularly difficult. India is a multilingual, multicultural, multireligious 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.

POSSIBLE STRATEGIES TO ADDRESS SOME OF THE CHALLENGES

The following are the strategies which are used to face the challenges to implement the inclusive education in India.

- **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 educational authorities in India may adopt a policy of training one teacher from each school or a cluster of schools. 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 (Jangira, 1995; Jha, 2002; Myreddi & Narayan, 2000). Also in-service teachers would need continued training to update their skills and knowledge of integrated education strategies. It is clear that regular school educators need training in

issues related to the implementation of integrated education. A question that arises with regard to such training is the identification of the specific content that should be included in these training programs. Given the enormous diversity in India (cultural, linguistic, socio-economic, etc.), further research is clearly warranted. Sharma (1992) suggest that the curriculum for pre-service training programs should be carefully developed, incorporating feedback from special and regular educators. Some research has been conducted in India that points out that educators need basic skills, professional knowledge, communication and interaction skills (K. Sharma, 1992; U. Sharma & Pillay, 1997), knowledge about assessment techniques, and resource management (Das & Pillay, 1999), knowledge of multigrade teaching, instructional techniques, and peer-tutoring and cooperative learning techniques to include students with disabilities into regular classes.

- **Need to design innovative system of training:** Several authors have cautioned that India will not be able to successfully implement integrated educational services unless regular school educators are trained at mass scale. comments on this situation as follows: "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 (Ramanujam, 2001). 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 RCI, is considering offering various courses to the trainers of children with disabilities, including teachers. It is expected that such training, accompanied with ongoing in-service training, would prove very useful for school educators. It would, however, be important that practical aspects of implementing integrated education form a key part of any such course.
- **Need for collaboration between different ministries:** Different ministries in India administer various services for Persons with Disabilities (PWD). For example, while "integrated education" is the responsibility of Ministry of Human Resource Development (MHRD), education in special schools is the responsibility of Ministry of Social Justice and Empowerment. This is just one example of the waste of already limited resources. India cannot afford to have such administrative arrangements. There is a need for

streamlining administrative arrangements so that funds provided to different ministries for persons with disabilities can be used effectively.

- **Involve NGO's in implementing integrated education programs:** There are more than one million NGO's working in India (Canadian International Development Agency, 2003). Although not all of them are working in the education sector, a large number still provide educational services to children with disabilities. 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. Unfortunately, a large majority of NGOs still believe that segregated education is the best way to educate students with disabilities. It would, therefore, be necessary to train the key stakeholders in these NGO's about the benefits of integrated education as well as practical aspects of implementing integrated education in regular schools.
- **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. This seems to be a genuine concern of teachers because it can influence their promotion. Thus, it is necessary to establish an alternative system of examination for students with disabilities. Such an examination system is already in practice in the USA. Students in this system are asked to do activities that demonstrate their abilities rather than disabilities. It is expected that teachers in India would feel more comfortable including students with disabilities in their classrooms if such a system existed.
- **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. Pilot projects involving local schools could be initiated by universities to explore strategies that may be appropriate for each region. Also, texts on practical strategies can be produced in the common language spoken by educators in each of the States. 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. An example of one such project is the Learning Improves in Networking Communities (LINC) program that was conducted in partnership between

the Catholic Education Commission, Victoria (CECV) and Monash University in Melbourne, Australia. The project was geared to identify the factors within the school environment that most effectively contribute to successful integrated practices, building learning communities and to positive student learning outcomes and learning opportunities. A collaborative inquiry approach was employed with approximately 45 teachers undertaking a Postgraduate Diploma in Education (Special Education) in eight primary and secondary schools over the three-year study (2001-2003). The school-based professional development was focused on priorities identified by the schools themselves, linking teacher evidence-based practice to student outcomes. Results highlighted a shift away from a "special needs" delivery approach to disabilities, towards one that emphasizes collaboration, critical reflection and evidence-gathering for the purpose of informing instructional or organizational practices. Improvements in student outcomes were reported in all schools but value-added analysis indicates that conditions in the school context contributed to the better-than-expected improvement in two of the schools (Deppeler & Harvey, 2004; Deppeler, (In Press).

CONCLUSION

With the passage of The Persons with Disabilities 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. A number of unique challenges still needs to be overcome in order to implement the key objectives enshrined in the legislation. Attitudinal barriers engrained as part of India's historical response to disability must be changed through education programs for both teachers and the general populace. These programs require financial and collaborative commitment from key national and state education stakeholders, and partnership with universities to support research-based initiatives. Success in achieving integrated education will ultimately depend on how Indian educators and educational systems can collaborate to deal with difference in India's culturally charged context.

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EFFECT OF MULTI MEDIA APPROACH IN SOCIAL SCIENCE TEACHING**M.C.YERRISWAMY**

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Multi media affect the development of all areas of human life, including the field of education. For many years, efforts have been made to incorporate digital media in actual face-to-face teaching. Considering the development of digitalization of the teaching process, a new branch of education has developed – multimedia didactics, which deals with didactic shaping and design of media for independent learning. Digital, which integrates scientific knowledge of the natural and social sciences, humanities, and information technology. The interdisciplinary character of this subject offers a lot of possibilities for the use of digital technologies in teaching.

Introduction

Multi Media literacy is the ability to identify types of digital content, understand the messages they convey, and evaluate their sources. While children can quickly learn how to use new technology, educators have a responsibility to show them how to analyze the information they find online. In Integrating Multimedia Literacy in Social Studies outlined a five-step action plan for integrating multimedia literacy into social studies teacher education. School leaders can use this same plan to train teachers to develop students' multimedia literacy skills. The majority of teachers have a possibility to use at least one digital media with Internet access and they also

claim that they often use digital media during their teaching. However, their use of digital media mainly serves as a support to traditional forms of teaching, instead of as a teaching tool for organizing a modern teaching process aimed at active student learning. Teaching multimedia literacy in social studies helps students become responsible citizens who can make informed decisions.

Connect multimedia literacy with the purposes of social studies

Step 1 Social studies education prepares students to become good citizens. For citizens to make reasoned decisions, they rely on news sources to gather information, according to. Unfortunately, modern technology makes it easy for people to create and spread false or misleading stories.

Through media literacy education, educators can teach students how to differentiate between real and fake news. Teaching them this skill will prepare them to engage in civic matters.

Step 2: Teach the history of fake news in the society

Fake news is not a new phenomenon, ishow History is full of examples of false news stories, from deliberate misleading information Going over some other historic examples can help teachers explain to their students the connection between news media and public opinion.

Step 3: Cover the history of virtual journalism and journalistic ethics

It also helps for teachers to know journalism ethics so they can teach students how news stories are (or should be) developed. Technological advances gives a good overview of the history of virtual journalism ethics. Many news organizations also share their ethical code or standards online:

Teachers can also benefit from multimedia and the [Society of Professional Journalists Code of Ethics](#) and [International Federation of virtual Journalists Global Charter of Ethics of Journalists](#).

Step 4: Analyze recent examples of fake news

One of the best ways teachers can develop students' multimedia literacy skills is by analyzing fake news articles with their class. Recommending school leaders model this for their teachers by going over recent examples of fake news. By doing so, they show teachers how to discuss misinformation while still respecting everyone's opinions. While it's okay to discuss mature content with your teachers, it's always a good idea to keep any news media shared in the classroom age-appropriate. If teachers have a hard time finding fake news examples for elementary students, they can create their own using computer software.

Step 5: Teach how to detect fake news and misinformation

Before integrating media literacy into social studies, teacher can offer their faculty quality educational training using these available resources:

- Utilize programs provided by [News Literacy Project](#), a national education nonprofit dedicated to learning and teaching others to be smart, active multi media consumers.
- Introduce teachers to [Key Questions to Ask When Analyzing multi Media Messages](#), written by The National Association for Media Literacy Education.
- Have faculty attend any [Media Literacy Week](#) event.
- Teach faculty is ready for evaluating online news stories:
 - documentation – “Do the facts hold up?”
 - origin – “Who made this and can I trust them?”
 - Circumstance – “What’s the big picture?”
 - listeners – “Who is the intended audience?”
 - ground – “Why was this made?”
 - Execution – “How is this information presented?”



It’s good for teachers to know that fake news sometimes comes from esteemed sources. In September 2002, BBC News published an article claiming scientists said [natural blondes would die out in 200 years](#). However, the New York Times published [an article the next month](#) saying no scientists made such claims. Sharing these articles with teachers can open their eyes to how easily their students can be deceived and motivate them to teach media literacy effectively. Type to search

Two technological advances have enabled this opportunity: cameras that can record a scene in 360-degree, stereoscopic video and a new generation of headsets. This new phase of VR places the medium squarely into the tradition of documentary—a path defined by the emergence of still photography and advanced by better picture quality, color, film, and higher-definition video. Each of these innovations allowed audiences to more richly experience the lives of others. The authors of this report wish to explore whether virtual reality can take us farther still.

To answer this question, we assembled a team of VR experts, documentary journalists, and media scholars to conduct research-based experimentation.

The digital media production company Secret Location, a trailblazer in interactive storytelling and live-motion virtual reality, were the project's production leads, building a prototype 360-degree, stereoscopic camera and spearheading an extensive post-production, development process. CEO James Milward and Creative Director Pietro Gagliano helmed the Secret Location team, which also included nearly a dozen technical experts..

The Tow Center for Digital Journalism facilitated the project. The center's former research director and current assistant professor at UBC, Taylor Owen, and senior fellow Fergus Pitt embedded themselves within the entire editorial and production process, interviewing participants and working to position the experiment at the forefront of a wider conversation about changes in journalistic practice.

This has four parts.

First, it traces the history of virtual reality, in both theory and practice. Fifty years of research and theory about virtual reality have produced two concepts which are at the core of journalistic virtual reality: immersion, or how enveloped a user is, and presence, or the perception of "being there." Theorists identify a link between the two; greater levels of immersion lead to greater levels of presence. The authors' hypothesis is that as the separation shrinks between audiences and news subjects, journalistic records gain new political and social power. Audiences become witnesses.

Second, we conducted a case study of one of the first documentaries produced for the medium: an ambitious project, shot on location in West Africa with innovative technology and a newly formed team. This documentary was a collaboration between Frontline, Secret Location, and the Tow Center for Digital Journalism. The authors have documented its planning, field production, post-production and distribution, observing the processes and recording the lessons, missteps, and end results.

Third, we draw a series of findings from the case study, which together document the opportunities and challenges we see emerging from this new technology. These findings are detailed in Chapter 4, but can be summarized as:

Virtual reality represents a new narrative form, one for which technical and stylistic norms are in their infancy.

The VR medium challenges core journalistic questions evolving from the fourth wall debate, such as “who is the journalist?” and “what does the journalist represent?”

A combination of the limits of technology, narrative structure, and journalistic intent determine the degree of agency given to users in a VR experience.

The technology requirements for producing live-motion virtual reality journalism are burdensome, non-synergistic, rapidly evolving, and expensive.

At almost every stage of the process, virtual reality journalism is presented with tradeoffs that sit on a spectrum of time, cost, and quality.

The production processes and tools are mostly immature, are not yet well integrated, or common; the whole process from capture through to viewing requires a wide range of specialist, professional skills.

At this point in the medium’s development, producing a piece of virtual reality media requires a complete merger between the editorial and production processes.

Adding interactivity and user navigation into a live-motion virtual reality environment is very helpful for journalistic output, and also very cumbersome.

High-end, live motion virtual reality with added interactivity and CGI elements is very expensive and has a very long production cycle.

This project’s form is not the only one possible for journalistic VR. Others, including immediate coverage, may be accessible, cheaper, and have journalistic value.

Finally, we make the following recommendations for journalists seeking to work in virtual reality:

Draw on narrative technique. Journalists making VR pieces should expect that storytelling techniques will remain powerful in this medium. The temptation when faced with a new medium, especially a highly technical one, is to concentrate on mastering the technology—often at the expense of conveying a compelling story. In the context of documentary VR, there appear to be two strategies for crafting narrative. The first is to have directed-action take place in front of the “surround” camera. The second is to adulterate the immersive video with extra elements, such as computer-generated graphics or extra video layers. The preexisting grammar of film is significantly altered; montages don’t exist in a recognizable way, while the functions of camera angles and frames change as well.

Teaching multimedia literacy is most effective when instruction matches students’ cognitive and reading abilities. to teachers’ educational training by demonstrating how to teach kindergarten students about fake news versus 5th or 6th graders.

Importance of the study

1) Multi Media literacy can help students **learn how to critically parse information they've read, viewed and heard**, equipping them with lifelong skills that will extend.

2) Multi Media literacy can help students learn how to critically parse information they’ve read, viewed and heard, equipping them with lifelong skills that will extend into their adult lives, professionally and personally. Building in opportunities to strengthen those skills can also help teachers to promote student discourse, imparting persuasive argumentation skills that help learners ground conversations in facts and reason. to their adult lives, professionally and personally.

3) Multimedia literacy is essential because *it helps people understand the messages that are being communicated to them*. With so many sources of. Multi Media literacy is becoming increasingly important in today’s society as media is primarily created and consumed online. Equipping students with the skills they need to be smart consumers of information helps shape

them into strong digital citizens capable of evaluating resources for objectivity and participating in safe and healthy digital conversations.

Multimedia literacy highlights the importance of **accessing, analyzing, evaluating, creating, and acting** in all forms of communication. . multi media literacy “builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens.” Multi Media Literacy helps students develop the skills they need to evaluate and consume media. It allows them to determine the credibility of media and safely participate in online conversations. In addition, it encourages strong digital citizenship and proactivism. Multi Media literacy is one aspect of what it means to be a digital citizen. Digital citizenship encompasses the responsible use of computers, the Internet, and digital devices to engage with society. Digital citizenship is an essential skill in today’s technology-dominated world, and helps students develop smart online behavior.

Conclusion

This paper analyses the phenomena of digital media and their implementation into the Social Studies teaching in primary schools. It presents the outcomes of research aimed at determining the teachers’ opinion on the use of digital media in teaching this school subject, and at examining the possibilities, frequency, and methods of their use in everyday teaching practice.. we believe that digital media have a positive effect on students' motivation, their achievements, the development of more complex forms of thinking, the development of teaching competencies, and the individualization of learning. Teachers also recognize that digital media enable various forms of learning, such as game-based learning, project and collaborative learning, learning by research, and problem-solving. The results of this research showed that there is a connection between the use of digital media and teachers’ qualification level and length of service.

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MULTIDISCIPLINARY APPROACH IN TEACHING

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ABSTRACT:

Multidisciplinary is a different academic disciplines working together and drawing on their disciplinary knowledge in parallel, to conduct research on a single problem or theme but without integration. It draws on knowledge from different disciplines but stays within their boundaries.

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.

The individuals on this team bring a unique lens and specialization that can administer assessments, make referrals and shape an individualized education program. By working together on this case, the individual perspectives and combined knowledge will ensure the best possible outcome for the child. 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. 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. 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.

KEYWORDS: Multidisciplinary, Interdisciplinary, NEP, disciplines, approach, integrative, trans disciplinary, , interdisciplinary, collaborative, HEIs, MERUs

INTRODUCTION:

The National Education Policy (NEP) 2020 envisioned a large multidisciplinary Higher Educational Institute (HEI) in every district by the end of 2030 as the large affiliating universities result in low standards of undergraduate education. On July 19 the university grants commission (UGC) wrote to the Vice Chancellors of all colleges and higher education institutions urging them to implement ‘multidisciplinary and holistic education’.

In the letter, UGC mentioned that the multidisciplinary and holistic education across disciplines will ensure unity and integrity of all knowledge. The letter read that the fundamental principle will guide both the education system at large and the individual’s institutions within it.

UGC wrote that the NEP 2020 envisages a holistic and multidisciplinary education that would aim to develop all capacities of human beings, that is, intellectual , aesthetic, social, physical emotional and moral in an integrated manner.

According to the commission, such education will help develop well rounded individuals that possess critical 21st century capacity in the various fields, including arts, science, humanities, language, social sciences, professional, technical and vocational. Ethics of social engagement, communication, discussion, debate and rigorous specialization will also fall under holistic education will be the approach of all undergraduate programmes.

An approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline. Multidisciplinary approach allows a subject to borrow concepts and techniques from other subjects in its studies. Since the historic times geography has used to multidisciplinary

approach in its studies. Multidisciplinary Approach encourages the learners to apply their existing and newly –acquired knowledge in a more practical hands on way. Separate with distinct boundaries. With different subject like chemistry, biology, physics.

CONCEPT OF DISCIPLINE:

The term academic discipline originates from the Latin words discipulus which mean pupil and discipline which mean teaching. An academic discipline can be defined as the field or branch of knowledge that is taught and reached as a part of higher education in universities. Branch of science are normally called as a scientific disciplines for example: mathematics, physics, biology, organic chemistry, micro, biotechnology, etc. We have a experience of a many new discipline from the parent discipline like microbiology From the discipline of biology, or biochemistry from the discipline of chemistry. Academic discipline also philosophical, historical, political bases /perspective.

Characteristics of Academic discipline

- Academic disciplines have a structure of accumulated specialist knowledge referring to their object of research.
- Academic disciplines have theories and concept that can organize the accumulated specialist knowledge effectively.
- Academic disciplines use specific terminologies or specific language adjusted to their research objects.
- Academic disciplines are vast accumulation of knowledge in a specific area.
- Academic disciplines help to find new methods and technology in a particular discipline.
- Academic disciplines helps to form new disciplines as per need like in education now day's curriculum development, technology of education, education sociology and etc, are emerged as a new discipline.

School subjects	Disciplines
Development of basic skills and awareness	Development in the specialized knowledge and Skills
Development of social citizen	Development of scholars, Researchers, academics and specialists, etc.
Simple Ideas and Information's	Complex theories of Educators
Considering needs want to learners includes Learner centered teaching methods.	Contents are arranged for the development of the Different specialized skills at complex and wider levels.
Give importance for the basic skills,(RWA)	Give the importance to development of Specialized skills, mainly professional and vocational.
Limited to school	Universities and other higher education.
School subject come in the development	Academic disciplines come later in one's learning Journey from school to university.

Further disciplines lead to the study of three approaches multidisciplinary, interdisciplinary and Trans disciplinary approach

Multidisciplinary approach: According to Garner (1995) the term multidisciplinary refers to a combination of various disciplines as independent and separate components of learning, which allows students to work within discipline specific parameters and attain disciplines specific goals.

Interdisciplinary approach: An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and of the connections between different disciplines and their relationship to the real world. It normally emphasizes process and meaning rather than product and content by combining contents, theories, methodologies and perspectives from two or more disciplines. Interdisciplinary learning there is a complete blend of thoughts and thus the disciplinary insights got from each discipline merge into each other. Combining or involving two or more academic disciplines of fields of study. Involving or joining two or more disciplines, or branches of learning.

Example : Biology – Chemistry result in to biochemistry

Biology – technology result in to biotechnology

Transdisciplinary approach: Different academic disciplines working together with non-academic collaborators to integrate knowledge and methods to develop and meet shared research goal achieving real synthesis of approaches. An approach to curriculum integration which dissolves the boundaries between the conventional disciplines and organizes teaching and learning around the construction of meaning in the context of real-world problems or themes.

MULTIDISCIPLINARY:

Multidisciplinary consist of the two words. The first two word is 'Multi' which means many, more than one. Second word is 'disciplinary' which means relating to the particular field of study'. Multidisciplinary refers to a combination of various disciplines as independent and separate component of learning. Which allow student to work within the specific parameters and attain the discipline specific goals.

In multidisciplinary approach, each discipline retain its own uniqueness. No integration between these disciplines is expected in a multidisciplinary approach. It is like a bowl of mixed fruits, each fruit represents the single discipline.

Multidisciplinary approach is a basically process that brings together several separate disciplines to address a single objective from their different perspective. Thus it did not disturb the discipline as such but ask them to address the same issue from the different and already constituted intellectual stances, with the anticipation that this will provide a richer analysis.

MULTIDISCIPLINARY TEACHING:

Multidisciplinary refers to the placing side by side of insights from two or more disciplines. Here different disciplines help to develop a detailed understanding of the topic being studied. These disciplines however make separate contributions unlike interdisciplinary learning where an interdependent relationship is emphasized. No integration between these disciplines is expected in a multidisciplinary approach.

A multidisciplinary approach in teaching involves drawing appropriately from multiple disciplines to redefine problems outside of normal boundaries and reach solutions based on a new understanding of complex situations.

According to Langa and Yost, multidisciplinary instruction is an approach that thoughtfully incorporates and connects key concepts and skills from many disciplines into the presentation of a single unit.

SIGNIFICANCE OF MULTIDISCIPLINARY LEARNING:

- Multidisciplinary learning promote a broadened outlook with the learner becoming aware of the perspectives offered by more than one discipline. Interdisciplinary studies courses provide students with opportunities to understand the diverse perspectives of and the links among discrete subjects / disciplines and to develop their knowledge and skills beyond the scope of individual disciplines to solve problems, make decisions and present new findings.
- Narrow allegiance to one discipline is prevented. Considering only one discipline to understand a complex issue can lead to incomplete learning. Multidisciplinary bent of mind forces one to look at the issue through the lens of other disciplines.
- It encourages a more comprehensive way of looking at real life problems. Real life problems are not confined to one discipline. One may need to examine the problem from different disciplines to identify the most effective solution.
- Objectivity in learning is encouraged. Holding on to only one discipline is likely to produce biased views. Neutral decisions can be taken when an issue is examined by referring to more than one discipline.
- Multidisciplinary learning bring an appreciation of other disciplines. The more we know about other disciplines, the more we will appreciate the knowledge they contain.

- One can reflect how the real world works when one uses the multidisciplinary approach. This is useful to understand complex phenomena that affect our daily interactions.
- Interdisciplinary learning and multidisciplinary learning enhance the ability to synthesize information. Information used is drawn from many disciplines and hence needs to be effectively analyzed and synthesized.
- Unconventional and original thinking is enhanced.
- Multidisciplinary learning gives the learner varied perspectives of the topic. Different disciplines contribute towards enriched learning. For example if the topic being learned is 'Water', the learner gets an idea about the chemical composition and properties of water from Science, whereas Geography will throw light on distribution of water over the Earth, sources of water.
- Content matter gathered from different disciplines may retain their distinct identities but will help the learner get a more comprehensive view of the topic of study.
- Multidisciplinary learning may not be integrative in its approach. Each discipline retains its own uniqueness in multidisciplinary learning. While the topic is examined through the lens of different subjects, there is no conscious effort to merge these perspectives or integrate these views

Role of the Heads of Institutions in promoting multidisciplinary teaching:

Today interdisciplinary and multidisciplinary teaching are widely acknowledged as means to offer learners a more comprehensive view of knowledge the way it actually exists in the real World. The benefits of such learning are vast and institutions must make efforts to ensure that they offer viable means for learners to immerse in meaningful multidisciplinary learning environments.

- Heads of institutions must ensure that there is a varied choice of subjects made available to the students. This will facilitate multidisciplinary bent of mind. At the school level, generally subjects are predetermined by the board to which the institution is affiliated. In higher education, there is greater likelihood of offering variety of subjects.
- Individual departments of different disciplines must be strengthened. This can be done by subscribing to various journals, encouraging the faculty to be part of academic groups. A strong foundation in one's own discipline will help to make better contribution towards interdisciplinary and multidisciplinary endeavors.

- While selecting the faculty, heads of institutions should ensure that while they have in depth knowledge and understanding of their own disciplines, it is vital that they possess an multidisciplinary attitude. A fairly good understanding of other disciplines is always an advantage.
- Training sessions may be conducted to assist teachers plan for multidisciplinary learning experiences. so that they can have the opportunity to contribute their knowledge and skills.
- Provide flexibility in timetable so that teachers can co ordinate together to organize for interdisciplinary and multidisciplinary learning experiences.
- Information Technology plays an important role in promoting for multidisciplinary learning. The website of the institution can provide useful links to encourage such learning. Collaborative documents can be prepared, resources can be shared, discussion can be carried using online forums thus promoting for interdisciplinary and multidisciplinary learning.
- The institution can document good practices in interdisciplinary and multidisciplinary approaches so that the students and teachers learn from these experiences.
- Involvement of stake holders as industry personnel and prospective employers in planning and transacting interdisciplinary learning activities will help learners get the views of those involved in real world applications of knowledge learned.

ROLE OF TEACHERS IN PROMOTING MULTIDISCIPLINARY LEARNING:

- Teachers must design and implement curriculum based on the scope and sequence of the integrated disciplines and be flexible enough to form and revise the curriculum according to the students' needs.
- Teachers must choose appropriate topics that offer scope to indulge in interdisciplinary and multidisciplinary learning. While planning for the year, teachers teaching a particular class could look out for common topics that can be dealt with through interdisciplinary or multidisciplinary approaches. Various learning approaches and techniques can be incorporated to facilitate interdisciplinary learning. Most curricula these days incorporate project based learning.

- By attending seminars and workshops of other disciplines a teacher can widen his/her understanding of these disciplines. This will help to think beyond of one's basic discipline.
- Undertaking multidisciplinary research will ensure that the teacher thinks across disciplines. This will help to provide better guidance to students when working towards multidisciplinary learning.
- Teachers must engage students in epistemological questions such as “What is knowledge?” “What do we know?” and “How can we link knowledge with real world application?” Constructivist approach (where students explore and take responsibility for their own learning) will be effective in interdisciplinary learning.
- Teachers can invite experts beyond the field of academics to provide their inputs on the topic being explored. For example when dealing with the theme of ‘Pollution’ experts such as officers from the Pollution Control Board, doctors and environmentalists can be invited to interact with the students.

ROLE OF STUDENTS IN MULTIDISCIPLINARY LEARNING:

- Students should develop a healthy attitude towards all disciplines. Considering one discipline superior to another is harmful as it only gives a lopsided understanding of a topic.
- Reading and reflecting is an assured way of assisting multidisciplinary and interdisciplinary learning. By reading articles from different disciplines and more importantly by reflecting over what each discipline has to offer, meaningful interdisciplinary learning is possible.
- Extended learning places as historical museums, monuments, libraries, laboratories, science centres are opportunities to promote interdisciplinary learning. These visits should not be seen from a recreational point of view. Rather they should be viewed as opportunities that promote integrated learning.
- If possible, students should be involved in the planning and development of interdisciplinary units. This may be possible in higher education where students are mature and think critically.

STRATEGIES TO PROMOTE MULTI DISCIPLINARY LEARNING:

- Promote Buy-In
- Start Off Small
- Team Teaching

STAGES OF MULTI DISCIPLINARY DESIGN AND DEVELOPMENTAL PROCESS:

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.

1. Learn more, at once
2. Strong mentorship
3. Critical thinking & problem-solving skills
4. Privillage to choose the subjects
5. Reach within to discover passion
4. Diversify interests and opportunities, flexibility
5. Unique classroom experiences
6. Preparing for new jobs

Through a multidisciplinary approach, a student gains an arsenal of skills—problem-solving, critical thinking, time-management, self-management, communication and writing, analysis and research methodologies, team work, and much more—that are easily transferable across work environments. Youngsters can now find very interesting careers in new and emerging fields as a result of a vibrant multidisciplinary background. It gives them the exposure, education and experience to branch out into different directions and expands their avenues

NEP (2020) PLANS TOWARDS A MORE HOLISTIC AND MULTIDISCIPLINARY EDUCATION:

- A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.

- Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.
- Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills.
- Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points.
- Departments in Languages, Literature, Music, Philosophy, Ideology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc. will be established and strengthened at all HEIs.
- Curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
- The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option.
- An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned.
- The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.
- Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education.
- HEIs will focus on research and innovation by setting up start-up incubation centres, technology development centres, centres in frontier areas of research, greater industry-

academic linkages, and interdisciplinary research including humanities and social sciences research.

DRAWBACKS:

- Distractions
- No Master- Only Jack!
- May create confusions’.

CONCLUSIONS:

In many ways, today’s young adults are more aware, decisive and responsible for their own futures. Beyond 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 of all, keeps the flame of interest eternally ignited. The academic studies that focus on a self-imposed limited field of knowledge .It is the subject that one teacher and researcher as a part of a higher education is the academic discipline of that person”.

Through a multidisciplinary approach, a student gains an arsenal of skills—problem-solving, critical thinking, time-management, self-management, communication and writing, analysis and research methodologies, team work, and much more—that are easily transferable across work environments combining or involving more than one discipline or field of study. interdisciplinary Treatment requires a multidisciplinary approach involving physicians, nutritionists, psychologists, trainers, and gynecologists.

New roles are being carved out with the changing times—and in an era of exponential change and development; an undiscovered future awaits young India. Even recruits are on the lookout for hiring multidisciplinary talent. Narrow training is giving way to transferrable and dynamic skills A single discipline may promote one way of thinking. Consideration of more than one discipline forces to consider different modes and thus promotes unconventional thinking. Combination of various disciplines as independent and separate components of learning, which allows students to work within discipline specific parameters and attain disciplines specific goals. Thus, ensuring interdisciplinary and multidisciplinary learning is the joint responsibility of the curriculum framers, the institutional head, teachers and students. Others like experts from the community and researchers may also add their own inputs to make this endeavor effective.

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Subject-Understanding Disciplines & Subjects)



**A STUDY ON INFLUENCE OF EMOTIONAL INTELLIGENCE, MENTAL HEALTH
AND SOCIAL MATURITY ON ACADEMIC ACHIEVEMENT AMONG COLLEGE
STUDENTS**

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ABSTRACT

Among different learning concepts and models in academic achievements among college students, EI is progressively being infused in teaching, education and development. Although students are equipped with books, notebooks, pens and pencils while teachers have course books, charts, blackboard, reference books and other teaching resources, most of the time students cannot meet the standards of learning. The purpose of the present research is to find out the relationship between emotional intelligence and academic success of the College students and important gender differences on academic success. Each student was compared with the marks obtained in the final examination at graduation level considered as academic success. Pearson correlation coefficient was computed to assess the relationship between emotional intelligence, Social Maturity and Mental Health of students and to analyze relationship among overall academic success. Students with high emotional intelligence had high academic achievement while those who had low EQ-I performed low in academics. Also the mean difference between male and female students illustrate that female students had slightly higher Intrapersonal, Interpersonal, Adaptability, as compared to male students.

KEY TERMS:

Emotional Intelligence, Academic Performance, Social Maturity, Mental Health, Academic Achievements, College Students.

Introduction

The idea of Emotional Intelligence (EI) mental health & Social Maturity on academic achievement among college students is not new rather it is now growing, developing and

consciously being applied in human life. Within the learning context it is not only being applied in schools, colleges and universities but also for the sake of character formation of individuals and social maturity. EI is knitted well in every field of life: human psyche, understanding, recognition, communication, interaction and mental health of people and groups, and contributing greatly in their advancement. Goleman (1998: 317) defines EI as “the capacity for recognizing our own feelings and those feelings in and of others, for motivating ourselves, and for managing well the emotions in ourselves and in our relationships”. In a class, besides teachers, students should also be aware of EI. Hence, teaching EI has not only become a responsibility of teachers but also a necessity to be introduced at all levels of education and across the whole curriculum. The gap between efforts for learning, effective learning and academic success can be bridged up by EI (Goleman, 1995). A teacher can lead a student towards effective learning if both of them are well aware of EI and its implementation in the classroom. Factors of learning such as interest, attention, memorization, schema and motivation are necessary for academic success. In the present system of education in India, memorization is emphasized and academic success indirectly associated with rote-memorization. Different types offers are motivational factors for learning such as fear of punishment, failure, career-loss, teacher, and in case of failure humiliation in friends and family. These fears generate stress that makes association of learning with pain. Similarly, confidence is built up if recalling of the memorized material inexact reproduction of the original matter. The student is ready for academic success under different stresses. On the other hand, factors of EI such as self-awareness, managing emotions, empathy, cooperation, communication and resolving conflicts are vital not only for academic success but also for lifelong learning and success. Among these factors of EI and learning, some factors are vital for academic success while others for effective learning. Effective learning is not a substitute of academic success rather it is a means to that success. Some factors directly while others indirectly contribute to academic success. These indirect contributing factors develop and support those direct factors for academic success. For example interest develops good schematic memory that has direct relation with effective learning but not with academic success while awareness is based upon good schematic memory (good understanding of things and relationship between them) and has direct relationship with success. Awareness based on reliable schematic memory generates confidence that reciprocally strengthens motivation and awareness. Mc Cluskey (1997: online) describes the relationship

between self-identity, academic persistence and achievement “the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement at 18”. The study also showed that self-identity improves through social interaction and communication with others, which would enhance achievement.

Optimistic and pessimistic ways of thinking highly contribute in the success and failure of people (Goleman, 1995). Moreover, these two thinking patterns: optimism and pessimism are based on optimistic and pessimistic schematic memories. Pessimistic schema is based on stress and pain while optimistic schema is based on happiness, hope and achievement. In teaching and learning, success of the student depends upon how skillfully teacher applies factors of learning and EI in the classroom for effective learning. It is not possible to implement EI in the classroom without teacher-student and student-student interaction. As a general practice a teacher imparts education in classrooms of schools and colleges using different teaching-learning resources. Teacher, and college students and learning resources are useless if they stand alone. Interaction among the three generates the process of learning especially between teacher and students. In India schools teaching learning process is still too weak because of lack of interaction between teacher and students. Classroom environments totally based on rote memorization and punishment is a frequent motivational factor for learning and memorization. The education system of India gives little value to emotional education of the students and emphasizes more on logic as academic education does not seem to be related to emotional education. This generally assumed concept has raised the question of value of emotional education. In pursuit of the answer the purpose of this study is to see whether or not there is a relationship between emotional intelligence and academic success.

Emotional Intelligence, Mental Health & Social Maturity of College Students

The term intelligence usually refers to “a general mental capability of thinking abstractly, getting benefit from past experience, learning and understanding new material, reasoning and solving problems” (Sternberg & Berg, 1992: 09). These individual differences are significant and may vary from person to person and situation to situation. Bradshaw (2014) argues that “a given person’s intellectual performance may well vary on different occasions, in different domains, as judged by different criteria” (p. 158). Therefore, it is generally agreed that different kinds of tasks help in identifying and measuring intelligence. Such tasks engage number of mental processes, for example; perception, memory, thinking, decision-making, learning and reasoning.

Intelligence is an umbrella term and a very complex notion to define. According to the Webster's Dictionary intelligence is "the ability to apply knowledge to manipulate one's environment or to think abstractly as measured by objective criteria (such as tests)". In other words, intelligence is an ability of adapting the environment in effective manner. Adaptation in effective manner is possible either by making change in the environment or by finding a new environment or by making change in oneself. By examining the literature it is emerged that scientists are still trying to figure out a universally accepted conceptual definition that may explain intelligence as a single general ability or combination of many independent systems of abilities. Similarly they are trying to figure out whether the ability of intelligence is a characteristic of the brain or behavior, or is it a set of knowledge and skills.

A study conducted by Rode et al. (2007) predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity. Second, majority of academic work is self-directed, requiring high levels of self-management. Therefore, individuals with high emotional intelligence would perform better academically.

Conclusion

College students who were more emotionally intelligent performed better in both the continuous assessments and the final professional examination. The independent effect of EI on academic performance was more prevalent in final-year final examination marks. EI predicts only a small amount of variance, but it does so beyond gender and ethnicity. College schools may want to examine the emotional intelligence of its students, and possibly, to provide greater emotional skill development to medical students to enhance learning and academic performance.

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**A STUDY OF THE REASONS FOR DROPOUTS IN PRIMARY SCHOOLS WITHS PECIAL
REFERENCE TO S.C AND S.T STUDENTS OF RAICHUR, BIDARAND KOPPAL DISTRICTS
OF HYDERABAD KARNATAKA REGION**

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KEY WORDS: Dropouts, Primary school, Scheduled Caste and Scheduled Tribes, Hyderabad Karnataka Region.

INTRODUCTION:

The problem of dropout has been continually troubling the primary education system not only in India but in other developing countries also. Dropout does not mean mere rejection of school by children. It leads to wastage of the funds invested in school buildings, Teacher's salaries, equipment textbooks, and so on. It also means the existence of some deficiencies in the organization of the primary education system. The subject of dropout or wastage has been studied in India and other countries over the past 70 years and many of the reasons for this educational malady are known. However, it is not easy to deal with the malady because its origin lies partly within the system itself which has been designed by scholars, politicians and administrators. This is the reason why several developing countries are now recognizing the primary education system so as to make it people-oriented, instead of official- oriented. Majority of lower class economic groups are withdrawing their daughters from educational institutions at the age of 12 or 13 from 7th class onwards. So the rate of dropouts of SC and ST Students. That is why still this community is scanned about their girls, and has the feeling that, if their daughters go outside for education they will be influenced by media, films and may get spoiled.

The school dropout rate for SC/ST students is much higher than that of the other Categories, even as the debate over reservation for the weaker sections continues in the wake of the recent Supreme Court orders. High dropout's rate among the Scheduled Caste and Scheduled Tribes children remains a challenge for the Human Resource Development (MHRD) Ministry. Figures released by the ministry said that as many as 37% Scheduled Caste students and 49% Scheduled Tribe students stop studying after initial years of schooling. While the dropout rate of other categories of students has witnessed a phenomenal fall, the rate still remains high for SC and ST students.

The present study has found that all the usual reasons for dropout exist in the blocks selected for study. In this section, the reasons and its dimensions scores for dropouts from the Scheduled Caste and Scheduled Tribe students' point of view in Primary Schools especially at Raichur, Bidar and Koppal districts of Hyderabad Karnataka region.

OBJECTIVES OF THE STUDY:

The main objectives of this study are to find out the reasons for dropouts in the selected districts of North Karnataka region such as Raichur, Bidar and Koppal .

1. To find out the significant difference between SC and ST students of **Raichur** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.
2. To find out the significant difference between SC and ST students of **Koppal** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.
3. To find out the significant difference between SC and ST students of **Bidar** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

METHODOLOGY:

In the present study *Descriptive survey* method is the best method for finding the reasons and its dimensions scores for dropouts from the Scheduled Caste and Scheduled Tribe students' point of view in Primary Schools of Hyderabad Karnataka region. The researcher has prepared Questionnaire and personally visited the Primary schools of Hyderabad Karnataka Districts such as Raichur, Bidar and Koppal and collected data from *300 Primary School dropout students* of S.C and S.T by applying *Stratified Random Sampling Technique*. The collected data were analyzed by applying t-test.

ANALYSIS AND INTERPRETATION OF RESULTS:

In this section, the reasons and its dimensions scores for dropouts from the Scheduled Caste and Scheduled Tribe students' point of view in Primary Schools at Hyderabad Karnataka Districts according to districts, locations, types of management, gender and study standards by applying the independent t test and one way ANOVA followed by Tukeys multiple posthoc procedures and the results are presented in the following tables.

Null Hypothesis-1 (H_0): No significant difference between SC and ST students of Raichur district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka

To test the above H_0 , the independent two sample t test was performed and the results are presented in the following table.

Table-1: Summery of t test between SC and ST students of Raichur district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka

Variables	Castes	Mean	SD	t -value	P-value	Signi.
Total reasons for dropouts	Raichur SC caste	94.62	5.03	0.4721	0.6377	>0.05,NS
	Raichur ST caste	95.06	4.99			
Personal	Raichur SC caste	22.02	3.11	0.4213	0.6743	>0.05,NS

reasons	Raichur ST caste	21.78	3.02			
Family reasons	Raichur SC caste	22.74	2.79	1.5576	0.1220	>0.05,NS
	Raichur ST caste	23.44	1.97			
School reasons	Raichur SC caste	22.61	2.92	1.1792	0.2407	>0.05,NS
	Raichur ST caste	23.15	1.87			
Infrastructure reasons	Raichur SC caste	24.73	1.48	1.5236	0.1303	>0.05,NS
	Raichur ST caste	24.20	2.26			
Socio-Economic reasons	Raichur SC caste	24.55	2.33	0.6346	0.5269	>0.05,NS
	Raichur ST caste	24.26	2.61			

The results of the above table, clearly showed that,

- The calculated value of t i.e. 0.4721, which is lesser than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.4213, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
- The calculated value of t i.e. 1.5576, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score

due to family reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.

- The calculated value of t i.e. 1.1792, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to school reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
- The calculated value of t i.e. 1.5236, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.6346, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Null Hypothesis-2 (H_0): No significant difference between SC and ST students of Koppal district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka

To test the above H_0 , the independent two sample t test was performed and the results are presented in the following table.

Table-2: Summery of t test between SC and ST students of Koppal district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka

Variables	Castes	Mean	SD	t -value	P-value	Signi.
Total reasons	Koppal SC caste	94.74	4.62	1.1180	0.2659	>0.05, NS

for dropouts	Koppal ST caste	95.69	4.57			
Personal reasons	Koppal SC caste	21.85	3.11	0.3042	0.7615	>0.05,NS
	Koppal ST caste	22.04	3.68			
Family reasons	Koppal SC caste	22.70	2.72	2.6705	0.0086	<0.05,S
	Koppal ST caste	23.81	1.59			
School reasons	Koppal SC caste	22.53	2.95	1.6123	0.1096	>0.05,NS
	Koppal ST caste	23.28	1.89			
Infrastructure reasons	Koppal SC caste	25.08	1.30	3.0170	0.0031	<0.05,S
	Koppal ST caste	24.07	2.28			
Socio-Economic reasons	Koppal SC caste	24.44	2.82	0.1528	0.8788	>0.05,NS
	Koppal ST caste	24.52	2.82			

The results of the above table, clearly showed that,

- The calculated value of t i.e. 1.1180, which is lesser than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.3042, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.

- The calculated value of t i.e. 2.6705, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools in Koppal district of Hyderabad Karnataka.
- The calculated value of t i.e. 1.6123, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.
- The calculated value of t i.e. 3.0170, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools in Koppal district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.1528, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.

Null Hypothesis-3 (H_0): No significant difference between SC and ST students of Bidar district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka

To test the above H_0 , the independent two sample t test was performed and the results are presented in the following table.

Table-3: Summery of t test between SC and ST students of Bidar district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka

Variables	Castes	Mean	SD	t-value	P-value	Signi.
Total reasons for dropouts	Bidar SC caste	91.94	6.96	0.4914	0.6240	>0.05,NS
	Bidar ST caste	92.56	6.67			
Personal reasons	Bidar SC caste	21.58	3.01	0.7671	0.4445	>0.05,NS
	Bidar ST caste	21.15	3.07			
Family reasons	Bidar SC caste	22.39	2.96	0.8670	0.3877	>0.05,NS
	Bidar ST caste	22.81	2.20			
School reasons	Bidar SC caste	22.17	3.09	2.0492	0.0427	<0.05,S
	Bidar ST caste	23.15	1.87			
Infrastructure reasons	Bidar SC caste	24.12	2.56	1.1831	0.2392	>0.05,NS
	Bidar ST caste	23.54	2.85			
Socio-Economic reasons	Bidar SC caste	23.26	3.30	0.3408	0.7339	>0.05,NS
	Bidar ST caste	23.06	3.15			

The results of the above table, clearly showed that,

- The calculated value of t i.e. 0.4914, which is lesser than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.7671, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score

due to personal reasons is similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka.

- The calculated value of t i.e. 0.8670, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to family reasons is similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The calculated value of t i.e. 2.0492, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is significantly higher in SC students as compared to ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The calculated value of t i.e. 1.1831, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is similar in SC students and ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.3408, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka.

MAJOR FINDINGS OF THE STUDY:

Following are the major findings of the study which has been revealed from the careful analysis of the data.

- The mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
- The mean dropout score due to personal reason, family reason, School reason in fracture reason and Socio-economic reasons are similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.

- The mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.
- The mean dropout score due to family reasons and infrastructure reasons are significantly higher in ST students as compared to SC students of primary schools in Koppal district of Hyderabad Karnataka.
- The mean dropout score due to personal reason, School reason and Socio-economic reasons are similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.
- The mean dropout score due to schools reasons is significantly higher in SC students as compared to ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The mean dropout score due to personal reason, family reason, in fracture reason and Socio-economic reasons are similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka.

EDUCATIONAL IMPLICATIONS:

Following are the educational implications of the present study.

1. Education for students up to secondary stage should be made free in all parts of the country, besides, incentives like free supply of books, stationery, uniforms, midday meal, scholarships and stipends should be provided to all SC and ST students irrespective of socioeconomic standard.
2. Separate schools for Girls should be established wherever there is a demand for them. However the same standard and course should be made available in such schools as in co-education schools.
3. The school environment should be made more attractive, so that student participation in the education system is greater than at present. Adequate infrastructure facilities like, proper seating arrangement in the class, sufficient toilets for both girls and boys, and special attention should be given for suitable co-curricular activities and sports and games should be made available.
4. The number of teachers should also be increased to maintain proper student-teacher ratio, and school timing should be made so flexible. The fee of private schools should be minimized and there is a need of establishing controlling body over private schools.

5. The school curriculum should be framed need based and it should be flexible. General and vocational training courses should be combined so that immediate employment can be facilitated. Proper training for teachers to use innovative methodology so that education should be reached to un-reached one.

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ಶಾಲೆಗಳಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಪಾತ್ರ

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ಶಾಲೆಗಳಲ್ಲಿ ಪ್ರಯೋಗಾಲಯದ ತತ್ವವು ಮೂಲಭೂತವಾಗಿ ಬದಲಾಗಿಲ್ಲ. ಅವುಗಳು ಇನ್ನೂ ಹಲವಾರು ವಿದ್ಯಾರ್ಥಿ ಬೂತ್ ಗಳಿಗೆ ಸಂಪರ್ಕ ಗೊಂಡಿರುವ ಶಿಕ್ಷಕರ ನಿಯಂತ್ರಿತ ವ್ಯವಸ್ಥೆಯಾಗಿದ್ದು ವಿದ್ಯಾರ್ಥಿಗಳ ನಿಯಂತ್ರಣ ಕಾರ್ಯವಿಧಾನ ಮೈಕ್ರೋಫೋನ್ ದೊಂದಿಗೆ ಹೆಡ್ ಸೆಟ್ ಗಳನ್ನು ಒಳಗೊಂಡಿದೆ ಡಿಜಿಟಲ್ ಲಾಂಛೇಜ್ ಲ್ಯಾಬ್ ಗಳು ಅದೇ ತತ್ವವನ್ನು ಹೊಂದಿದ್ದವು ಸಾಫ್ಟ್ವೇರ್ ಮಾತ್ರ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ ಎಲ್ಲದೆ ಮತ್ತು ಯಾವುದೇ ಎಂಬ ಪರಿಕಲ್ಪನೆಯನ್ನು ಬದಲಾಯಿಸುತ್ತದೆ.

ಭಾಷಾ ಪ್ರಯೋಗಾಲಯವು ಯಾವುದೇ ಕಲೆಯವವರಿಗೆ ಸಂವಹನ ಉದ್ದೇಶಗಳಿಗಾಗಿ ಭಾಷೆಯ ಉತ್ತಮ ಹಿಡಿತವನ್ನು ಹೊಂದಿರುವುದು ಅವಶ್ಯಕವಾಗಿದೆ. ಸ್ಪಷ್ಟತೆ ನಿರಂತರ ಪರಿಣಾಮಕಾರಿ ಸಂವಹನಕ್ಕೆ ಪ್ರಮುಖವಾಗಿದೆ ಭಾರತದಲ್ಲಿನ ಪ್ರಸ್ತುತ ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆಯ ಪಠ್ಯಕ್ರಮವೂ ಕಲಾ ಮತ್ತು ಭಾಷಾ ವಿಷಯಗಳಿಗೆ ಪ್ರಯೋಗಾಲಯ ಅಧಿವೇಶನವನ್ನು ಹೊಂದಿಲ್ಲ. ವಿಜ್ಞಾನ ತಂತ್ರಜ್ಞಾನ ವಿಷಯಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡುವವರು ಮಾತ್ರ ಪ್ರಾಯೋಗಿಕ ಕೆಲಸವನ್ನು ಹೊಂದಿದ್ದಾರೆ ಆದ್ದರಿಂದ ಇದನ್ನು ಪ್ರಯೋಗಾಲಯದಲ್ಲಿ ಕೈಕೊಳ್ಳಲಾಗುತ್ತದೆ ಭಾಷಾ ಕಲಿಕೆಯ ಪ್ರಯೋಗಾಲಯವು ಭಾರತೀಯ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಹೊಸದಾಗಿದೆ. ಭಾಷಾ ಕಲಿಕೆ ಅನುಭವವನ್ನು ಉತ್ಪನ್ನಗೊಳಿಸಲು ಪ್ರಯೋಗಾಲಯದಲ್ಲಿ ತರಬೇತಿ ನೀಡುವುದು ಅಗತ್ಯವಿದೆ. ಭಾಷಾ ಪ್ರಯೋಗಾಲಯವು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಸಂವಹನ ಮಾಡುವ ಸಾಮರ್ಥ್ಯವು ಹೊಸ ವೃತ್ತಿಯನ್ನು ತೊಡಗಿಸಿಕೊಳ್ಳುವ ಯಾರಿಗಾದರೂ ಪೂರ್ವಾಪೇಕ್ಷಿತವಾಗಿ ಮಾರ್ಪಟ್ಟಿರುವುದರಿಂದ ಅಂತಹ ಕೌಶಲವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಅಗತ್ಯವು ಇಂದು ಹೆಚ್ಚು ಭಾವಿಸಿದ ವಿದ್ಯಮಾನವಾಗಿದೆ. ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಮೂಲಕ ಸಾಮಾನ್ಯ ದಾಖಲಾತಿ, ಸಾಫ್ಟ್ವೇರ್ ದಾಖಲಾತಿ, ಎಲ್ಲಾ ರೀತಿಯ ದಾಖಲಾತಿಗಳು ಮಾಡಬಹುದು ಈ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯವು ಉಚ್ಚರಣೆಯನ್ನು ಕೇಳಲು, ಪುನರಾವರ್ತಿತವು, ರೆಕಾರ್ಡ್ ಮಾಡಲು ಮತ್ತು ಸ್ವಯಂ ಮೌಲ್ಯಮಾಪನ ಮಾಡಲು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅವಕಾಶ ನೀಡುತ್ತದೆ

ಪ್ರಮುಖ ಪದಗಳು : ಪ್ರಯೋಗ ಶಾಲೆ, ಕ್ಯೂಬಿಕಲ್ ಅಥವಾ ಹಿಯರ್ ರಿಂಗ್ ಬೂತ್, ಕನಸೋಲ್ ಅಥವಾ ಬೋಧಕರ ಬೂತ್, ಅಂಗುವ ಫೋನ್, ಮಲ್ಟಿಮೀಡಿಯ ಹೈಟೆಕ್ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ

ಪೀಠಿಕೆ :

ವಿದ್ಯಾರ್ಥಿಗಳು ಕಲೆಯಲು ಉತ್ತಮ ಮಾರ್ಗ ವೆಂದರೆ ಅದನ್ನು ನೇರವಾಗಿ ಅನುಭವಿಸುವುದು. ಅನುಭವದ ಶಿಕ್ಷಣದ ಅವಕಾಶಗಳನ್ನು ಹೊಂದುವ ಕಲ್ಪನೆಯ ವರ್ಷಗಳಲ್ಲಿ ಲೆಕ್ಕವಿಲ್ಲದಷ್ಟು ಬಾರಿ ಒತ್ತಿ ಹೇಳಲ್ಪಟ್ಟಿದೆ ಮತ್ತು ಈಗ ಶಿಕ್ಷಣದ ಸಂಪೂರ್ಣ ಕಟ್ಟಡದ ಅತ್ಯಂತ ಪ್ರಮುಖ ಭಾಗಗಳಲ್ಲಿ ಒಂದಾಗಿದೆ ಪ್ರಯೋಗಾಲಯಗಳ ಬಳಕೆಯು ಪ್ರಾಯೋಗಿಕ ಕಲಿಕೆಯ ಕಲ್ಪನೆಯನ್ನು ಉತ್ತೇಜಿಸುವ ಪ್ರಮುಖ ಅಂಶಗಳಲ್ಲಿ ಒಂದಾಗಿದೆ ಪ್ರಯೋಗಾಲಯಗಳು ಕೊಠಡಿಗಳು ಅಥವಾ ಸಂಪೂರ್ಣ ಕಟ್ಟಡಗಳ ರೂಪದಲ್ಲಿ ವಿಶೇಷ ಶೈಕ್ಷಣಿಕ ಸ್ಥಳಗಳಾಗಿವೆ ಅಲ್ಲಿ ಸಂಶೋಧಕರು ಅಥವಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತಮ್ಮ ಆಸಕ್ತಿಯ ಕ್ಷೇತ್ರದಲ್ಲಿ ವೈಜ್ಞಾನಿಕ ಪ್ರಯೋಗಗಳನ್ನು ನಡೆಸಬಹುದು ನಿರ್ದಿಷ್ಟ ವಿಷಯದ ಮೇಲೆ ಬೆಳಕು ಚೆಲ್ಲುವ ಅಥವಾ ವಿಷಯವನ್ನು ಚೆನ್ನಾಗಿ ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವ ಉದ್ದೇಶದಿಂದ ಇದನ್ನು ಮಾಡಬಹುದು ಆದ್ದರಿಂದ ಪ್ರಯೋಗಾಲಯಗಳು ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಯ ಅತ್ಯಂತ ಅಂಶವಾಗಿದೆ ಎಂದು ಯಾವುದೇ ವಾದವಿಲ್ಲ ಮತ್ತು ಇದು ಎಲ್ಲಾ ವಿಷಯಗಳಿಗೆ ವಿಸ್ತರಿಸುತ್ತದೆ ಷಾಇಖ ವಿಷಯಗಳು ಅಂದರೆ ವಿಜ್ಞಾನ ತಂತ್ರಜ್ಞಾನ ಇಂಜಿನಿಯರ್ ಮತ್ತು ಗಣಿತ ಇವುಗಳ ವಿಸ್ತೃತ ಪ್ರಯೋಗಾಲಯ ವ್ಯವಸ್ಥೆಗಳು ಮತ್ತು ಸಂಬಂಧಿತ ಸಾಧನಗಳನ್ನು ಹೇರಳವಾಗಿ ಹೊಂದಿದ್ದು ವಿವರವಾದ ಲ್ಯಾಬ್ ಕೈಪಿಡಿಗಳೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅವರು ಏನು ಮಾಡಬೇಕೆಂದು ಮಾರ್ಗದರ್ಶನ ನೀಡುತ್ತಾರೆ ಆದ್ದರಿಂದ ಕಡಿಮೆ ತಿಳಿದಿರುವ ಇನ್ನೂ ಬಹಳ ಮುಖ್ಯವಾದ ಪ್ರಯೋಗಾಲಯವು ಇದೆ ಅದು ಶಾಲೆಯಲ್ಲಿ ಇರಬೇಕಾಗಿದೆ ಅದೇ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ

ಭಾಷೆ :

ಭಾಷಾ ಬೋಧನೆ ಕೇವಲ ವ್ಯಾಕರಣ ಛಂದಸ್ಸು ಕಾವ್ಯ ವ್ಯಾಸಂಗಕ್ಕಾಗಿ ಮಾತ್ರ ಅಲ್ಲ ಇದೊಂದು ಸಂಪರ್ಕ ಸಾಧನ ಅಭಿವ್ಯಕ್ತಿಯ ಸಾಧನ ವಿಕಾಸದ ಸಾಧನ ಅಂದರೆ ಬದಲಾಗುತ್ತಿರುವ ಸಮಾಜದ ಅವಶ್ಯಕತೆಗಳಿಗೆ ಸ್ಪಂದಿಸುವಂತಹ ಸಾಧ್ಯತೆಗಳಿಗೆ ಕಾರಣವಾಗುವಂತಹ ಅಂತಹ ಸಾಧ್ಯತೆಗಳಿಗೆ ವಿವರಿಸುವ ಸಾಧನ ಆಗಬೇಕು ಭಾಷೆ ಎನ್ನುವುದು ನಿಂತ ನೀರಲ್ಲಿ ಅದು ಹರಿಯುತ್ತಿರುವ ನೀರಾಗಿ ಹೊಸತನ್ನು ಸೇರಿಸಿಕೊಂಡು ಮುನ್ನುಗ್ಗುತ್ತಲೇ ಇರುತ್ತದೆ ಇದರಿಂದಲೇ ಭಾಷೆ ಕಲಿಕೆಯಲ್ಲಿ ಹೊಸತನವನ್ನು ಅಳವಡಿಸಿಕೊಂಡು ಕಲಿಯಬೇಕಾಗಿರುವುದರಿಂದ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ ಅತಿ ಅವಶ್ಯಕವಾಗಿದೆ ಹಾಗಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಭಾಷಾ ಕೌಶಲಗಳನ್ನು ಬೋಧಿಸಲು ಭಾಷಾ ಕೌಶಲ ಗಳಲ್ಲಿನ ದೋಷಗಳನ್ನು ಪರಿಹರಿಸಲು ಮತ್ತು ವಿವಿಧ ಭಾಷಾ ಕೌಶಲ್ಯಗಳನ್ನು ಅಭ್ಯಾಸ ಮಾಡಿಸುವ ಉದ್ದೇಶದಿಂದ ವೈಜ್ಞಾನಿಕವಾಗಿ ವ್ಯವಸ್ಥೆಗೊಳಿಸುವ ಪ್ರಯೋಗಾಲಯಗಳು ಶಾಲೆಗಳಲ್ಲಿ ಕೂಡಿರಬೇಕು

ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ:

ಭಾಷಾ ಪ್ರಯೋಗಾಲಯವು ಶೈಕ್ಷಣಿಕ ಸ್ಥಳವಾಗಿದ್ದು ಕಾರ್ತಿಗಳಿಗೆ ಆಡಿಯೋ ದೃಶ್ಯ ಅಥವಾ ಎರಡು ಮಾಧ್ಯಮಗಳ ಮಿಶ್ರಣದ ಮೂಲಕ ಭಾಷೆಯನ್ನು ಕಲಿಯಲು ನಿರ್ದಿಷ್ಟವಾಗಿ ವಿನ್ಯಾಸಗೊಳಿಸಲಾಗಿದೆ ವಿದೇಶಿ ಭಾಷೆಗಳ ಅಧ್ಯಯನಕ್ಕೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪರಿಚಯಿಸಲು ಅಥವಾ ಸಹಾಯ ಮಾಡಲು ಇದನ್ನು ವ್ಯಾಪಕವಾಗಿ ಬಳಸಲಾಗಿದ್ದರೂ ಸಹ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯ ಅನ್ವಯವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸಹಾಯಮಾಡುತ್ತದೆ.

ಈ ನಿಟ್ಟಿನಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಮೊದಲ ಭಾಷೆ ಇಂಗ್ಲಿಷ್ ಅಲ್ಲದೆ ಮಧ್ಯಮ ಆದಾಯದ ದೇಶಗಳಲ್ಲಿ ಇಂತಹ ಪ್ರಯೋಗಾಲಯಗಳನ್ನು ಬಳಸಲಾಗುತ್ತದೆ ಇದು ಮೂಲಭೂತವಾಗಿ ಕಂಪ್ಯೂಟರ್ ಲ್ಯಾಪ್ ಆಗಿದ್ದು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕಳಸಬೇಕಾದ ನಿರ್ದಿಷ್ಟ ಭಾಷೆಯನ್ನು ಕಲಿಸಲು ಅಗತ್ಯವಾದ ಸಾಫ್ಟ್‌ವೇರ್ ಅನ್ನು ಹೊಂದಿದೆ

ಒಂದು ಭಾಷೆಯನ್ನು ವೈಜ್ಞಾನಿಕ ವಿಧಾನಗಳಿಂದ ಕಲಿಯಲು ಸುಲಭವಾಗುವಂತೆ ಅಗತ್ಯವಾದ ಉಪಕರಣಗಳಿಂದ ಕೂಡಿದ ಸೂರ್ಯವಸ್ಥಿತವಾದ ಕೊಠಡಿಯೇ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ ಶಾಲೆ.

ಈ ಪ್ರಯೋಗ ಶಾಲೆಯಲ್ಲಿ ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿಗೆ ಒಂದು ಪ್ರತ್ಯೇಕ ಮತ್ತು ಅಗತ್ಯ ಸಾಧನಾ ತಂತ್ರಗಳು ಉತ್ತಮ ಆಸನ ವ್ಯವಸ್ಥೆ ಇರುತ್ತದೆ

ಕಲಿಯಲು ಬಯಸಿದ ಭಾಷೆ ವ್ಯವಸ್ಥಿತ ಉಚ್ಚಾರಣೆ ವಿವರಣೆ ಮತ್ತು ಧ್ವನಿಯ ಏರಿಳಿತ ಸುಲಭತವಾದ ಮಾತಿನ ಸರಣಿ ಸಿದ್ಧಿಸುವ ಕಲಿಕೆಯ ವಿಶ್ಲೇಷಣೆಗಾಗಿ ಇರುವ ಸಂಭಾಷಣೆ ಮಾದರಿಗಳು ಧ್ವನಿಮುದ್ರಿತ ಕ್ಯಾಸೆಟ್ ಗಳು ಟೇಪ್ ಗಳು ವಿ ಸಿ ಆರ್ ಡಿವಿಡಿ ಶ್ರವಣ ಯಂತ್ರಗಳು ಇತ್ಯಾದಿ ಬಹು ಮಾಧ್ಯಮ ಜಾಲವುಳ್ಳ ನೂತನ ಪ್ರಯೋಗಾಲಯ ಶಾಲೆ ಇಂದಿನ ಶಿಕ್ಷಣದ ಅವಿಭಾಜ್ಯ ಅಂಗವಾಗಬೇಕಾಗಿದೆ

ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಘಟಕಗಳು:

ಮೇಲೆ ತಿಳಿಸಿದಂತೆ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ ಸಾಮಾನ್ಯವಾಗಿ ಕಂಪ್ಯೂಟರ್ ಲ್ಯಾಬಿನಂತೆ ಮಾದರಿಯಾಗಿದೆ ಕೋಣೆಯ ಸಾಮಾನ್ಯ ವಿದ್ಯಾರ್ಥಿ ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿಗೆ ಪ್ರತ್ಯೇಕ ಕಂಪ್ಯೂಟರ್ ಸಿಸ್ಟಮ್ ಗಳನ್ನು ಒಳಗೊಂಡಿರುತ್ತದೆ

ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿಗೆ ಪ್ರತ್ಯೇಕ ಕಂಪ್ಯೂಟರ್ ಸಿಸ್ಟಮ್ ಅನ್ನು ಒದಗಿಸಲಾಗುತ್ತದೆ ಮತ್ತು ಅದನ್ನು ತೆಗೆದುಕೊಳ್ಳಬೇಕಾದ ತರಗತಿಗಳೊಂದಿಗೆ ಮೊದಲೇ ಲೋಡ್ ಮಾಡಲಾಗುತ್ತದೆ ತರಗತಿಯ ಗುಣಮಟ್ಟವನ್ನು ಸುಧಾರಿಸಲು ಮತ್ತು ಅವರಿಗೆ ಸಂಪೂರ್ಣ ತಲ್ಲಿನಗೊಳಿಸುವ ಅನುಭವವನ್ನು ನೀಡಲು ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿಗೆ ಮೈಕ್ರೋಫೋನ್ ಒಂದಿಗೆ ಹೆಡ್ ಸೆಟ್ ಅನ್ನು ಸಹ ನೀಡಲಾಗುತ್ತದೆ ಕೆಳಗೆ ವಿವರಿಸಿ ದಂತೆ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯವನ್ನು ಮೂರು ಪ್ರಮುಖ ಕ್ರಿಯಾತ್ಮಕ ಘಟಕಗಳಾಗಿ ಸ್ಥೂಲವಾಗಿ ವರ್ಗೀಕರಿಸಬಹುದು.

*ಕ್ಯೂಬಿಕಲ್ ಅಥವಾ ಇಯರಿಂಗ್ ಬೂತ್:

ವಿಚಾರಣೆಯ ಬೂತ್ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಭಾಗವಾಗಿದ್ದು ಅಲ್ಲಿ ಕುಳಿತುಕೊಳ್ಳುತ್ತಾರೆ ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿಗೆ ಕ್ಯೂಬಿಕಲ್ ಎಂದು ಕರೆಯಲ್ಪಡುವ ಧ್ವನಿ ನಿರೋಧಕ ವಿಭಾಗವನ್ನು ಒದಗಿಸಲಾಗುತ್ತದೆ ಪ್ರತಿ ಕ್ಯೂಬಿಕಲ್ ಅನ್ನು ಕನ್ವೋಲ್ ಎಂದು ಕರೆಯಲಾಗುವ ಬೋಧಕರ ಬೂತಿಗೆ ಸಂಪರ್ಕಿಸಲಾಗಿದೆ ಕ್ಯೂಬಿಕಲ್ ಅವರಿಗೆ ಸುಗಮ ಮತ್ತು ಅಡೆತಡೆ ಇಲ್ಲದೆ ಕಲಿಕೆಯ ಅನುಭವವನ್ನು ಹೊಂದಲು ಅಗತ್ಯವಿರುವ ಎಲ್ಲಾ ಅಗತ್ಯ ಸಾಧನಗಳನ್ನು ಒದಗಿಸಲಾಗಿದೆ.

* ಕನ್ವೋಲ್ ಅಥವಾ ಬೋಧಕರ ಬೂತ್:-

ಬೋಧಕನ ಬೂತ್ ಕನ್ನೋಲ್ ಎಂದು ಕರೆಯಲ್ಪಡುತ್ತಾರೆ (ಹೆಸರು ಸೂಚಿಸುವಂತೆ) ಬೋಧಕ ಅಥವಾ ಶಿಕ್ಷಕರು ಕುಳಿತುಕೊಳ್ಳುವ ಸ್ಥಳ ವಾಗಿದೆ ಕನ್ನೋಲ್ ನಿಂದ ಬೋಧಕ ಅಥವಾ ಶಿಕ್ಷಕರು ಅವರಿಗೆ ಮಾಸ್ಟರ್ ಟೀಚ್ ಗಳನ್ನು ಒದಗಿಸುತ್ತಾರೆ ಮತ್ತು ದ್ವಿಮುಖ ಸಂವಹನಕ್ಕಾಗಿ ಪ್ರಕರಣಗಳನ್ನು ಮೇಲ್ವಿಚಾರಣೆ ಮಾಡುತ್ತಾರೆ ಕಲಿಯುವವರಿಗೆ ರೆಕಾರ್ಡ್ ಮಾಡಲಾದ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ನಿರ್ದೇಶಿಸಲು ಕನ್ನೋಲ್ನಲ್ಲಿ ವಿತರಣಾ ಸ್ವಿಚ್ ಗಳು ಇರುತ್ತವೆ ಕಂಪ್ಯೂಟರ್ ಮಾನಿಟರಿಂಗ್ ಸ್ವಿಚ್ ಗಳನ್ನು ಸಹ ಒಳಗೊಂಡಿರುತ್ತದೆ ಅದು ಬೋಧಕರಿಗೆ ಕಲಿಯುವವರನ್ನು ಹೇಳಿಕೆ ಕೇಳಲು ಸರಿಪಡಿಸಲು ಸಲಹೆ ನೀಡಲು ಮತ್ತು ಮೌಲ್ಯಮಾಪನ ಮಾಡಲು ಅನುವು ಮಾಡಿಕೊಡುತ್ತದೆ ಹಾಗೆಯೇ ಇಂಟರಕಾಮ್ ಸ್ವಿಚ್ಚುಗಳು ಅವರ ಮತ್ತು ಪ್ರತಿಯೊಬ್ಬ ಕಲಿಯುವವರ ನಡುವೆ ಸಕ್ರಿಯ ದ್ವಿಮುಖ ಸಂವಹನಕ್ಕಾಗಿ ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತದೆ.

ನಿಯಂತ್ರಣ ಕೊಠಡಿ:-

ನಿಯಂತ್ರಣ ಕೊಠಡಿಯಲ್ಲಿ ಎಲ್ಲಾ ಟೀಚಿಗಳು ಮತ್ತು ಸಂಬಂಧಿತ ಕೋರ್ಸ್ ಸಾಮಗ್ರಿಗಳನ್ನು ಸಂಗ್ರಹಿಸಲಾಗುತ್ತದೆ ಇದು ಕೇಂದ್ರ ಸರ್ವರ್ ಕಂಪ್ಯೂಟರ್ ರೂಪದಲ್ಲಿ ಹಾರ್ಡ್ ಡ್ರೈವ್ ಗಳು ಸಿಡಿಗಳು ಫ್ಲಾಪಿ ಡ್ರೈವ್ ಗಳು ಮುಂತಾದವುಗಳ ರೂಪದಲ್ಲಿ ಸಂಗ್ರಹಿಸಬಹುದು ಇವೆಲ್ಲವನ್ನು ಸರಿಯಾಗಿ ಇಂಡೆಕ್ಸ್ ಮಾಡಲಾಗಿದೆ ಮತ್ತು ಸಂಗ್ರಹಿಸಲಾಗಿದೆ ಆದ್ದರಿಂದ ಅವುಗಳನ್ನು ಯಾವುದೇ ಸಮಯದಲ್ಲಿ ಸುಲಭವಾಗಿ ಪ್ರವೇಶಿಸಬಹುದು.

* ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ವಿಧಗಳು:-

ಭಾಷಾ ಪ್ರಯೋಗಾಲಯವು ವಿದೇಶ ಭಾಷೆಯ ಬೋಧನೆಯನ್ನು ತಲುಪಿಸುವಲ್ಲಿ ಶಿಕ್ಷಕರಿಗೆ ಸಹಾಯ ಮಾಡುತ್ತದೆ. ಮತ್ತು ವರ್ಷಗಳಲ್ಲಿ ಅನೇಕ ಅಭಿವೃದ್ಧಿ ಹಂತಗಳನ್ನು ಹೊಂದಿದೆ.ಇಲ್ಲಿ ನಾಲ್ಕು ರೀತಿಯಪ್ರಯೋಗಾಲಯಗಳನ್ನು

ಕೇಂದ್ರೀಕರಿಸಲಾಗಿದೆ

1) ಸಂಪ್ರದಾಯಿಕ ಪ್ರಯೋಗಾಲಯ

2) ಅಂಗುವ ಫೋನ್ ಪ್ರಯೋಗಾಲಯ

3) ಕಂಪ್ಯೂಟರ್ ಸಹಾಯಕಪ್ರಯೋಗಾಲಯ

4)ಮಲ್ಟಿಮೀಡಿಯಾಹೈಟೆಕ್ನಾಪ್ರಯೋಗಾ ಲಯ

1) ಸಾಂಪ್ರದಾಯಿಕ ಪ್ರಯೋಗಾಲಯ

ಇದು ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಪ್ರಾಚೀನ ರೂಪವಾಗಿದೆ. ಸಾಂಪ್ರದಾಯಿಕ ಲ್ಯಾಬ್ ಕಲಿಯುವವರಿಗೆ ಕಲಿಸಲು ಟೀಚ್ ರೆಕಾರ್ಡ್ ಮತ್ತು ಗುರಿ ಭಾಷೆಯ ಕೆಲವು ಕ್ಯಾಸೆಟ್ಗಳನ್ನು ಹೊಂದಿದೆ. ಶಿಕ್ಷಕರು ಟೀಚ್ ನುಡಿಸುತ್ತಾರೆ ಮತ್ತು ಕಲಿಯುವವರು ಅದನ್ನು ಕೇಳುತ್ತಾರೆ ಮತ್ತು ಉಚ್ಚಾರಣೆಯನ್ನು ಕಲಿಯುತ್ತಾರೆ. ಇದನ್ನು ಸಾಮಾನ್ಯ ತರಗತಿಯ ಸೆಟಪ್ ನಲ್ಲಿ

ಬಳಸುವುದರಿಂದ ಇದು ಗೊಂದಲಕ್ಕೆ ಗುರಿಯಾಗುತ್ತದೆ ಮತ್ತು ಈ ರೀತಿಯ ಪ್ರಯೋಗಾಲಯ ಇನ್ನು ಮುಂದೆ ಸಾಮಾನ್ಯವಲ್ಲ.

2) ಅಂಗುವ ಫೋನ್ ಪ್ರಯೋಗಾಲಯ:-

ಇದು ಮತ್ತೊಂದು ಸಾಂಪ್ರದಾಯಿಕ ರೀತಿಯ ಲ್ಯಾಬ್ ಆಗಿದೆ. ಹೆಡ್ ಸೆಟ್ ನೀಡಲಾಗುತ್ತದೆ. ಇಲ್ಲಿ ಗೊಂದಲವನ್ನು ಕಡಿಮೆಗೊಳಿಸಲಾಗುತ್ತದೆ ಮತ್ತು ಅಲಸುವಲ್ಲಿ ಒಂದು ನಿರ್ದಿಷ್ಟ ಪ್ರಮಾಣದ ಸ್ಪಷ್ಟತೆ ಸಾಧ್ಯ.

ಇದು ಆಧುನಿಕರಿಸಿದ ಅಂಗುವ ಫೋನ್ ಪ್ರಯೋಗಾಲಯ ಲಭ್ಯವಾಗಿದೆ ಇದು ಎರಡು ಕಾರ್ಯಗಳನ್ನು ಹೊಂದಿರುವ ಎಲೆಕ್ಟ್ರಾನಿಕ್ ಸಾಧನವನ್ನು ಬಳಸುತ್ತದೆ ಇದು ಎಡ ಭಾಗದಲ್ಲಿ ಸಾಮಾನ್ಯ ಕ್ಯಾಸೆಟ್ ಪ್ಲೇಯರ್ ಎಲ್ಲಾ ಮೈಶಿಷ್ಟಗಳೊಂದಿಗೆ ಕ್ಯಾಸೆಟ್ ಪ್ಲೇಯರ್ ನಂತೆ ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತದೆ ಮತ್ತು ಬಲಭಾಗದಲ್ಲಿ ಪುನರಾವರ್ತನೆವಾಗಿ ದ್ವನಿಯನ್ನು ರೆಕಾರ್ಡ್ ಮಾಡಲು ಮತ್ತು ಹೋಲಿಕೆಗಾಗಿ ಅದನ್ನು ಪ್ಲೇ ಮಾಡಲು ಸಹಾಯ ಮಾಡುತ್ತದೆ.

3) ಕಂಪ್ಯೂಟರ್ ಸಹಾಯಕ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ:-

ಭಾಷಾ ಕಲನಲು ಅಂಪಿ (computer assisted language learning) ಕಂಪ್ಯೂಟರ್ ಅನ್ನು ಬಳಸುತ್ತದೆ ಭಾಷಾ ಪಠ್ಯ ಸಾಮಗ್ರಿಗಳನ್ನು ಈಗಾಗಲೇ ಕಂಪ್ಯೂಟರಿಗೆ ನೀಡಲಾಗುತ್ತದೆ ಮತ್ತು ಪ್ರದರ್ಶಿಸಲಾಗುತ್ತದೆ. ಇತ್ತೀಚಿನ ದಿನಗಳಲ್ಲಿ ಇಂಟರ್ನೆಟ್ ಸಂಪರ್ಕ ಹೊಂದಿರುವ ಕಂಪ್ಯೂಟರ್ ಗಳೊಂದಿಗೆ ಪ್ರಯೋಗಾಲಯಗಳು ಇವೆ. ಇವುಗಳನ್ನು ವೆಬ್ ಅಸಿಸ್ಟೆಡ್ ಲಾಂಗ್ವೇಜ್ ಲ್ಯಾಬೋರೇಟರೀಸ್ (ವಾಲ್) ಎಂದು ಕರೆಯುತ್ತೇವೆ.

4) ಮಲ್ಟಿಮೀಡಿಯ ಹೈಟೆಕ್ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ:-

ಮಲ್ಟಿಮೀಡಿಯ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದಲ್ಲಿ ಬಳಸಬಹುದಾದ ಸಾಕಷ್ಟು ಸಾಫ್ಟ್ವೇರ್ ಮಾರುಕಟ್ಟೆಯಲ್ಲಿ ಲಭ್ಯವಿರುತ್ತವೆ

ಉದಾಹರಣೆ:- ರೆನೆಟ್, ಅರಿಷ್ಟೋ ಕ್ಲಾಸ್, ಗ್ಲೋಬರಿನ್, ಹಿಕ್ಲಾಸ್ ಇತ್ಯಾದಿ

* ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಉದ್ದೇಶಗಳು:-

* ಇದು ತರಗತಿಯಲ್ಲಿ ಭಾಷಾ ಕೌಶಲವನ್ನು ಹೆಚ್ಚಲು ಸಹಾಯ ಮಾಡುತ್ತದೆ

* ಇದು ಬಳಕೆದಾರರಿಗೆ ಆಟಗಳನ್ನು ಆಡಲು ಅನುವು ಮಾಡಿಕೊಡುತ್ತದೆ

* ಇದು ಭಾಷೆಯ ಶ್ರೀಮಂತ ಅನುಭವವನ್ನು ನೀಡುತ್ತದೆ.

* ಸುಧಾರಿತ ತಂತ್ರಜ್ಞಾನದ ಸಹಾಯದಿಂದ ಬಳಕೆದಾರರಿಗೆ ಭಾಷೆಯನ್ನು ಅನುಭವಿಸಲು ಇದು ಅನುವು ಮಾಡಿಕೊಡುತ್ತದೆ.

* ಉತ್ತಮ ಸಂವಹನ ಕೌಶಲದಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಜ್ಜುಗೊಳಿಸಲು ಸಹಾಯ ಮಾಡುತ್ತದೆ.

* ತಪ್ಪಾಗಿ ಉಚ್ಚರಿಸುವ ಇತರ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಅನುಸರಿಸುವ ಬದಲು ವಿದ್ಯಾರ್ಥಿಗಳು ತಮ್ಮ ಹೆಡ್ ಸೆಟ್ ಮೂಲಕ ಎಲ್ಲಾ ಸಮಯದಲ್ಲೂ ಸರಿಯಾದ ಭಾಷಾ ಮಾದರಿಗಳಲ್ಲಿ ಕೇಳಲು ಸಹಾಯ ಮಾಡುತ್ತದೆ.

ಶಾಲೆಯಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯವನ್ನು ಹೊಂದುವ ಪ್ರಯೋಜನಗಳು

ಶಾಲೆಯಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ ತರಗತಿಗಳನ್ನು ನಡೆಸುವುದರಿಂದ ಹಲವಾರು ಪ್ರಯೋಜನಗಳಿವೆ ಅವು ಈ ಕೆಳಗಿನಂತಿವೆ.

* ಪಾಠಗಳ ಮೇಲೆ ಉತ್ತಮ ಗಮನ:-

ಸಾಂಪ್ರದಾಯಿಕ ತರಗತಿಯಲ್ಲಿ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಮ್ಮುಖದಲ್ಲಿ ತರಗತಿಯ ಡೈನಮಿಕ್ ಗೊಂದಲಕ್ಕೆ ಹೆಚ್ಚಿನ ಅವಕಾಶವಿದೆ ಆದ್ಯಾಗೂ ಪ್ರಯೋಗಾಲಯಕ್ಕೆ ಬಂದ ಪ್ರತಿಯೊಬ್ಬ ವಿದ್ಯಾರ್ಥಿಗೆ ಸಿಸ್ಟಮ್ ಮತ್ತು ಹೆಡ್ ಸೆಟ್ ನೀಡಲಾಗುತ್ತದೆ ಅವರು ಪಾಠದ ಮೇಲೆ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಗಮನ ಹರಿಸಬಹುದು.

* ಪರಿಸರದಲ್ಲಿ ಬದಲಾವಣೆ:-

ತರಗತಿಯ ಭೌತಿಕ ವಾತಾವರಣದಲ್ಲಿನ ಬದಲಾವಣೆಯ ವಿದ್ಯಾರ್ಥಿಯ ಸಮಗ್ರ ಸಾಮರ್ಥ್ಯದ ಮೇಲೆ ಭಾರಿ ಪರಿಣಾಮ ಬೀರುತ್ತದೆ. ಎಂಬುದು ರಹಸ್ಯವಲ್ಲ. ಭಾಷಾ ಪ್ರಯೋಗಾಲಯಗಳು ಸಾಮಾನ್ಯವಾಗಿ ಶಾಲೆಯ ಬೇರೆ ಬೇರೆ ಭಾಗದಲ್ಲಿ ಇರುತ್ತವೆ. ಮತ್ತು ಅದರಿಂದ ದೈಹಿಕವಾಗಿ ತಮ್ಮ ತರಗತಿಯನ್ನು ಬದಲಾಯಿಸುವುದು ಮತ್ತು ಬೋಧನಾ ವಿಧಾನ (ಆಡಿಯೋ ವಿಷುವಲ್) ವಿದ್ಯಾರ್ಥಿಗಳು ತಮ್ಮ ಪಾಠಗಳನ್ನು ಗ್ರಹಿಸುವ ರೀತಿಯಲ್ಲಿ ಧನಾತ್ಮಕ ಪ್ರಭಾವವನ್ನು ಬೀರಬಹುದು.

* ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪ್ರತ್ಯೇಕವಾಗಿ ಮಾರ್ಗದರ್ಶನ ನೀಡುತ್ತದೆ:-

ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳು ಒಂದೇ ರೀತಿಯ ಕಲಿಕೆಯ ಸಾಮರ್ಥ್ಯವನ್ನು ಹೊಂದಿರುವುದಿಲ್ಲ. ಏಕೆಂದರೆ ವಿಭಿನ್ನ ತರಗತಿಗಳು ವಿಭಿನ್ನ ಕಲಿಕೆ ಶೈಲಿಗಳನ್ನು ಬಯಸುತ್ತಾರೆ. ಸಾಂಪ್ರದಾಯಿಕ ತರಗತಿಯ ವಾತಾವರಣದಲ್ಲಿ ಶಿಕ್ಷಕರಿಗೆ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪಾಠದ ವೇಗಕ್ಕೆ ತರಲು ಕಷ್ಟವಾಗಬಹುದು ಆದರೆ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಪಾಠದ ಸಂದರ್ಭದಲ್ಲಿ ಶಿಕ್ಷಕರು ಅಥವಾ ಬೋಧಕರಿಗೆ ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿಗೆ ಪ್ರತ್ಯೇಕವಾಗಿ ಮಾರ್ಗದರ್ಶನ ನೀಡುವ ಅವಕಾಶವನ್ನು ನೀಡಲಾಗುತ್ತದೆ ಆದ್ದರಿಂದ ಅವರಿಗೆ ನೀಡಲಾಗುತ್ತದೆ.

* ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಹೆದರಿಕೆ ಕಡಿಮೆಯಾಗಿದೆ:-

ಕೆಲವು ವಿದ್ಯಾರ್ಥಿಗಳು ಹೊಸ ಭಾಷೆಯನ್ನು ಕಲಿಯುವಾಗ ಅಥವಾ ಅವರ ಇಂಗ್ಲಿಷ್ ಕೌಶಲ್ಯಗಳನ್ನು ಸುಧಾರಿಸುವಾಗ ಸುರಕ್ಷತೆ ಭಾವನೆಯನ್ನು ಅನುಭವಿಸಬಹುದು. ಏಕೆಂದರೆ ಅವರ ಗೆಲೆಯರು ತಮ್ಮ ಕಡೆ ತೀರ್ಪು ನೀಡಬಹುದು ಎಂದು ಅವರು ಭಾವಿಸಬಹುದು ಈ ಸಮಸ್ಯೆಯನ್ನು ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಪಾಠಗಳಿಂದ ಸುಲಭವಾಗಿ ನಿವಾರಿಸಬಹುದು ಏಕೆಂದರೆ ಇದು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಗೌಪ್ಯತೆಯ ಪ್ರಜ್ಞೆಯನ್ನು ಒದಗಿಸುತ್ತದೆ ಇದು ಅವರಿಗೆ ಕಡಿಮೆ ಭಯವನ್ನು ಉಂಟುಮಾಡುತ್ತದೆ ತರುವಾಯ ಅವರಿಗೆ ಆತ್ಮವಿಶ್ವಾಸವನ್ನು ಹೆಚ್ಚಿಸುತ್ತದೆ.

* ಕಲಿಕೆಯ ಪ್ರಕ್ರಿಯೆಯನ್ನು ವಿನೋದ ಮತ್ತು ಆಸಕ್ತಿದಾಯಕವಾಗಿರುತ್ತದೆ.

ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಅವಧಿಗಳನ್ನು ನಡೆಸುವ ಅತ್ಯಂತ ರೋಮಾಂಚನಕಾರಿ ಭಾಗಗಳಲ್ಲಿ ಇದು ಒಂದಾಗಿದೆ ಕಲಿಕೆಯು ಪ್ರಕ್ರಿಯೆಯು ಸಂವಾದಾತ್ಮಕವಾಗುತ್ತದೆ ಇದರ ಪರಿಣಾಮವಾಗಿ ಸಂಪೂರ್ಣ ಕಲಿಕೆ ಯ ಪ್ರಕ್ರಿಯೆಯು ವಿನೋದ ಮತ್ತು ಆಸಕ್ತಿದಾಯಕವಾಗಿರುತ್ತದೆ ವಿದ್ಯಾರ್ಥಿಗಳು ಆಡಿಯೋ ವಿಜುವಲ್ ಫಾರ್ಮೆಟ್ ಮೂಲಕ ಪಾಠಗಳನ್ನು ಅನುಭವಿಸಬಹುದು ಮತ್ತು ತರಗತಿಯಲ್ಲಿ ಸೇರಿರುವ ಭಾವವನ್ನು ತರಲು ತರಗತಿಯೊಂದಿಗೆ ಪಡಿಸಬಹುದು.

* ತೀರ್ಮಾನ:-

ಒಟ್ಟಿನಲ್ಲಿ ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಹೇಳುವುದಾದರೆ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯಗಳು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತರಗತಿಯೊಂದಿಗೆ ಸಕ್ರಿಯವಾಗಿ ತೊಡಗಿಸಿಕೊಳ್ಳಲು ಅವಕಾಶ ಮಾಡಿಕೊಡುತ್ತದೆ ಮತ್ತು ಅದರಿಂದ ಅವರ ಪಾಠಗಳ ಬಗ್ಗೆ ಹೆಚ್ಚು ವಿಶ್ವಾಸ ಹೊಂದಲು ಸಾಕಷ್ಟು ಉಪಯುಕ್ತವಾಗಿದೆ. ಭಾಷೆಗಳನ್ನು ಕಲಿಯುವುದು ಅದು ಇಂಗ್ಲೀಷ್ ಅಥವಾ ಪ್ರಾದೇಶಿಕವಾಗಿರಲಿ ವಿದ್ಯಾರ್ಥಿಯ ಶೈಕ್ಷಣಿಕ ಜೀವನದ ಅತ್ಯಗತ್ಯ ಭಾಗವಾಗಿದೆ ಮತ್ತು ಕಲಿಕೆಯ ಸಮಯದಲ್ಲಿ ಅವರು ಸಮಗ್ರ ತಿಳುವಳಿಕೆ ಮತ್ತು ಅನುಭವವನ್ನು ಹೊಂದಿರುವುದು ಅತಿ ಅಗತ್ಯವಾಗಿದೆ.

ಆಧಾರ ಗ್ರಂಥಗಳು :-

* Fundamental Educational Technology

Dr. K. Sampath

* ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ

ಡಾ. ಅನುಸೂಯ ಪರಿಗಿ

*multimedia language laboratory

Badre Manjunath

तमसो मा ज्योतिर्गमय

A STUDY OF AWARENESS OF PUPIL TEACHERS TOWARDS ENVIRONMENTAL POLLUTION

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ABSTRACT

Teachers can play a significant role in making our environment pollution free by changing the attitude of students and society towards the environment. The pupil teachers are the prospective teachers of the nation. So it is the time for the great concern for protection and preservation of natural resources which can only be possible if we have a right type of attitude towards proper awareness in the related matters. Teachers can bring awareness and attitude which can be possible through environmental education. The goal of environmental education in schools and colleges is to acquaint and sensitize the students towards environmental problems and concerns, to inculcate in them healthy personal and social attitude and behaviour towards environment. Hence, it is necessary to know how far the Pupil Teachers are aware about environment and environmental problems. A pilot study was carried out selecting 120 pupil teachers studying in teacher education colleges located at Vijayapur district. "Environmental pollution Attitude Scale" developed by Dr. M. Rajamanickam and "Environmental awareness ability measures (EAAM)" developed by Praveen Jha were used for the collection of data. The findings show that the female pupil teachers were found to be more positive in their attitude towards environmental awareness than the Male pupil teachers.

KEY TERMS: Environmental Attitude, Environmental Awareness, Pupil Teachers.

INTRODUCTION

Environment is the combination of external physical conditions that affect and influence the growth, development and survival of organism. Environment is a term that comprises all

living and non-living things that occur on earth including all plants, animals, rocks, etc. and natural phenomena that occur within their boundaries. It further includes universal natural resources and physical phenomena that lack clear-cut boundaries, such as air, water and climate as well as energy, radiation, electric charge and magnetism, not originating from human activity. According to Boring, *“A person’s environment consists of the sum total of the stimulation which he receives from his conception until his death.”* According to Paul Brooks, *“Environment is the combination of external physical conditions that affect and influence the growth, development and survival of organism.”* The population explosion has worsened this situation. The people started exhausting the natural resources on one side and on the other creating pollution on the earth affecting the ecological balance in the ecosystem. Lack of environmental awareness regarding the preservation of the species and conservation of the forests are responsible for degradation of the environmental procurement at gross root level. If it continues, the human civilization will face disastrous situation. Environmental awareness prepares human society to protect the ecological balance.

ENVIRONMENTAL AWARENESS

Environment is a surrounding or conditions influencing development and growth of all the living beings. Awareness is essential to solve these problems as children are the future of our country, there is a necessity to incorporate not only knowledge about environment but also to acquaint and sensitize the young minds to the problems of environment and concerns. The term „environmental awareness“ refers to creating general awareness of environmental issues, their causes by bringing about changes in perception, attitude, values and necessary skills to solve environment related problems. To encourage students’ participation, it is necessary to create awareness among them about environment pollution and related adverse effects. This is the crucial time that environmental awareness and environmental sensitivity should be cultivated among the masses particularly among youths and the pupil teachers of the teacher education colleges.

NEED AND SIGNIFICANCE OF THE STUDY

The technological revolution in the twentieth century has generated many problems for human beings. Urbanization, industrialization, automation and population explosion are the result of technological revolution. Uncontrolled economic development, over use of ground water systems, and exploitation of natural resources has become the order of the day. So it is the need of the hour to implement Environmental Education in full swing. The problem of the environmental pollution is so cute that it is not possible to be tackled by government alone. It is the duty of all voluntary organizations, schools, and colleges to fight with the problem of environmental pollution. It is the duty of teachers that students from very beginning should be made aware of this menace. There is a dire need of building attitude of students, teachers and society towards this ticklish problem. It is felt by investigations to develop a positive attitude to make the environment free from any problem.

STATEMENT OF THE PROBLEM

The title of the study is “**A Study of Awareness of Pupil Teachers towards Environmental Pollution**”.

OBJECTIVES OF THE STUDY

1. To find the difference in the environmental awareness of male and female Pupil Teachers.

HYPOTHESIS OF THE STUDY

1. There is no significant difference between environmental awareness of the male and female Pupil Teachers of teacher education colleges.

DESIGN OF THE STUDY

The present research work was a descriptive study. It is concerned with functional relationship between two or more variables. The results may suggest additional and competing hypotheses to be tested. For the present study descriptive survey method was used to assess awareness of Pupil Teachers towards environmental pollution.

Population: The present study was conducted in Vijayapur district. The Pupil Teachers of

Teacher education colleges located at Vijayapur district constituted as the population of the study.

Sample: Simple random sampling technique was used for selection of 120 Pupil Teachers by visiting various teachers education colleges located of Vijayapur district .

TOOLS USED FOR DATA COLLECTION.

1. “Environmental awareness ability measures (EAAM)” developed by Praveen Jha will be used for the present study.

PROCEDURE OF DATA COLLECTION

The “Environmental awareness ability measures (EAAM)” developed by Praveen Jha and was administered on the Pupil Teachers for the collection of data and the responses made by the Pupil Teachers was scored, tabulated and analyzed.

ANALYSIS AND INTERPRETATION OF DATA

Comparison of Environmental Awareness among students of Male and female colleges: The mean and S.D of the test scores of environmental awareness of male and female pupil teachers were calculated and interpreted. The hypothesis was further examined by applying „t“- test as shown in table 1.

Table 1: Mean, S.D and t-value between Male and Female Pupil Teachers Towards Environmental Awareness					
Students	N	Mean	.D.	t- Ratio	marks
Male pupil teachers	60	48.35	4.21	1.21	Insignificant
Female pupil teachers	60	51.21	4.78		

Calculating t- ratio between the means scores of environmental awareness of students of male and female colleges was found to be 1.21 which is not significant at 0.05 and 0.01 levels of significance. Therefore it is clear that there is no significance difference between the mean scores of environmental awareness of male and female pupil teachers. The female pupil teachers were found to be more aware than their counterpart the male pupil teachers towards

environmental awareness. Both male and female pupil teachers are equally aware towards environment protection.

DELIMITATIONS OF THE STUDY

The study was conducted with the following delimitation:

1. The present study was delimited to Vijayapur district only.
2. The present study was delimited to pupil teachers of teacher education colleges only.

MAJOR FINDINGS OF THE STUDY

1. Majority of the pupil teachers of the teacher education colleges were found to be aware about environmental pollution.
2. A significant difference was found between the male and female pupil teachers with reference to the environmental awareness.
3. The female pupil teachers" were found to be more aware than the male pupil teachers" towards environmental problems.
4. The male pupil teachers" were found to be significantly more positive than female pupil teachers" towards environmental pollution.

CONCLUSIONS

There is no significance difference between the mean scores of environmental awareness of male and female pupil teachers. Environment Education has great importance as our lives to a large extent depend on our response to emerging problems related to the environment. Male and female pupil teachers have no similar environmental awareness ability. Female pupil teachers" were found to be more aware towards the environmental issues than the male pupil teachers.

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EMOTIONAL INTELLIGENCE ASPECTS**SHOBHA P**

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Abstract

One might picture someone who never lets his temper get out of control, no matter what problems he's facing. Or you might think of someone who has the complete trust of her staff, listens to her team, is easy to talk to, and always makes careful, informed decisions. These are qualities of someone with a high degree of emotional intelligence. In this article, we'll look at why emotional intelligence is so important for leaders – an When you think of a "perfect leader," what comes to mind? how one as a leader, can improve yours.

CONCEPT

Emotional intelligence or EI is the ability to understand and manage your own emotions, and those of the people around you. People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people.

For leadership qualities, having emotional intelligence is essential for success. After all, who is more likely to succeed – a leader who shouts at his team when he's under stress, or a leader who stays in control, and calmly assesses the situation

According to Daniel Goleman, an American psychologist who helped to popularize emotional intelligence, there are five key elements to it:

Self-awareness.

Self-regulation.

Motivation.

Empathy.

Social skills.

The more that you, as a leader, manage each of these areas, the higher your emotional intelligence. So, let's look at each element in more detail and examine how you can grow as a leader.

Emotional Intelligence aspects

1. Self-awareness

If you're self-aware, you always know how you feel, and you know how your emotions and your actions can affect the people around you. Being self-aware when you're in a leadership position also means having a clear picture of your strengths and weaknesses, and it means behaving with humility.

So, what can you do to improve your self-awareness?

Keep a journal. Journals help you improve your self-awareness. If you spend just a few minutes each day writing down your thoughts, this can move you to a higher degree of self-awareness.

Slow down. When you experience anger or other strong emotions, slow down to examine why. Remember, no matter what the situation, you can always choose how you react to it. (Our article on Managing Your Emotions at Work will help you understand what your emotions are telling you.)

2. Self-regulation

Leaders who regulate themselves effectively rarely verbally attack others, make rushed or emotional decisions, stereotype people, or compromise their values. Self-regulation is all about staying in control.

This element of emotional intelligence, according to Goleman, also covers a leader's flexibility and commitment to personal accountability.

So, how can one improve his/her ability to self-regulate?

Know your values. Do you have a clear idea of where you absolutely will not compromise? Do you know what values are most important to you? Spend some time examining your "code of ethics." If you know what's most important to you, then you probably won't have to think twice when you face a moral or ethical decision – you'll make the right choice.

Hold yourself accountable. If you tend to blame others when something goes wrong, stop. Make a commitment to admit to your mistakes and to face the consequences, whatever they are. You'll probably sleep better at night, and you'll quickly earn the respect of those around you.

Practice being calm. The next time you're in a challenging situation, be very aware of how you act. Do you relieve your stress by shouting at someone else? Practice deep-breathing exercises to calm yourself. Also, try to write down all of the negative things you want to say, and then rip it up and throw it away. Expressing these emotions on paper (and not showing them to anyone!) is better than speaking them aloud to your team. What's more, this helps you challenge your reactions to ensure that they're fair!

3. Motivation

Self-motivated leaders work consistently toward their goals, and they have extremely high standards for the quality of their work.

How can one improve self motivation?

Re-examine why you're doing your job. It's easy to forget what you really love about your career. So, take some time to remember why you wanted this job. If you're unhappy in your role and you're struggling to remember why you wanted it, try the Five Whys technique to find the root of the problem. Starting at the root often helps you look at your situation in a new way. And make sure that your goal statements are fresh and energizing. For more on this, see our article on Goal Setting.

Determine how one can self motivate to lead. Leadership Motivation Assessment can help one to see clearly motivate leadership role. If you need to increase your motivation to lead, it directs you to resources that can help.

Be hopeful and find something good – Motivated leaders are usually optimistic, no matter what problems they face. Adopting this mindset might take practice, but it's well worth the effort. Every time you face a challenge, or even a failure, try to find at least one good thing about the situation. It might be something small, like a new contact, or something with long-term effects, like an important lesson learned. But there's almost always something positive if you look for it.

4. Empathy

For leaders, having empathy is critical to managing a successful team or organization. Leaders with empathy have the ability to put themselves in someone else's situation. They help develop the people on their team, challenge others who are acting unfairly, give constructive feedback, and listen to those who need it.

If you want to earn the respect and loyalty of your team, then show them you care by being empathic.

How can you improve your empathy?

Put yourself in someone else's position. It's easy to support your own point of view. After all, it's yours! But take the time to look at situations from other people's perspectives. See our article on Perceptual Positions for a useful technique for doing this.

Pay attention to body language. Perhaps when you listen to someone, you cross your arms, move your feet back and forth, or bite your lip. This body language tells others how you really feel about a situation, and the message you're giving isn't positive! Learning to read body language can be a real asset in a leadership role, because you'll be better able to determine how someone truly feels. This gives you the opportunity to respond appropriately.

Respond to feelings. You ask your assistant to work late – again. And although he agrees, you can hear the disappointment in his voice. So, respond by addressing his feelings. Tell him you appreciate how willing he is to work extra hours, and that you're just as frustrated about working

late. If possible, figure out a way for future late nights to be less of an issue (for example, give him Monday mornings off).

5. Social Skills

Leaders who do well in the social skills element of emotional intelligence are great communicators. They're just as open to hearing bad news as good news, and they're experts at getting their team to support them and be excited about a new mission or project.

Leaders who have good social skills are also good at managing change and resolving conflicts diplomatically. They're rarely satisfied with leaving things as they are, but they don't sit back and make everyone else do the work: they set an example with their own behavior.

So, how can one build social skills?

Learn conflict resolution. Leaders must know how to resolve conflicts between their team members, customers, or vendors. Learning conflict resolution skills is vital if you want to succeed. Improve your communication skills. How well do one communicate? Communication quiz will help you to answer this question, and it will give useful feedback on what you can do to improve.

Conclusion

One should Learn how to praise others. As a leader, you can inspire the loyalty of your team simply by giving praise when it's earned. Learning how to praise others is a fine art, but well worth the effort. To get good personality one must have a solid understanding of how their emotions and actions affect the people around them. The better personality relates to and works with others, the more successful he or she will be. one Take the time to work on self-awareness, self-regulation, motivation, empathy, and social skills. Working on these areas will help you excel in the future!

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EFFECTIVE TEACHING METHODS IN MATHEMATICS**KANCHANA GANGA**

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Abstract

The purpose of this study is to discuss the teaching methods and their application in different branches of mathematics taught at secondary level in Pakistan. Teaching methods of mathematics include lecture, inductive, deductive, heuristic or discovery, analytic, synthetic, problem solving, laboratory and project methods. Teachers may adopt any method according to the specific unit of syllabus, available resources and number of students in a class. Different merits and demerits of teaching methods along with the relevance of each method to the appropriate branches of mathematics in India context are explained in this paper. A good educator makes a difference in how students learn and how they feel about their learning. The purpose of this study is to discuss the teaching methods and their application in different branches of mathematics taught at secondary level in Pakistan. Teaching methods of mathematics include lecture, inductive, deductive, heuristic or discovery, analytic, synthetic, problem solving, laboratory and project methods. Teachers may adopt any method according to the specific unit of syllabus, available resources and number of students in a class. Different merits and demerits of teaching methods along with the relevance of each method to the appropriate branches of mathematics in Pakistani context are explained in this paper.

Keywords: Mathematics; Pedagogy; Teaching Methods; Secondary Level

Introduction The word mathematics came from a Greek word “μάθημα” (máthēma) which means science or study. Mathematics is "the branch of human enquiry involving the study of numbers, quantities, data, shape and space and their relationships, especially their generalizations and abstractions and their application to situations in the real world"). Mathematicians generalise new formulas or methods based on similar patterns for different

branches of mathematics (Devlin, 2004). Before teaching mathematics, every teacher should be informed well about the educational values of this subject. Proper teaching method should also be adopted according to the situation, learning environment and educational background of the students. It is very important to keep the motivational level of students high otherwise they lose interest in mathematics

Moreover, students can avail good employment opportunities in their future life because of diverse applicability of mathematics in many fields. Teachers should be cleared about the following goals of teaching mathematics.

- A To develop reasoning ability in thinking process of the students.
- B. To enable students to do different kinds of calculations related to the daily life problems.
- C. To make them creative by developing analytical and discovering abilities in them.
- D. To enable them to learn other subjects of science or general science
- .E. To prepare them for higher studies.
- F. To develop scientific approach in them to understand the realities of life on the base of logic.
- G. To enable them to find out the similar patterns in one particular activity or phenomenon for generalising the results from them.
- H. To prepare them for all those fields of life in which mathematics is applicable.

When you teach elementary math, you have a tremendous opportunity to not only teach your students foundational concepts they'll use throughout their schooling, but to instill a love of math from a young age. Keep reading for the best ways to create effective and engaging math lessons in your elementary classroom! Your students probably have varying levels of interest and ability when it comes to math class. In order to meet their different needs, you need to be flexible and understand how they learn best. Use these activities to help your young students develop problem-solving skills, understand abstract concepts and encourage math talk in your classroom.

Textbooks for secondary and higher secondary level are taught in all government and private schools in India except those which are following the British or American educational systems. National curriculum for mathematics at secondary level has been divided into different small units in which the benchmarks are clearly mentioned. These units are designed for different branches of mathematics like number and operations, arithmetic algebra, geometry, information handling and trigonometry etc India is a developing country where educational situation is not very much encouraging. Lack of resources and budget are the biggest hurdles in educational reforms. Situation in private schools is relatively good but their fee structure is very much high and not affordable by everyone. Majority of the students are studying in the public schools which are in very poor condition. Properly trained teachers are not available everywhere. Strength of students is very much high in most of the schools so that teachers cannot give attention to each student in a proper way.

Marion Walter, an internationally acclaimed mathematics educator discusses about problem posing, focusing on both the merits of problem posing and techniques to encourage problem posing. She believes that playful attitude toward problem variables is an essential part of an inquiring mind and the more opportunities that learners have, to change a given problem, the better they would understand it.

Mathematics Education at the Midpoint of the Agenda. Pennsylvania Council of Teachers of Mathematics. One of the strengths of the Pennsylvania Council of Teachers of Mathematics (PCTM) is that it gives mathematicians and mathematics educators the opportunity to exchange and contribute to each other's professional growth. The topic for this 1985 yearbook, the first of a proposed ongoing series, has been chosen to coincide with the annual PCTM meeting

Conclusion

Pedagogy of mathematics includes application of different teaching methods like lecture, inductive, deductive, heuristic or discovery, analytic, synthetic, problem solving, laboratory and project methods. Instructional methodology of every teacher should be adaptive according to each unit of syllabus, available resources and strength of the students. III. Lecture Method In this method, knowledge is delivered through a speech. This is the oldest and most important teaching method because it is always remained a part of all other instructional

methodologies. In this method, a teacher takes part as an active participant and students are at the receiving end most of the time. That is why; it is a teacher centered approach.

References

Fawad Baig (2015) "a teacher should be familiar with all the teaching methods in Mathematics because he or she can get better results by applying appropriate method according to the nature of a problem, available resources and number of students in a class."

Baig (2015) in this approach, a teacher plays a lively and diligent role whilst learners are at the acquiring position for majority of the time, unless the teacher poses questions or invites comment. For this reason, it is termed a teacher-centred approach. content knowledge to learners who respond by passively concentrating and writing down some notes (Oche, 2012).

Cooperative Versus Traditional Teaching Strategy in Grade 9 General Education & Training Certificate (GETC) Mathematics

It is relevant to teaching of all subdivisions of Mathematics, including Geometry and Algebra. However, not all mathematical activity related to these subdivisions can be resolved with this strategy, but the official way of doing things and strategies to answer them can be clarified in a very good manner (Baig, 2015).

Menderes Unal (2017) recommended a "blended teaching approach that balances teachers' personal strengths and interests with students' needs and curricular requirements". most important teaching strategy of all (Baig, 2015).

WOMEN'S EMPLOYMENT STATUS IN INDIA**SREELATA A DESAI**

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Abstract

India's economy has undergone a substantial transformation or the country's independence . Agriculture now accounts for only one-third of the gross domestic product down , and a wide range of modern poultries and support services now exist. In spite of these changes, agriculture continues to dominate employment, employing two-thirds of all workers. India faced economic problems in the last few years that were acerbated by the Crisis. India began to implement trade liberalization measures. Different sectors of economy have different experiences about the impact of the reforms. In a country like India, productive employment is central to poverty reduction strategy and to bring about economic equality in the society.

Still women are able to get more jobs but the work they get is and elevated status arising out of increased chances to work contradictory more casual in nature or is the one that men do not prefer to do or is left by them to move to higher or better jobs Globalization has indeed raised hopes of women for a better situation where they have the label of economically independent but, at the same time, it has put them in a paid workers but are not able to enjoy their economic liberty in real sense of the term.

India is the first among countries to give women equal franchise and has a highly credible record with regard to the enactment of laws to protect and promote the interests of women, but women continue to be denied economic, and legal rights and privileges. Though they are considered to be equal partners in progress, yet they remain subjected to repression, marginalisation and exploitation. It has bee advocated by many researchers that independent earning opportunities reduce the economic power in the family. This bargaining power depends on the nature of work she is employed in. But the income earning activities increase the workload of a woman unless the man accepts an increased share in domestic work. Since globalization is introducing

technological inputs, women are being marginalized in economic activities, men traditionally being offered new scopes of learning and training. Consequent female workers are joining the informal sector or casual labor force more than ever before. For instance, while new nice technology has given rise to higher use of female labor, the increased work-load for women is in operations that are unrecorded, and often unpaid, since these fall within the category of home production activities. The weaker sections, especially the women, are denied the physical care they deserve. There is, thus, hardly any ability for the majority of Indian women to do valuable functioning; the "capability" to choose from alternatives is conspicuous by absence.

The economy in one form or another, much of their work is not documented or accounted for in official statistics. Women plow fields and harvest crops while working on farms, women and make handicrafts while working in household women sell food and gather wood while working women are traditionally in the informal sector. Additionally, dustiest, possibly for the daily household chores). Although the cultural restrictions women face are changing, women are all not as free as men to participate in the formal economy. In the past cultural restrictions were the primary impediments female employment now however, the shortage of jobs throughout the country contributes to low female employment as well. Since Indian culture hinders women's access to jobs in stores, factories, and the public sector, the informal sector is particularly important for women. More women may be involved in undocumented or "disguised" wage work than in the formal labor force. There are estimates that over 90% of working women are involved in the informal sector and not included in official statistics. The informal sector includes such as domestic servant, small trader, artisan, or field worker on a family farm. Most of these jobs are unskilled and low paying and do not provide benefits to the worker.

Status of Women in India most developing countries. The public sector hires a greater number of women than does the private sector, but wages in public sector are less egalitarian despite laws requiring a pay for equal work. There is evidence that suggests that technological progress sometimes has a negative impact on women's employment opportunities. When a new technology is introduced to automate

When the village replaced manual irrigation system with a tube well irrigation system, women lost their jobs. Many other examples exist here manual tasks such as wheat grinding and weeding etc.

replaced by wheat grinding machines, herbicides, and modern technologies. These examples are not meant suggest that women would be better off with the menial rather they illustrate how women have been pushed of traditional occupations. Women may not benefit from s created by the introduction of new technology. New is usually go to , and it is even rare for women to be employed in the factories producing such equipment. National Sample Survey data exemplify this trend.

Many other examples exist here manual tasks such as wheat grinding and weeding e replaced by wheat grinding machines, herbicides, and modern technologies. These examples are not meant suggest that women would be better off with the menial rather they illustrate how women have been pushed of traditional occupations. Women may not benefit from s created by the introduction of new technology. Other data force the conclusion that employment options for female agricultural workers have declined, and that many women seek casual work in other sectors characterized by low wages and low productivity. Other agricultural work includes workers involved with livestock, forestry, fishing and tilling, plantations, orchards, and related activities.' an important role in the maintenance of the household Indian culture women are expected to devote virtually all their time, energy, and earnings to their family. Men, Many women still sought their husbands permission when they wanted to purchase something for themselves In northern India, where more stringent cultural norms are in place, it is likely that few women control family finances. Conditions of working women in India have improved considerably in the recent years.

Ironically, the improvement in their status, they still find themselves dependent on men. It is because of the fact that the patriarchal society has always wielded economic independent and power to take decision. Since the working woman has an independent income in the same patriarchal set-up, when the basic infrastructure of society has hardly changed though her own role within the same structure is passing through a transitional phase, it is but natural that would remain vulnerable to exploitation even in the economically independent state. Society perhaps yet not to accord due recognition to women to take the lead rural and women, at the same time;

An important role in the maintenance of the household Indian culture women are expected to devote virtually all their time, energy, and earnings to their family. Men, on the other hand, are

expected to spend time and at least some Research higher share of the their earnings on activities outside the household has shown that women contribute a earnings to the family and are less likely themselves. Research has suggested that as the share of s family income contributed by woman increases, likelihood that she will manage this income. However, extent to which women retain control over their own income varies from household to household and region to region to spend it.

conclusion

Many women still sought their husbands permits when they wanted to purchase something for themselves In northern India, where more stringent cultural r are in place, it is likely that few women control family finances. Conditions of working women in India have improved considerably in the recent years. Ironically, despe the improvement in their status, they still find themselves dependent on men. It is because of the fact that ma patriarchal society has always wielded economic independent and power to take decision. Since the working woman earn an independent income in the same patriarchal set-up, when the basic infrastructure of society has hardly changed though her own role within the same structure is passing through a transitional phase, it is but natural that would remain vulnerable to exploitation even in he economically independent state. Society perhaps yet ne to accord due recognition to women to take the lead. Rural women, at the same time; need to be oriented towards assuming this role in the society.

Restrictions

References.

News papers

Pioneer of women empowerment- Prof. Gopu Sudhakar

CO-CURRICULAR ACTIVITIES AS MULTIPURPOSE BOOSTERS IN EDUCATION**Smt.Sudha**

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Abstract:

Modern Education gives equal emphasis on co-curricular activities as it gives to classroom education. This article tries to cover various aspects of co curricular activities which busters the learning in school. Co-curricular activities facilitate the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development, and aesthetic development. Creativity, Enthusiasm, and Energetic, Positive thinking are some of the dimensions of personality development and the outcomes of curricular activities. A few years ago, all the activities like games, fun, entertainment programs, debates, music, competition, narration etc. were considered as extracurricular activities and such step-motherly attitude was adopted towards these activities. Institutions never showed interest and did not take any initiative for the development of these types of activities. Time and energy spent on such activities syllabus was considered or prescribed as a list of certain subjects. These subjects were to be learned and recited by the students. The subject was available in books and theory had to be learned and the whole purpose of the schools was to educate the neglected. Learning at that time was only about learning this knowledge, the experiences students learned outside the classroom had no status in the school curriculum, students' experience, needs, uses, tastes, appetites were not attached much importance and school subjects continued to maintain a high status. But today psychologically it is changed radically and there has been a significant change in the concept of curriculum. An achievement curriculum that helps guide child development and growth. In this connection Indian Education Commission 1964-66 states thus. "We perceive

the school curriculum as a total learning experience”. These learning experiences are provided by the school under its observation through various activities. These activities are carried out both internally and externally in the school. Seen from these perspectives, the gap between curricular and extracurricular activities closes. The NEP 2020 clearly emphasizes on integration of co curricular approach in education

Key words: - Co-curricular activities, Achievement, Institutions, Moral boosters

Introduction :

Co-curricular activities are not new to the Indian education system. It is a tradition from ancient times. When we look at the education system of the Brahminic period, what are the co-curricular activities that can be found, bringing flowers and leaves for the worship of Guru, taking care of all the arrangements of the gurukula, tending the cows, growing fruits and vegetables, preserving and growing fruit trees, etc. Students used to willingly participate in such activities.

But these kinds of good activities completely lost their importance during the period of British educational system. The attitude that only book knowledge is education is prevalent. Due to this attitude, activities like games, tournaments, music, fun etc. in school were called extra-curricular activities. Those who took part in these activities did not receive any kind of rewards and recognition. But as the days went by, the importance of these was realized by the educationists. It was felt that all-round development of a child i.e. physical, mental, spiritual, moral, social, emotional and cultural development is possible only through these types of activities. Hence these types of activities were considered as extra-curricular activities are now called as co curricular activities. Also they were given equal status.

Co-curricular Activities are defined as **the activities that enable to supplement and complement the curricular or main syllabi activities**. These are a very important part and parcel of educational institutions to develop the students' personality as well as to strengthen classroom learning. Co-curricular activities help a student concentrate more in the classroom and teach them valuable life lessons. The importance of extracurricular activities at school has been proven by many types of research.

Co-curricular activities (CCAs) earlier known as Extracurricular Activities (ECA) are the components of the non-academic curriculum that helps to develop various facets of the personality development of the child and students. For all-round development of the child, there is a need for emotional, physical, spiritual and moral development that is complemented and supplemented by Co-curricular Activities.

Co-curricular Activities as moral boosters:

Co-curricular Activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are a very important part and parcel of educational institutions to develop the students' personality as well as to strengthen classroom learning. These activities are organized after the school hours, so known as extracurricular activities. Co-curricular Activities have a wide horizon to cater to the cultural, social, aesthetic development of the child.

These activities are organized after the school hours, so known as extracurricular activities. Co-curricular Activities have a wide horizon to cater to the cultural, social, aesthetic development of the child.

Children should engage in at least two co-curricular activities to utilize their energy completely and explore their talents. You should create a right mix of co-curricular activities that will stimulate a child's mind and body both.

1. Academic Related Co-curricular Activities, Book clubs, School magazine editor, Poetry speech, Story-writing, Debates, Organizing exhibitions, Preparing charts.

2. Leisure Related Co curricular Activities, Model making, Coin collection, Stamp collection, Train fan Museum, Monument trip, Gardening.

3. Social development Related Co curricular Activities, Scouting and guiding

School (group of people who advise or govern) activities.

4. Picnics and trips Related Co- curricular Activities :-Hiking

Special visits Traveling, Visiting places of historical and (related to where mountains, rivers, cities, etc., are located) importance.

5. Physical Related Co curricular Activities:- Outdoor and indoor games, Mass drill Mass P.T., N.C.C

6. Cultural Development Related Co curricular Activities:- Dance Music Folk dance (songs popular with a certain group of people) Fancy-dress competitions.

8. Arts and Craft Related Co curricular Activities:- (collection of songs/book for inserting pictures) making, Doll making Cooking, Photography, Flower decoration, Clay modeling, Visual mixture making, Basket making, Knitting.

Curricular activities and learning endeavors:

All kinds of curricular activities and learning endeavors are considered co-curricular activities. There are many types of them. Adapting the school environment, time, facilities, children's abilities, convincing them that co-curricular activities are different from the traditional teaching method and an easy way to learn, it is appropriate to manage through various types of games, songs, stories, dances, performances, writing and creative activities.

Selection and adoption of Activities:

Choosing activities is one of the most important aspects of organization. A wide variety of activities need to be assigned to meet the diverse needs of many students. But these activities should not be too heavy for the children, and activities should never be chosen that do not get much and decent publicity. Cost effective only activities with educational values should be selected. Each activity should suit the interests and intelligence of the children. The results of these should be obvious to all. Children should have complete freedom in choosing activities. Providing place and time.

Positive attributes of co-curricular activities:

1) Physical development: Health and fitness are essential requirements of school children. Continuous physical exercises, organized games and tournaments, brisk walking, traveling etc.

help in maintaining the efficiency of body functions. Many indoor and outdoor games like Carom, Chess, Volleyball, N.C.C. N.S.S. Kabaddi etc helps in improving the health of students.

2) Civic training: The breadth of development of democratic sentiments is so wide that the common concept today is that school is understood as the foundation or ground for the development of democracy. The school should be organized on democratic principles. The fact that 'today's children are tomorrow's citizens' should always be kept in mind and practical training in democracy should be impacted by organizing student parliaments in schools.

3) Moral training: Co-curricular activities can provide effective moral training as they pose real moral issues. "A chance of moral experience is better than a lesson of moral teaching. Moreover, co-curricular activities provide ample opportunities for developing moral ideals. Moral qualities like honesty, truth, justice and purity are tested here. So here the values are dynamic. Here students are given opportunities to make judgments and choices about what is right and what is wrong, and good values such as self-control and self-correction are willingly developed.

4) Training in leadership qualities: Students have to find solutions to the problems faced in the organization of these types of activities by their own efforts. Through these types of activities, students acquire virtues like clear thinking, good judgment, patience, compassion, calmness, self-determination, self-confidence, enthusiasm, initiative, resourcefulness, etc. and receive good leadership training.

5) Complementary to curricular activities: Educational activities can be divided. 1) Theoretical, 2) Practical Theoretical knowledge is acquired within the four walls of the classroom. But perfect knowledge requires experimentation. Co-curricular activities provide practical knowledge. Subjects like history, civics, geography, language, science etc. can be taught better through co-curricular activities.

6) Healthy and enriching vacations: The major flaw in today's educational system is that it does not provide any kind of activities to utilize the leisure time. Education for leisure has gained as much importance as education for work. If this type of training is available in school, the student develops unhealthy habits. A student develops unhealthy habits for the use of leisure time. For

the use of leisure time, a student can undertake trips, games, camps, debates, etc. These types of extracurricular activities make good use of leisure time.

7) Development of Discipline: Play and other extra-curricular activities not only help in maintaining the outward personality but also develop other mental, moral, intellectual, values. For the use of leisure time, the student can undertake trips, games, camps, debates etc. These types of extracurricular activities make good use of leisure time.

8) Development of emotional health and exaltation of instincts: Co-curricular activities guide the instincts of the student. The stage of secondary education is the period of adolescence or adolescence, a period of stress and strain, during which sexual power develops. The moral and cultural personality of the student is determined at this stage. Provide worthwhile co-curricular activities- Giving will sublimate instincts and engage in good activities.

9) Social Activities: By participating in co-curricular activities, the student learns social attitudes and what is his role in the group? The awareness arises in him. These activities also provide training in the art of living in society. The virtues of a healthy social life are compassion, self-discipline, non-violence, sense of belonging, discipline etc. All these emotions can be cultivated through co-curricular activities.

10) Broadening in students' knowledge: Broadening students' internal relationships, students learn techniques and ways of doing tasks. All the above points shed light on the importance of co-curricular activities.

Conclusion:

Co-curricular activities are an interesting, fun part of school learning. Effective activities not only attract school children but also attract out-of-school children. It helps to retain such children in school. The purpose of the texts will also be successful. Co-curricular activities guide the instincts of the student. These activities develop skills among students. Co-curricular activities provide practical knowledge. Subjects like history, civics, geography, language, science etc. can be taught better through co-curricular activities.

**A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO MENTAL ABILITY
ADJUSTMENT AND SOCIO-ECONOMIC STATUS OF SECONDARY SCHOOL
STUDENT BIDAR.**

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ABSTRACT

The connection between socio-economic status, mental ability adjustment of rural and urban, arts and science students was also dealt with secondary school students, were boys and were girls students. The socio-economic status scale, mental health scale was used for data collection. The Pearson's correlation coefficient technique was adopted for data analysis. There is not significant socio-economic status, mental health and emotional maturity among the boys and girls students, art and science students including those of rural background, students with low and high socio-economic status and students more than 12 years age. It is found that, there is no significant relationship between socio-economic status, mental health and emotional maturity among the urban students, studying in government colleges, with high socio economic status and students less than 18 years of age.

KEYWORDS Socio-Economic Status, Mental ability adjustment, secondary school students.

INTRODUCTION

Socio-economic is considered as one of the important variable in social science research. It has been and is being included quite often as a variable in studies in Psychology, Sociology, Education and other social science streams. The contrast 'socio-economic status' is used in social science as well as laymen quite frequently yet there is no general consensus regarding its

definition and measurement. Measures used in the literature are those of convenience or availability. In general, SES is considered as an indicator of economic and social position.

While examining the relationship of SES and psychological health among Hungarian adolescents used occupational status of parents (as an objective indicators of SES) and self-assessed SES as subjective indicator of socio- economic status .Race, social class, castes have also been taken as an indicator of SES” ” Adolescent mental health is necessary priority for the healthy development of societies. Adolescent mental health is central to the future development of low income countries throughout the world (WHO). India presents a unique case in term of its large population and 50% often are adolescent; characterized by heterogeneity in respect to physical economical, social and cultural conditions. About 30 years have passed since this historic adoption and much has changed in the field of health care delivery as well as population mental in India (Isaac 2011).

Social maturity means social development level characterized by independence from parental and adult control in social situations”. Long data on these communities for 2000 then permits us to understand specific community conditions associated with differential rates of psychiatric hospitalization as well as of reported mental disabilities in general. Mental ability adjustment as described by Greenberg comprises of general characteristics which represent the most common types of demands made by all societies on the individuals and at the same time, specific categories which are culture specific attributes of individuals that enables them to meet these demands .First, display rules researches often ask about “positive or negative” emotions but this obscures variability within each category. We focus on display rules for two emotions important for the work environment – anger and happiness – because they motivate anti – and pro-social Alton tendencies, respectively

“Emotions are organized psycho physiological reactions to news about ongoing relationship with the environment”. an emotional mature person has the following characteristics:

- 1) The ability to give and receive alone.
- 2) The ability to face reality and deal with it.
- 3) Just as interested in giving as receiving.

4)The capacity to relate positively to life experiences.

5)The ability to learn more experience.

The ability to accept frustration and the ability to handle hostility constructively. Relative, freedom from tension symptoms. Mostly, 'emotional balance' and 'emotional maturity' is taken as synonymous terms. But actually, they are not pleasant and unpleasant emotions. One can attain emotional maturity without having attained emotional balance although the vice versa is not true. An emotionally mature person. Emotional balanced is quality of an adult and not a child. Thus, emotional maturity is a relative term. It is directly related to age and stage of development of the individual.

“Mental ability adjustment is a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra personally”.

In most countries and world, economic status of a family is usually linked with the family's income, parents' educational level, parents' occupation and social status among the kiths and kin and even at the global level. The use of data about family possessions may be thought to be connected to economic status, students who used a computer both at home and at school achieved a significantly higher science score than those who only used a computer at school, in study compared all the six dimensions of mental ability between male and female adolescents found noticeable correlation between emotional stability, overall adjustment, and academic achievement, intelligence measures of mental health and social maturity of adolescents. Findings indicated no significant correlation between autonomy, security-insecurity, self-concept measure of mental ability and social maturity of adolescents. In study found non-significant correlation between emotional maturity and self-confidence of adolescents. No significant difference was found in emotional maturity of boys and girls. However, study reported the relationship between socio-economic status, mental health and emotional maturity of students in rural and urban, arts and science was also dealt with. The sample consisted of 100 students selected through random sampling technique, out of which 50 were boys and 50 were girls students. The socio-economic status scale, mental health scale and emotional maturity scale were used for data collection. The Pearson's correlation coefficient technique was adopted for data analysis. There is not significant

socio-economic status, mental health and emotional maturity among the boys and girls students, art and science students including those of rural background, students with low and high socio-economic status and students more than 20 years age.

Adolescent mental ability is necessary priority for the healthy development of societies. Adolescent mental ability central to the future development of low income countries throughout the world (WHO). India presents a unique case in term of its large population and 50% often are adolescent; characterized by heterogeneity in respect to physical economical, social and cultural conditions. About 30 years have passed since this historic adoption and much has changed in the field of health care delivery as well as population mental in India (Isaac 2011).

“Mental ability is also means as social development level characterized by independence from parental and adult control in social situations”.

Long data on these communities is much then permits us to understand specific community conditions associated with differential rates of psychiatric hospitalization as well as of reported mental disabilities in general characteristics which represent the most common types of demands made by all societies on the individuals and at the same time, specific categories which are culture specific attributes of individuals that enables them to meet these demands. First, display rules researches often ask about “positive or negative” emotions but this obscures variability within each category. We focus on display rules for two emotions important for the work environment – anger and happiness – because they motivate anti – and pro-social Alton tendencies, respectively, (Fitness, 2000; Geddes and Callister, 2007; Sloan, 2004). Lazarus, 1991

In most African countries and western world, economic status of a family is usually linked with the family’s income, parents’ educational level, parents’ occupation and social status among the kiths and kin and even at the global level. The use of data about family possessions may be thought to be connected to economic status, students who used a computer both at home and at school achieved a significantly higher science score than those who only used a computer at school (Thompson and Fleming, 2003). Sharma (2006), in her study compared all the six dimensions of mental health between male and female adolescents. As in old studies found significant correlation between emotional stability, overall adjustment, and academic achievement, intelligence measures of mental health and social maturity of adolescents. Findings

indicated no significant correlation between autonomy, security-insecurity, self-concept measure of mental health and social maturity of adolescents. In other study found non-significant correlation between emotional maturity and self-confidence of adolescents. No significant difference was found in emotional maturity of boys and girls. However, study reported as “Effect of Socio-Economic Status on Mental Health and Emotional Maturity on College Going Students significant differences in the mental ability adjustment of adolescents of rural and urban areas.

OBJECTIVES

The following objectives were formulated for the present study.

- i. To investigate the relationship contributes socio-economic status, mental ability adjustment of boys and girls.
- ii. To investigate the relationship contributes socio-economic status, mental ability adjustment of urban and rural student's.
- iii. To investigate the relationship contributes socio-economic status, mental ability and of students with high and low socio-economic status.

PROBLEM

What is the level of, mental ability adjustment and socio-economic status of secondary school children

Assumptions

1. There will be significant differences in MHS in between boys and girls.
2. There will be significant differences in EMS in between boys and girls.
3. There will be significant differences in MHS in between science and art.
4. There will be significant differences in EMS in between science and art.
5. There will be significant differences in MHS in between urban and rural.
6. There will be significant differences in EMS in between urban and rural.

METHODS

Types of Research and Design

The sample consisted of secondary school students, of secondary school, randomly, Criteria of Sample Selection is Only those young respondents were included in the sample who were studying in under graduation of 12 to 16 years, unmarried, having an rural and urban residence and without any major diagnosed chronic physical or mental illness.

SUGGETIONS

To make the subject acquainted with the test paper of three Socio-economic Status test, Mental Health test and Emotional Maturity test and told them inside this paper are some questions to see what social economic and interests you have in Socio-Economic Status (SES) paper, as you can see it is a test and categories question. Inside this are some questions to see what socio-economic conditions you have. It has answer economic conditions and there are poor and no poor answered because everyone has the right to his own view. To be able to get the best advice from your result, you want to answer them exactly and truly.

Mental ability adjustment (MAA)

Test paper, as you see it includes five distinct abilities, Strongly agree, Agree, Uncertain, Disagree and Strongly disagree each distinct abilities has some positive and negative questions. Given questions it has mental health question and answer as honestly as possible is true of you. Don't merely mark what seems "The right thing to say" to impress the examiner.

DATA COLLECTION

For collecting the data testing were conducted. A verbal consent was taken from the subjects after informing them the purpose of the study. They were assured that the information they provide will be kept confidential and used only for research purpose. Thus the sample of male and female respondents aged between 18 -22 was selected. They were then handed over a copy of the questionnaire to respond. They were helped if they had any difficulty regarding understanding or responding to the questionnaire items. Respondents were requested to respond

honestly and to answer all the items. After they had completed the questionnaire they were thanked and the complete questionnaires were collected.

Analytic Strategy

Way of analysis of variance techniques will be used to test the significance difference in Socio-economic Status, Mental ability adjustment in between boys and girls, science and arts, rural and urban.

Conclusion

As a result of demographic transitions of socio-economic status, mental ability adjustment gender (boys and girls), Stream (science and art) and area (rural and urban). The sample was divided into groups on the basis of gender: boys and girls. Each of group consisted of an equal number of subject respondents. Each group was further sub-divided into two categories on the basis of subject: science and arts. Each sub group consisted of 50 respondents. Each group was sub-divided into two categories on the basis of area: rural and urban. Each sub group consisted of 50 respondents. In this study it also describes variation in Socio-economic Status, Mental-health and Emotional-maturity gender, subject and area.

Effect on Mental ability adjustment and Socio-Economic Status on secondary school going students. Statistical techniques used to test the significance of the difference between sample means of number of different group. Tool deals with difference between sample means and has no restrictions on the number of mean. The level of significance is the maximum probability with which a researcher would be willing to risk the rejection of the null hypothesis, where in fact it should have been accepted. In practice, a level of significance of (1%) level of significance is selected to test the hypothesis, the researcher will be 99% confident that the right decision has been made. The level of significance used in this study was that of a significance as the cut-off point for rejecting the hypothesis. An analysis of variance was conducted to explore the impact of gender, Stream and area on the evaluation of Socio-economic Status mental ability adjustment.

**A STUDY ON ACADEMIC ACHIEVEMENT OF SECONDARY STUDENTS IN
RELATION TO INTELLIGENCE, EMOTIONAL INTELLIGENCE, ANXIETY, AND
LOCUS OF CONTROL**

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Abstract

This study examines about emotional intelligence and locus of Control association with academic achievement of students. Four research questions guided the study. The co relational research design was adopted for the study. We analyzed the effects on a group of adolescents of an emotional intelligence education model of adolescent psychosocial adjustment. Participants were high school students aged between 12 and 16 years, of whom some were in the control group and other some were in the training group. We conducted the research using a experimental pretest-intervention-posttest design during 2 academic years. This training program was conducted as part of the ongoing project and is implemented during weekly sessions. Students who participated in program reported better psychosocial adjustment likewise lower levels of depression and anxiety, and higher self-esteem) compared to students in the control group. Implications of these findings for educational curricula are discussed, and recommendations for future research are made.

Introduction

A student can get admission into a higher institution simply with his/her intelligent quotient but the control and management of emotions (emotional intelligence) and understanding and explaining of success and failures (Locus of control) to a great extent determines his/her academic achievement. This study therefore examined emotional intelligence and locus of Control association with academic achievement of students. Four research questions guided the study. The co relational research design was adopted for the study. The population of the study

with some specific students of certain area. No sampling was done because the population is small. 3 sets of instruments were used for the study namely: Emotional Intelligence Self Assessment Instrument, Locus of control Instrument (LOCI) adapted from the work of Levenson (1981) and an achievement test in Educational Psychology constructed by the researchers. Reliability of the instruments were established using Cronbach alpha and an internal coefficient was obtained for EISAI, LOCI subscales namely internal and external locus of control orientation and finally for the researchers developed achievement test. The data were analyzed using correlation and regression statistical analysis. The results showed a positive and significant relationship between Emotional intelligence and internal Locus of control and academic achievement of students in psychological constructs which have tremendous influence on the academic outcomes of students. Based on the findings of the study, it was recommended among others that lecturers should de-emphasize grades and relative ranking, reward effort rather than ability to help students have internal locus of control orientation and also practical G.S courses that should help students acquire adequate stress management skills should be included in the Sandwich programme to help improve their emotional intelligence.

Academic achievement of students' is one of the vital elements through which the whole education system revolves. Academic achievement is the knowledge acquired and skills developed in school subjects usually by test scores assigned by the teacher. When it is observed that the evidence of proper teaching and adequate learning should manifest in students' academic achievement. They view academic achievement as the hub around which teaching and learning revolve and therefore, should be the target of every student enrolled in any academic programme. We can observe that academic achievement was once thought to be the most important outcome of formal education experiences as well as indicators of students' well-being and psychological development. It asserts that academic achievement is the most important pre-requisite for individual and societal prosperity as well as a vital issue both for politics and psychological research. In the context of this research work, academic achievement refers to outcomes in performance of students' in intellectual domains (cognitive, affective and psychomotor).

The primary aim of enrolling in any academic programme ranging from primary, secondary to tertiary education is for acquisition of knowledge and skills that will enhance the individuals

fulfillment of his/her potentials and adjustment in the society. Students' acquisition of knowledge and skills in any teaching and learning activity is measured through quiz, tests, projects and examinations administered by the teacher in-between or at the end of a term, semester or contact session. The extent of the student's performance is simply his achievement

Anxiety is a feeling of fear, dread, and uneasiness. It might cause you to sweat, feel restless and tense, and have a rapid heartbeat. It can be a normal reaction to stress. For example, you might feel anxious when faced with a difficult problem at work, before taking a test, or before making an important decision

Some psychological constructs including personality traits and emotional intelligence could be vital in explaining a person's thoughts, actions, interpretations, judgments and behaviors. This study adopted correlational research design to establish the association of personality traits and emotional intelligence with risky sexual and health behaviours among adolescents in tertiary institutions.

Intelligence can be defined as the ability to solve complex problems or make decisions with outcomes benefiting the actor, and has evolved in life forms to adapt to diverse environments for their survival and reproduction.

Education boosts the opportunities for sustainable development and plays a crucial role in the overall development of the individual, society and nation at large. Education is the most important venue for improving the quality of life of individuals and his/her adaptation to the society. For this reason, education of every citizen should be taken seriously. Federal Republic of Nigeria (2013) recognized education as a bedrock of every nation's growth and so outlined clearly in her National Policy on Education (NPE) the national guideline for the effective administration, management and implementation of education at all tiers of government. - Post basic education of 3 years in senior secondary schools and technical colleges and - Tertiary education provided in colleges of education, polytechnics, monotechnics and the universities. Sandwich programmes fall under tertiary education. Sandwich programme is a part-time programme for teachers in primary and secondary schools and others to study in the Faculty of Education. All the courses in the Faculty of Education are available during the contact sessions (usually long vacations). Contrary to other academic

programmes in the university which has two semesters in a session, sandwich programme has just one contact session. Students are taught by both lecturers in the faculty of education and from the servicing departments. The primary aim of enrolling in any academic programme ranging from primary, secondary to tertiary education is for acquisition of knowledge and skills that will enhance the individuals' fulfillment of his/her potentials as well as psycho-social adjustments in the society. To this end, students' knowledge, understanding, acquisition of facts and skills which is often defined by the educational construct "Academic Achievement" is measured through quiz, assignments and examinations at the end of every contact session. Psychological constructs such as emotional intelligence and locus of control is vital in explaining students study habits as well as academic outcomes/achievements. They argued that some academically brilliant individuals are yet socially inept and unsuccessful at work, in academics or their personal relationships. This is true because you can get admission into a higher institution simply with your intelligent quotient but control and management of your emotions (Emotional Intelligence) and understanding and explaining your successes and failures (Locus of Control) determines your academic achievement. There searchers' observation of the emotional and social behaviours of students in the Faculty of Education, preferred the study. Often some of them are tensed up, confused, exhibit aggressive behaviours at the slightest provocation, rude to lecturers, disorganized, fail to do assignment, exhibit low performance in examination, rudely blame lecturers for low grades and inability to complete research projects among others. To buttress this point, some of these students attend lectures they did not register for, always late to lectures and examinations without any remorse, confused about the correct course outline and ready to exchange words with both classmate and lecturers anytime. This study therefore sought to investigate emotional intelligence and locus of control association with academic achievement. Emotional intelligence is a psychological construct derived from two terms: Emotion and intelligence. Intelligence belongs to the cognitive (thinking, reasoning) aspect of mental functioning while emotions belong to the affective (feeling, appreciation) aspect of mental functioning. Simply put, intelligence is the ability to acquire, understand and comprehend information or knowledge as well as being able to transfer the acquired knowledge for problem solving while emotion means state of mood of an individual. Emotions are important pieces of information that tell a person about himself/herself and others but can make one become tensed

up, over whelmed and lose control in the face of challenge or stress. Emotional intelligence is the area of cognitive ability that facilitates interpersonal behaviour. David Goleman, a psychologist and behavioural science journalist popularized the concept of emotional intelligence in the year 1995. In his book titled “Emotional Intelligence”, Goleman explained emotional intelligence as the ability of an individual to appropriately and effectively manage his emotions to ensure those emotions is expressed accordingly. He went further to observe that emotional intelligence is the largest single predictor of success in the workplace. Goleman outlined five categories of emotional intelligence namely: Self-awareness, self regulation, motivation, empathy and social skills. Some researchers and authors have attempted various definitions of emotional intelligence according to their perspectives.:self awareness, self management, social awareness and relationship management.

A student with high emotional intelligence has proper control over his/her emotions and therefore will thrive in the face of any academic complexities while the reverse is the case for a student with low emotional intelligence. There is an English adage that “Life is not a bed of roses”. All aspects of life including social, religious, marital, economic and educational/vocational is full of challenges, hurdles and problems therefore, a students’ intellectual ability or intellectual quotient is not enough on its own to achieve academic success. This is true because it is the students’ emotional intelligence that will help him/her to manage academic stress and emotions. With the ability to manage stress and stay emotionally balanced, a student can learn to receive upsetting information without letting it upset his/her thoughts, self control and/communications among others.

Psychologically, a student lack of control over his/her emotion may result to some physical health, mental health, relationship and empathy (social intelligence) challenges which ultimately wheels tremendous influence on his/her academic pursuit and performance. To buttress this point, inability to manage emotions equal to not managing of stress which has physical health challenges. This can also impact on a person’s mental health thus resulting in anxiety, tantrum and often depression which are highly opposite to academic excellence. Low emotional intelligence affects ones formation of strong relationship which can result to feeling lonely, isolated and inability to engage in collaborative activities. On the other hand (high emotional intelligence) understanding your emotions and how to control

them boost social relationship, empowers you to communicate more effectively, forge stronger relationship, recognize other people's strengths and weaknesses, embrace adequate social relationship skill and feel loved and happy. Another psychological construct that is vital in explaining students' academic outcomes is their attribution of success and failure. Weiner (1979, 1980) formulated attribution theory that includes many ideas about achievement motivation and the motivational effects of experiencing success and failures. His theory is directed mainly towards understanding how individuals explain the causes of their successes and failures and how these failures affect their subsequent motivation to achieve. According to attribution theory, persons attribute or ascribe the causes of their successes and failures to either external or internal factors. One concept central to attribution theory is "Locus of Control". In Psychology, locus of control is considered to be an important aspect of personality. Locus of control entails how individuals perceive and explain the underlying factors behind their successes and failures in life. This psychological construct was developed originally by Julian Rotter (1966) and she called it "Locus of Control of Reinforcement". By this name, Rotter was bridging behavioural and cognitive psychology where she affirmed that behaviour was to a great extent guided by reinforcements, and desired/undesired behaviors are strengthened/weakened through rewards and punishments. Some researchers and authors have attempted various explanations of locus of control. Kendra (2021) noted that locus of control depicts the extent to which people feel that they have control over the situations, circumstances and events that influence their lives. Kendra observed that locus of control determines one's response and motivation to an event. Neill (2020) noted that locus of control is a determinant of personality and a person's belief that his/her destiny is controlled by internal forces (himself/herself) or by external forces (such as fate, powerful others). In the context of this research work, the researcher explains locus of control as how people perceive, understand, analyze and infer the causes of their failures and successes in life. In other words, locus of control is an explanation of the results of our actions, whether they are contingent on internal or external control orientations. By means of observations, tests, quiz and examinations, students receive feedback concerning their level of performance on tasks either relative to other members of the class or to norm acceptability. This feedback ultimately influences students' perceptions. Locus of control is important in understanding how students might interpret and use feedback they receive. A person who has an internal locus of

control is that person who believes that success or failure is due to his/her own efforts or abilities while a person with external locus of control is more likely to believe that factors such as luck, task difficulty other people's actions cause success or failure

Conclusion

This states why locus of control is important in explaining students' academic achievement. It might not be an over statement to say that psychologically, locus of control seems to be the most predictor of a students' academic achievement after ability. The reason is because students who believe that success or failure in school work is due to external forces are unlikely to work hard. On the contrary those students' who believe success and failure are primarily dependent on internal forces (i.e. their own efforts and abilities) are more likely to work hard. Psychologically, an individual is more likely to take action to change her situation when the need arises when she holds the view that her destiny lies in her hands and less likely to work toward change when the reverse is the case. Supporting this point. We can see that people with an internal locus of control believe their own actions determine the rewards that they obtain while those with an external locus of control believe their actions does not matter much but rather rewards in life are generally outside their control. This matters for academic outcomes/achievements..

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DIGITALIZATION OF EDUCATION AT DIFFERENT LEVELS.**DR. SHILPA HIPPARAGI**

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Abstract

As shown in research and practice digitalization processes are many times limited to implementation of digital technologies without pedagogical and organizational change. In this study it is argued for a broader perspective on the concept of digitalization, viewing it as a process involving change and transformation in different stages and several organizational levels. Based on cultural–historical activity theory and the concept of levels of learning, this study will elaborate on the concept of digitalization as well as how schools are dealing with digital and educational change. Two schools known for their large-scale digitalization processes are analyzed. In the analysis, it is indicated that the object of digitalization harbors an idea that influence how digitalization is planned for and enacted within the school organization. How schools conceptualized—what is theoretically and practically meant by digitalization—influence how they plan their budget, professional development, and organizational change. With this backdrop, it is a concluded need for explicit discussions and conceptual clarifications on what digitalization is and what it involves in different school contexts.

Introduction

The development and use of digital technologies have spread like waves over schools and society. Rapid growth and enhanced access to technologies are said to pose new possibilities to teach and learn. Simultaneously, the integration of digital technologies in schools has been reported to be a complicated process. Several researchers report that digitalization initiatives have difficulty gaining sustainability in schools and that the technologies implemented tend to support and reproduce previous practices rather than developing new ones.

In their studies argued that digitalization that is not rooted in pedagogical objects and methods can fail to transform practice and enhance students' learning. In a research review, some experts concluding that there has been an extensive focus on aspects of technology and that technology-use itself do not result in change and development in educational practice. For digital transformation to take place, some researchers argue that change and support must occur at several organizational layers including organizational, cultural, and administrative change. Digitalization should be considered an organizational task, including various levels and competences acting within the school organization. In a similar line of thought, studies how schools could be strategic in enacting resources, structures, and activities to support actors, practices, and structures and establishing pedagogical and organizational objects that drive digital and educational change in schools. However, few studies have conceptualized the digitalization process via an organizational and multilevel perspective on change and transformation.

In this study, we elaborate on the concept of digitalization, viewing it as a process involving transformation in various steps and on several organizational levels. To this end, cultural–historical activity theory including the concepts of object, change, and transformation, will be used as an analytical framework, providing an opportunity to study school organizations as collectively created activities. In addition, this study will use the concept of levels of learning which should be seen as an attempt to understand steps of transformation in school. Following the introduction above, this study aims to explore and comprehend structural and educational transformation. More specifically, the aim is to explore how digitalization concept is in school as well as how structural and educational change occur in schools known for large-scale digitalization. The following research questions are raised:

How do teachers, school leaders, and educational technologists deal with digital and educational change, and how do new educational practices and organizational infrastructures occur as part of digitalization?

Digitalization in school

In previous research, there have been several attempts to understand factors that influence digitalization and educational change in schools, including access to digital technologies (e.g.,

smart classes), digital competence (e.g., pedagogical digital competences, ICT skills; development of teaching and learning designs and organizational or institutional change (e.g., administrative and institutional support, ICT infrastructures, ICT leadership, and ICT school culture;

Researchers have concluded that digitalization in school can be a complicated process. Digitalization initiatives have problems gaining sustainability in schools and the technologies implemented and used tend to support previous practices rather than lead to change and development. The evidence-based research on digital transformation in teaching practices is often small-scale, and the processes are often driven by, and dependent on, individual enthusiasts. Said, for example, that “incremental changes have largely left intact teaching routines that students’ grandparents visiting these schools would find familiar”

In a research review, Islam and Grönlund (2016) concluded that there has been an extensive focus on aspects of technology. This was confirmed by who continued this line of discussion to say that “having access to ICT in education will not necessarily lead to an effective use of ICT in education” Other researchers put forth the importance of connecting integration of technology to pedagogical objects and methods (Jahnke et al. 2017; Glover et al. 2016). Agéll Genlott and Grönlund (2016) found that digitalization that is not rooted in pedagogical objects often fails to transform practice and enhance students’ learning. In their research review, Islam and Grönlund (2016) argued that practice and future research should “focus not only on pedagogical methods but also school organization and leadership and their contribution to improving and disseminating good pedagogy and dismantling bad habits”.

This study tries to show that digitalization is a complex process requiring large-scale transformative changes and with support from school organizations and leadership go on to say that for deep and sustainable change to be enacted, it must appear at all levels supported by comprehensive system thinking. According to some educationist, such change calls for a close and dynamic interplay between macro and micro processes. However, regarding complex system thinking suggests that schools work toward and support an interplay between various levels of the organization. Following this line of thought, suggested an ecological approach that included several organizational levels. To integrate digitalization in schools, shared understanding by

school leadership, administrators, and development and learning staff, as well as the need to develop common tools for institutional learning.

we will elaborate on the theoretical framework we used to analyse digitalization and transformation in a school organization. The section includes a theoretical elaboration on what the term digitalization might mean in the context of school and how the process of digitalization could be understood in terms of small steps of learning.

Digitalization in school through the lens of activity theory

To analyse how digitalization is conceptualised and how structural and educational change occur for teachers, school leaders, and educational technologists, this paper uses the CHAT theoretical framework. The theory focuses on formation and development of object-oriented activities, providing an opportunity to study school organizations as activities that are changed and transformed. One of CHAT's main ideas is that change and transformation are results of human action driven by an object (for example, digitalization, enhanced quality in teaching and learning practices, or enhanced access to teaching and learning and mediated by culturally developed tools described this mediated act as a three-way interaction between the subject, object, and mediating tools. Building on the concept of mediation, These forces include rules directing the activity, a community in which the activity is conducted, and the division of labour among actors in the activity.

The dialectical relationship between subject, object, and tools is important. At the same time, a limitation in this field is extensive focus on tools (digital technologies) and subjects (especially teachers) without trying to understand the (pedagogical and organizational) object of digitalization. Thus, this study is an attempt to more explicitly include the object when trying to understand processes of digitalization. An important aspect of understanding the appearance and development of activities is the object of activity, characterizing the aim or goal the subjects attempt to reach (e.g., digitalization as an object in today's schools

the concept of the object of activity can be a promising analytical tool providing the possibility of understanding not only what people are doing, but also why they are doing it. The object of activity can be considered the "ultimate reason" behind various behaviors of individuals, groups, or organizations. In other words, the object of activity can be defined as a sense-maker, which

gives meaning to and determines values of various entities and phenomena. Identifying the object of activity and its development over time can serve as a basis for reaching a deeper and more structured understanding of otherwise fragmented pieces of evidence.

Scope

The objectives of digitalization is process-oriented. The use of digitalization in education is not restricted to teaching and learning methodologies and theories, but to provide in-depth assistance in the development of an individual's personality. Below is a list on the wide scope of education technology:

Digitalization makes the teaching-learning process more efficient and process-oriented.

Mechanical and electronic gadgets can be readily utilized for educational requirements.

has improved the learning process for students with the help of teaching aids and programmed instructional material, etc.

Traditional mediums like television, radio, tape-recorder, V.C.R, and computers can be used to impart distance and correspondence education.

The advancement of the internet has increased education dissemination all over the world with much ease.

Mechanism of feedback through the use of technology improves the quality of teachers training in academic institutions.

Digitalization introduced innovative analytical tools and instruments can help in solving educational administrative problems.

Educational technology serves to develop and understand the structure and nature of teaching.

Best utilization of digitalization supports the scientific foundation and new discoveries.

Objectives

To identify the educational requirements and desires of the community.

To understand the structure of education, board strategies, and its goals.

To design and develop curriculums involving art, science and human values.

To support strategies and human resources and material assets with the mission to achieve determined goals.

To create appropriate aids and instruments supporting educational purposes.

To design educational technology models catering to improve the existing process of teaching and learning.

To identify and find remedies to tackle major environmental constraints.

To expand and support educational opportunities for people around the world, especially the neglected sections of the community.

To manage the entire educational system starting from planning to execution, implementation, and evaluation.

Plan learning environments and experiences with the use of technology to build efficient teaching and learning environments.

Design and develop appropriate technology-driven learning opportunities to support the diverse needs of different learners.

Evaluate the accuracy and suitability of technological resources.

Manage technology resources within the context of learning activities and pedagogy.

Build management strategies for students learning in a technology-enhanced environment.

Identify instructional design principles to develop technological resources.

Conclusion

Hence, more than understanding the tools used to conduct the activity (in this case, digital tools often emphasized in previous studies), the object can be used as an analytical concept for understanding how digitalization is structured and transformed in a specific school context.

For understanding change and development of objects and activities, transformation forms another central concept of this study. The transformation of activities as a result of expansive learning is described as rare, deep, and comprehensive changes in human activities, meaning that previous structures and components of the activity system are reconstructed.

Activity systems move through relatively long cycles of qualitative transformations. As the contradictions of an activity system are aggravated, some individual participants begin to question and deviate from its established norms. In some cases, this escalates into collaborative envisioning and a deliberate collective change effort. In the context of school and digitalization, transformations could take shape as new knowledge and practices of teaching, learning, communicating, and organizing work in school. However, it is a productive.



A STUDY ON EMOTIONAL INTELLIGENCE AMONG STUDENT TEACHERS OF B.ED. PROGRAMME.

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ABSTRACT

Presently emotional intelligence is very essential for working in the sensorial schools and it is effectively impact on competencies of performance and comprehension of context on student teachers. Emotional intelligence as “the ability to perceive the emotion, integrate emotions to facilitate thought, understand emotions and to regulate emotions to personal growth Therefore dimensions of emotional intelligence like self-awareness, self-regulation, self-motivation, empathy, social skills are significance for social constructivist nature of learning and act its understanding of importance towards respective student teacher. Keeping objective of B.Ed. programme in mind, the researcher intended the study of emotional intelligence on B.Ed. student’s teachers with the respective of levels. the major objective of the study was emotional intelligence regarding levels and methodology of the student teachers in B.Ed. programme. The random sample consist of 80 B.Ed. student teachers of 20 to 35 age range. The data were collected with the help of emotional intelligence scale (EIS) constructed and validated by Hyde, Dhar, & Pethe, (2001) and mean, quartile deviation. Standard deviation, t-value used for finding significance between variables. The study concludes that There is no significant difference in emotional intelligence of rural and urban student teachers in B.Ed. programme. There is no significant difference in emotional intelligence of arts and science student teachers in B.Ed. programme. There exists significant difference in emotional intelligence of first year and final year student teachers in B.Ed. programme.

Key words; - Emotional Intelligence, Student Teachers of B.Ed.,

INTRODUCTION

The field of emotional intelligence (EI) is comprised of several theories and models that attempt to explain the interrelated concepts therein and propose assessment measures so that they can be mapped. This diversity of frameworks allows for multiple perspectives on the issue and covers a very broad array of skills, abilities and traits. What is common among these theories/models is that they acknowledge the role and importance of recognizing, regulating and leveraging emotions in order to be more effective in their personal and professional lives. The models help us to conceptualize emotional intelligence to develop a comprehensive understanding about it. Consequently, it facilitates proper assessment of the concept that has implications for implementing strategies to improve emotional intelligence in individuals.

In the quest to develop the competencies of Emotional Intelligence, the journey begins with an “inside-out” approach. An understanding of one’s own tendencies, biases, strengths, and limitations is a starting point for recognizing that one’s lens of the world can be either clear or distorted based upon the accuracy of one’s self-awareness. Self-deception, rationalization, and illogical thinking are common factors that warp the ability to view the world accurately and can make it difficult for a person to assist others and to establish relationships based upon high trust. Acquiring a high level of self-awareness is vitally important in developing a healthy personal identity and is a key requirement of Emotional Intelligence

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Significance of the study; -

Today, in both education and corporate world, the role of emotional intelligence for more sustainable and positive development is talked about. Across the Globe, Emotional intelligence has become a prime factor for human development. The fact is organizational culture is changing and employees and educators are being selected based on not only IQ but also all components of emotional intelligence like self-awareness, empathy, self-regulation, etc. The emotional climate created by any individual can have a drastic effect on any output- business or personal. Today, various institutions are developing teacher training programs keeping in mind the emotional intelligence as one of the prime factors to develop a teacher as a mentor, a leader or a guide. It is important to develop teachers who are emotionally intelligent for the growth and development of both students and schools. The need of the hour is to not only create teacher training modules on emotional intelligence but also impart the right kind of training.

Golman (1995) suggested that to some extent, a person’s success in life is determined by his or her Emotional Intelligence he also indicated that an emotionally intelligence person is likely to be skilled in key areas, namely “personal competence “i.e., how one manage his or her self and “social competency” i.e., how he manage relations hips with others. Emotional Intelligence refers to four ISSN: 2249-2496 & Impact Factor: 7.081 833 International Journal of Research in Social Sciences <http://www.ijmra.us>, Email: editorijmie@gmail.com major parts: The ability to be aware of, to understand and to express oneself, the ability to be aware of, to understand and to relate it to others, the ability to deal with strong emotions and control ones impulses, the ability

to adopt to change and to solve problems of personal and social nature Indu (2009) revealed that majority of the Pupil teachers possessed Emotional Intelligence and there was no significant difference in the Emotional Intelligence of the sub-samples: gender type of family and type of institution.

Review related literature; -

Deepika Nagaraj, Naveen Ramesh(2020)- Emotional intelligence among schoolteachers in rural Karnataka – A cross-sectional study-Teachers are fundamental in the educational process and play an essential role in molding the next generation. Schoolteachers handle children coming from various backgrounds, and hence, it necessitates that they develop the kind of emotional intelligence (EI) which is required to deal with these complexities. **Aims:** The aim of the study was to assess the EI among the schoolteachers and its association with sociodemographic factors. **Methodology:** This was an exploratory descriptive cross-sectional study. One hundred and two teachers who met the inclusion criteria of having work experience of more than a year in the selected three schools were included in the study. The EI was assessed using the leadership toolkit EI questionnaire. The data were entered in Microsoft Excel and were analysed using the Statistical Package for the Social Sciences (SPSS) (SPSS version 16). **Results:** Among the 102 teachers, 35 (34.3%) teachers were in the age group of 21–33 years, 72 (70.6%) teachers were female, 61 (59.8%) teachers had work experience of more than 5 years, and 68 (66.7%) were permanent employees. Female teachers had better EI compared to males, and this was statistically significant with $P < 0.05$. **Conclusions:** More than half of the teachers had “strength” with regard to self-awareness, motivating oneself, empathy, and social skills except managing emotions. Female teachers had significantly higher EI scores compared to males. There was no statistical significance between age, marital status, years of experience, duration of work in the present school, nature of employment, and EI.

PROF. NAIN SINGH(2018)- EMOTIONAL INTELLIGENCE OF PUPIL TEACHERS IN RELATION TO THEIR GENDER AND LOCALITY- Emotional intelligence is now being considered as an important field of research, development and application. It is essential for achievement, leadership and personal health. Intelligence is individual's ability to perceive, understand, and regulate emotions. It prevents stress and helps them deal with complicated

situations in the classroom without affecting the students. In the present study to the emotional Intelligence of Pupil teachers in relation to their gender and Locality descriptive survey method was used. The sample of this study consists of 200 Pupil teachers studying in Teacher Training Institutes in Distt Solan of Himachal Pradesh. The sample was selected by using random sampling technique. „Emotional Intelligence inventory“ constructed and standardized by Anukul Haide, Sanjot Pathi and Upandra Dhar was used to collect data. Mean, Standard deviation and t-value were calculated to analyze data. It is concluded from the study that male and female, rural and urban Pupil teachers do not differ significantly in reference to their Emotional Intelligence. Rural and urban male Pupil teachers do not differ significantly in reference to their Emotional Intelligence but Urban and rural female Pupil teachers are differ significantly in reference to their Emotional Intelligence.

Sreekala Edannur(2010)- Emotional Intelligence of Teacher Educators-Character development is to be the foundation of a society wherein, selfishness, violence and out of control emotions tear apart the goodness of day to day life of people. Our children have to be taught the ability to read emotions in others, to value others' needs, to care for fellow human beings, to show compassion and to exercise self-restraint. These are qualities that possess proven benefits and are relevant to and appreciated in all human societies. An individual who has control over urge of emotions will be able to take another person's perspective, which leads to tolerance and acceptance of differences. These capacities are crucial in an increasingly pluralistic democratic world. This can lead to the development of a community wherein people live together in mutual respect and peace. Working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever before. Researches show that academically successful people had higher levels of emotional competencies. For helping students to acquire the skills of emotional competencies, in the first place, teachers need to be trained in Emotional Intelligence, to manage their own emotions and those of others. Emotional Intelligence is as relevant for teacher educators as it is for the teachers and learners. The present study assesses the Emotional Intelligence level of teacher educators of Barak Valley region in the Indian state of Assam. The results show that the group under study possessed average Emotional Intelligence. The gender and locality of the teacher educators did not make any differential influence on their Emotional Intelligence.

Objectives of the Study

The objectives of the present study were as follow-

1. To Measure and analyse the levels of emotional intelligence among student teacher in B.Ed. programme.
2. To Study the significant difference in emotional intelligence of student teachers in B.Ed. programme with respect to streams of methodology, year of studying and locality.

Hypotheses

The present study is based on the following hypotheses-

- (1) There is no significant difference in emotional intelligence of student teachers in B.Ed. programme with respect to streams of methodology.
- (2) There is no significant difference in emotional intelligence of student teachers in B.Ed. programme with respect to year of studying.
- (3) There is no significant difference in emotional intelligence of student teachers in B.Ed. programme with respect to locality.

Methodology

The descriptive survey method was used in the present investigation. It describes the current position of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization.

Variables

In the present study researcher was used following Variables,

Emotional Intelligence

- ❖ Locality (Rural & Urban)
- ❖ Methodology (Arts & Science)
- ❖ Year of Studying (First and Final)

Sample

In the present study random sampling Technique was used by the researcher. The Sample Drawn for the present study consists of the student teachers of B.Ed. Course in Shimoga city. A random sample of Eighty (N=80) was drawn from four colleges with 450 student population in Shimoga city.

Tools used for the Study

emotional intelligence scale (EIS) constructed and validated by Hyde, Dhar, & Pethe, (2001) was used to assess the emotional intelligence. The scale consists of 34 items related to ten dimensions namely: self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, altruistic behaviour. The respondents were instructed to tick mark one out of the five choices as per applicability of the response to them. The total emotional intelligence score was determined by summing up the scores of all the dimensions.

Statistical Techniques

Percentage Analysis, Mean, Standard Deviation, Quartile Deviation and t-test were used for analysing the data.

Analysis of the Data; -

Table 1: Table shows the percentage of individuals fall under different levels of emotional intelligence

levels	Class interval	F	Percentage	Mean score of emotional intelligence
High	146 and above	20	31.1%	189.05
Moderate	134-145	38	41%	120.5
low	133 and below	22	27.9%	127.31
		80	100%	

Table1;- shows that out of 80 student-teachers of B.Ed. programme, 31.1% of the individuals possess high level of emotional intelligence. 41% of the individuals possess moderate level of emotional intelligence and 27.9% of the individuals possess low level of emotional intelligence. It can be concluded that maximum number of the student-teachers fall under moderate level of emotional intelligence.

Table 2: Table shows difference in emotional intelligence with respect to locality, subject background and year of studying.

Variable	Group	No	M	Sd	T Value	Significance
Emotional intelligence	Rural	45	140.0889	9.62200	0.107	Not Significant at 0.05 level
	Urban	35	138.7714	11.78505		
	First year	43	142.4419	9.76218	2.783	Significant at 0.05 level
	Finale year	37	136.1081	10.57981		
	arts	35	140.6571	10.72365	-0.853	Not Significant at 0.05 level
	science	45	138.6222	10.48655		

Table 2 - shows the significance of hypotheses there is a significant difference in emotional intelligence of rural and urban student teachers of B.Ed programme, as the calculate t value 0.107 is less than the table value 1.99 at 0.05 level of significance hence null hypothesis is accepted. There is no significant difference in emotional intelligence of arts and science student teachers of B.Ed programme, as the calculate t value 0.853 is less than the table value 1.99 at 0.05 level of significance hence the null hypothesis is accepted. , there is no significant difference in emotional intelligence of first year and final year student teachers of B.Ed programme, as the calculate t value 2.783 is greater than the table value 1.99 at 0.05 level of significance hence the null hypothesis is rejected.

Findings

1. There no significant difference in emotional intelligence of rural and urban student teachers in B.Ed. programme.
2. There is no significant difference in emotional intelligence of arts and science student teachers in B.Ed. programme
3. There is exists significant difference in emotional intelligence of first year and final year student teachers in B.Ed. programme. Finale year student teacher possess low mean (136.1081) first-year student teacher possess high mean (142.4419)

SUGGESTIONS:

1. Teacher educators and Parents should encourage the pupil teachers to express their emotions freely in the classrooms and also at homes. This may helpful to create self – confidence and can face the real life and situations; moreover they will be able to solve their emotions related issues of the students in teaching learning encounters.
2. Curriculum of teacher education should be modified so that lessons relating to emotional and social skills are given importance in the activities.
3. Teachers and parents can play an important role in the developing Emotional Intelligence. Therefore, they should be role models; by observing these role models children gradually learn to analyze and copy with. Every teacher and school personnel should be trained to behave with Emotional Intelligence to make their life free from all type of stresses

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A STUDY OF EMOTIONAL INTELLIGENCE OF TEACHER EDUCATORS IN RELATION TO CERTAIN DEMOGRAPHICAL VARIABLES

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SOCIO ECONOMIC AND POLITICAL EMPOERMENT OF WOMEN THROUGH EDUCATION INDIA – A STUDY

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Abstract

The present paper attempts to analyze the status of Socio-economic and political Empowerment of women through education in India today the empowerment of women has become one of the most important concerns in the modern world. The women education is the third eye to the society, particularly women educated nation educated, but practically women empowerment is still an illusion of reality. It observes in our day to day life how women become victimized by various social evils. It is the vital instrument to expand women's ability to have resources and to make strategic life choices. It is essentially the process of upliftment of economic, social and political status of women, the traditionally underprivileged ones, in the society. Human resources are the most strategic and critical determinants for the economic development of India and any nation. Although a country possess abundant physical resources, it cannot make rapid economic and social advancement without using the human resources fully. In India, the situation is far from making best use of human resources, particularly women power. Any development strategy cannot lead to comprehensive socio-economic development if it neglects the need for enhancing the role of women. There can be development only when women's needs and interests are fully taken into account. It is the process of changing power relations in favour of those at the lower levels of a hierarchy. It implies process by which women power of self-realization is promoted and reinforced. They develop the capacity for self-reliance out crossing the relationship subordination on account of gender, social and economic status and the role in the family and society. It encompasses the ability to make choices, control resources and enjoy participatory relationship within family and community. As per the United Nations Development Fund for Women (UNIFEM), the term It means acquiring knowledge and understanding of gender relations and 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 and exercise bargaining power; and developing the ability to organize and influence the direction of social change, to create more just social and economic order, nationally and internationally.

Introduction

Human resources are the most strategic and critical determinants for the economic development of India and any nation. Although a country possess abundant physical resources, it cannot make rapid economic and social advancement without using the human resources fully. In India, the situation is far from making best use of human resources, particularly women power. The women education is the third eye to the society, particularly women educated nation educated, and any development strategy cannot lead to comprehensive socio-economic and political development if it neglects the need for enhancing the role of women. There can be development only when women's needs and interests are fully taken into account. Empowerment is the process of changing power relations in favour of those at the lower levels of a hierarchy. It implies process by which women's power of self-realisation is promoted and reinforced. They develop the capacity for self-reliance out crossing the relationship subordination on account of gender, social and economic status and the role in the family and society. It encompasses the ability to make choices, control resources and enjoy participatory relationship within family and community. To achieve these objectives, empowerment of women also implies their ability to participate in it and also lead social movements to remove obstacles in their progress towards their goal. As per the United Nations Development Fund for Women (UNIFEM), the term women's empowerment means acquiring knowledge and understanding of gender relations and 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 and exercise bargaining power and developing the ability to organize and influence the direction of social change, to create more just social and economic order, nationally and internationally.

Women in India stands far below in gender related indices, there are historical reasons for the lower status of women in India especially in rural areas. Patriarchal symbolism, ritualism, dualism, marital traditions and caste systems are some of the historical factors that prescribe the

status of Indian women. Some of these traditions are thousands years old and their impacts have become almost irreversible. By socialization both men and women develop gendered self-image since childhood and carry these stereotypes till their death. They bring up with them such a mental set which do not permit them either to perceive the reality properly or even to think otherwise. Gender equality has become unthinkable for Indian psyche. Women who number 586.5 million according to 2011 Census represented 48.5 per cent of country's population of 1210.2 million. The sex ratio is 940 women per 1000 men as per 2011 Census. It shows the misuse of the prenatal diagnostic technique to do away with female foetus. The declining sex ratio in India could be a reflection of the son preference in the country. It is include creating awareness and consciousness about situations of women, discrimination of women, rights of women, opportunities to the women and importance of gender equality organizing a group collectively, group identity and group pressure capacity building and skill development ability to plan, to decide, to organize, ability to manage, ability to carry out activities, ability to deal with people and institutions in the world around them; participation in decision making at home, in the community and in the society and access and control over resources, over means of productivity and over distribution.

Review of Literature

Malik and Courtney (2011) studied that how higher education offers empowerment to women. The economic independence and increased standing with the family were the benefits of higher education. It also enabled the women to impact the discriminatory practices.

Noreen and Khalid (2012) explored the possibilities and opportunities for women empowerment and how the participants in the study understand the role of higher education in empowerment of women at home and at work. They found out that the women should continue higher education and career by strategizing and acknowledging the support of their family members.

Banerjee (2011) studied the improvement of women through higher education. She concluded that the empowered Banerjee (2012) studied the empowerment of women women challenged the man in their workplace and were seen in the powerful corporate positions.

Taxak (2013) studied the disparity in education across the socio economic spectrum in India.

Findings of the Study

1. The lack of education is the main cause for which women are the sufferer, more than men.
2. The lack of education means the lack of self-reliance, self-confidence for which women are not able to come out of their problems. So educating a woman means educating a family.
3. The several factors are the causes for lack of women education in India particularly in the rural areas. There are historical reasons for the lower status of women in India especially in rural areas. Patriarchal symbolism, ritualism, dualism, marital traditions and caste systems are some of the historical factors that prescribe the status of Indian women.

Objectives of the Study

1. To know the need of women empowerment in India and its Importance.
2. To assess the awareness of women empowerment in India through education.
3. To analyze the factors influencing and the role of education in the socio-economic and
1. Political empowerment of women through education in India.
4. To identify the hindrances in the Path of women empowerment in India.
5. To offer useful suggestions in the light of findings in all aspects of women development.

Methodology

This paper is basically descriptive and analytical in nature. In this paper an attempt has been taken to analyze the socio-economic and political empowerment of women in India through education. The data used in it is purely from secondary sources according to the need of this study, which data collected from the various books, journals, publications, articles, news paper, Government web site, etc. this paper revivals the overall development of a women in India through education, the women education is the third eye of the society and nation.

Scope of the Study

The present paper is focused on the socio-economic and political empowerment of women in India through education. But it is a wider concept discussed in general context.

Importance of the Study

To educate your women first and leave them to themselves, they will tell you what reforms are necessary - Swami Vivekananda. Education of women in India has been a major issue for both the government and civil society, as the educated women play a very important role in the development of the country. India, at present has largest number of illiterates in the world. As we all know that education is must for everyone but unfortunately, in this male dominating society, the education of women has been neglected for a long time. Mostly people think that to spend money on daughters would be vain. Now, we see the change in people's mentality that they are worried about the future of their and they are ready to give the same place to position their daughters as they want for their sons. But in rural areas, we see that there are negligible changes in rural people's thinking. Most of the villagers provide education to their daughters but not as much as they want for their sons. If their daughters learn to read or write the letters or count the money, they think that it is sufficient and feel proud that they have done their duty very well. Women empowerment is an essential element in national development. Since women constitute half of the population there can be no development unless the needs and interests of women are fully taken into account. In fact, empowered women are a nation's strength. Since development means improvement in the living conditions of the society, as a whole, it is logical to expect that this also mean improved status for women. The effective management and development of women's resources, their capabilities, interests, skills and potentialities are of paramount importance for the mobilization of human resources. In the Indian social, cultural and economic context, no one can achieve the whole purpose of women's empowerment and emancipation within a short span of time. However the women have utilized the chances given to them and made considerable progress.

Human development encompasses elements that contribute critical issues of gender and development. The dignity and culture of a society can be detected from the status of women in that society. Empowerment has become the key solution to many social problems. Empowerment of women is empowerment of family/household and in turn development of a nation of a

country. It leads to benefit not only to the individual woman and to women groups, but also to the families and community as a whole through collective action for development. Education while the country has grown from leaps and bounds since independence where education is concerned, the gap between women and men is severe. While 82.14 % of adult men are educated, only 65.46 % of adult women are known to be literate in India. The gender bias is in higher education, specialized professional trainings which hit women very hard in employment and attaining top leadership in any field. This inequality is practiced in employment and promotions. Women face countless handicaps in male customized and dominated environs in Government Offices and Private enterprises. Poverty is considered the greatest threat to peace in the world, and eradication of poverty should be a national goal as important as the eradication of illiteracy. Due to this, women are exploited as domestic helps. The health and safety concerns of women are paramount for the wellbeing of a country and are an important factor in gauging the empowerment of women in a country. However there are alarming concerns where maternal healthcare is concerned.

The Reservation of the women in Indian Parliament it indicates the political empowerment of women and the importance of the women in political system, but after 70 years independent participation of women in political aspect is very meager percentage in state level and national level, it indicates that the role and the importance of women is very poor level, it is the one of the major obstacle for development of society. Empowerment of women has emerged as an important issue in our society in recent year. Hence the issue of economic empowerment of women is a paramount importance to political thinker's social scientists and reformers, women activist's political academicians and administrators, Empowerment as a concept was first brought at the International Women Conference in 1985. At Nairobi the conference concluded that empowerment is a redistribution of power and control of resources in favour of women through positive intervention broadly empowerment means individuals acquiring the power to think and act freely exercise choice and to fulfill their potential as full and equal members of society. Empowerment of women is a process, by which women gain greater control over material and intellectual resources, which will assist then to increase their self reliance, and enhance then to assert their independent rights and challenge the ideology of patriarchy and the gender based discrimination against women.

Education plays an important role in women empowerment almost 50% of the world population constitutes women according to 2011 census estimates India's female population is 58.65 crores almost 50% of the Indian population constitutes women without improving the women's capability in education and health, women empowerment will be a distant dream. Education plays a vital role in women empowerment. Women are the primary caregivers in almost all societies. Thus their education contributes more to the health and education of the next generation. Educating girl will soon lead to women education it plays multi dimension role for the inclusive growth of the country. Education will be used as an agent of basic change in the status of women. Educated girls effects on households effects on society have fewer children seeks medical care for self and children.. Provides better care and evenly nutrition for self and children Increases children survival rate reduces over all fertility demographic transition reduces over all fertility demographic transition Improves children learning and education. Education enhances women social political status and Economic independence and equips then with skills to get paid employment. It results in improved productivity, income and economic development as well as better. Thus the growth of Indian economy may not be sustainable unless it is made inclusive. Inclusive growth presupposes inclusive education good quality education that is accessible to all men and women. Education plays a pre-dominant role in women empowerment but even through the female literacy which was 7.93% in 1951 has gone up to 65.46% in 2011, still 34.54% women population remained illiterate in our country.

Social Empowerment, to create an enabling environment through various affirmative development policies and programmes for development of them easy and equal access to all the basic minimum services so as to enable then to realize their full potentials. Economic empowerment, to insure provision of training employment and income generation activities with both forward and backward linkages with the ultimate objective of making all potential women economically independent and self reliant. Political empowerment of women, within the framework of a democratic, our laws, development policies, plans and programmes have aimed at women advancement in different spheres from the Fifth five year plan 1974 -78 onwards there has been a marked shift in the approach to women issues from welfare to development. In resent years the Empowerment of women has been recognized as the central issue in determining the status of women. The National Commission for women was set up by an act of parliament in

1990 to safeguard the rights and legal entitlements of women. The 73rd and 74th Amendments 1993 to the constitution of India have provided for reservation of seats in the local bodies of panchayats and municipalities for women, mahila bill, and in Andhra Pradesh 50% reservation in local body elections laying a strong foundation for their participation in decision making at the local levels, without improving the women capability in education and health, Their full participation on the basis of equality in all spheres of society including participation in the decision making process and access to power are fundamental for the advancement of equality, to conclude, it might be observed that India has enacted many constitutional and legislative provisions for empowerment of women. Many development schemes especially for women have also been launched for improving their fortune. Such measures have started giving positive outcomes relating to women's problems. But the position of women in our country still leaves much to be desired. Top priority should be given in our developmental plans for improving female literacy and creating skills and capability among women for enabling them to stand on their own feet. Unless the process of development is properly engendered, it shall remain endangered.

Conclusion

Women educated society educated women educated nation educated it is a great experience about the education in all developed and developing countries especially in India. Separate schools for girls should be established wherever there is a demand for them. However, the same standards and courses should be made available in such schools as in mixed schools. More women teachers should be employed and special facilities should be provided to attract them especially to the rural areas and backward areas, for instance, they could be given free accommodation, special allowance, etc. where women teachers are still not available, at least school matrons should be appointed to look after the girls students. The school environment should be made more attractive so that girls' participation in the educational system is greater than at present. Adequate physical facilities like proper seats in the class, separate toilets, and suitable extra- curricular activities and games should be made available, in the school for girls and especially in mixed schools, the time schedule of the schools should be made flexible so that girls can attend classes when they are free from domestic chores. The common and relevant curriculum for boys and girls should be introduced to have equal educational opportunity and

later equal job opportunity. Child care centers of Balwadisas part of the elementary education system are necessary to keep the siblings. Schools for girls should be set up at easy walking distance from their homes. Where this is not possible, adequate arrangements for free or cheap hostel facilities for girls should be provided. Special campaigns should be launched to change people's attitude in favour of girl's education. Such attitudinal changes are more likely if the benefits of education for girls are obvious, for instance, schools can provide education which is relevant to their homes better in later life or would help them to enhance their income for women will have to be generated which is by no means an easy task. Impart vocational or employment related knowledge and skills. Considering the inadequacy of the educational needs of women the importance of non- formal programmes cannot be overemphasized. However, the non-formal programmes available at present tend to be as ineffectively utilized by women as the formal education opportunities and the socio-economic factors acting as barriers in both the cases are the same. Social constraints affect women as covertly as school-age girls and the whole value complex attached to the norm of house-bound women limit women's access to non-formal programmes.

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RELATIONSHIP BETWEEN MEDIA AND EDUCATION

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Abstract

This article examines the connection between the media and education. It discusses the function and value of the media in delivering education, particularly in rural areas, and in raising environmental consciousness. The usage of media in the classroom and during the teaching and learning process is also discussed. As a result of the media's natural capacity to reach a sizable population, this study illustrates the extensive and excessive use of media in educational content as well as its social impact on society. It After pandemic covid situation such studies are essential to implement of system This study focused on the use of different educational media and multimedia in teaching learning processes. It also highlighted the various classifications of these media. Using content analysis method, empirical evidences revealed advantages of these media in teaching learning processes. Conclusions and recommendation were made of using these media in teaching and learning activities.

Keywords: Media, Educational Media, Multimedia, teaching and learning.

1. Introduction

Learning and knowing are processes that extend beyond the confines of school textbooks. It is a lifelong process that is comprehensive in nature. Even the commonplace occurrences and events around us instructus in someway.

The relationship between the media and education is demonstrated in this essay. It discusses the function and value of the media in promoting education, rural education, and environmental consciousness. Additionally, it discusses how media is used in the classroom and during the teaching and learning process. Given that media has a natural potential to reach a huge number of people, t

his study demonstrates the extensive and extreme use of media in educational material as well as its societal influence.

Media:-Media education is the process through which individuals become media literate – able to critically understand the nature, techniques and impacts of media messages and productions.

*Meaning and definitions

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.

Because media issues are complex and often contradictory, the educator's role isn't to teach the right answers, but to help students ask the right questions.

Media education can involve considering a media work as a text or an artifact. Analyzing a work as a text means focusing on its content and the ways in which its authors direct our attention and communicate meaning, while treating it as an artifact means thinking about its context: who created it and why, its relation to similar works, how different audiences might interpret it differently, and so on

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Types of Educational Media

There are different ways to classify media. Print media, non-print media, and electronic media.

(1) Print media: These include: books, journals, magazines, newspapers, workbooks, and textbooks. These are easy to use, portable and inexpensive.

(2) Non-print media: These include: projected and non-projected media.

(3) Electronic media: These include audio media, visual media and audio-visual media, projected media and non-projected media. (i) Audio media: These are the teaching-learning devices that appeal to the auditory sense. In other way these media can be heard alone, it carries sounds, for example audio tapes, record player, radio.

(ii) Visual media: These are the media that appeals to the sense of seeing (eyes) or the media which can be seen, example: television, computer, white board.

(iii) Audio-Visual: It refers to those instructional materials which provide learners with audio and visual experiences by appealing to the hearing and seeing senses at the same time, for example television, video tapes, and closed circuit television (CCTV).

(iv) Projected media: Projected media belong to a group of instructional resources which can only be accessed by means of projecting their content on the screen or wall using a projector machine specially designed for the purpose Gwarinda(2002). Projected media are usually a combination of software and hardware. These require light source for projection, for example, film projector slides, and so on.

(v) Non-projected media: These aids do not require any projection on screen. These do not require light source. They include 3 dimensional objects,

Uses of media education in teaching learning process

[1] The uses of media in education is evident today by the number of computer labs, television sets and libraries that have become part of curriculum in most schools today. Media comes in different forms and each form affects the way students learn and interpret information. Media has brought the world closer (globalization) so that now students from different universities in different parts of the world are connected through a mere internet connection.

[2] “Children can be taught about visual codes and semiotic conventions, and they may also be taught about the institutions that produce these texts and the wider circuit of culture in which they become meaningful.”

[3] Media education addresses both the cognitive and affective aspects of digital media literacy – how media make us think and how they make us feel.

4] Media Smarts’ digital media literacy model is made up of three parts: key concepts, core competencies, and framework topics. How these relate to curriculum can be described in terms of Tomlinson and Imbeau’s “Know, Understand, Do” framework:

[5] key concepts are what students need to understand about digital media literacy, the “insight, truth or ‘a-ha’ that students should gain”;

[6] core competencies are the skills they need to be able to do; and framework topics are the content that they need to know. The following sections look at each of these in more detail.

(7) Teachers are the pillars of education system. Quality of teachers helps in maintaining high quality of teaching and learning process. This in turn affects the high outcomes.

(8) There are various types of educational media and multimedia technology currently utilized in teaching and learning processes which are: computer system, microphone, mobile device, interactive white board, digital-video-on demand, online media stream, digital game, pod-cast and so on.

[9] Educational media help from introduction of lesson to evaluation of lesson i.e. from beginning to end in a teaching learning process. It provides concrete experiences which serves as a basis of thinking, reasoning and problem solving. It increases the initial learning and permanency of learning.

[10] Computer plays a key role in the modern education system. Students find it easier to refer internet than searching information from fat books. The process of learning has gone beyond from textbooks to internet with a large amount of information

Impact of media in teaching learning process

According to Yoon & Hoon (2009), in order to have effective service delivery in teaching and learning the use of educational media and multimedia technology is important. Education media and multimedia technology service delivery has had a dramatic impact on teaching and learning, especially with the ready access to new technologies, educational institutions are well positioned to take advantage of these rapid changes.:

- (1) Program Management Databases can help program staff to track learners' placements, community partner contact information and the academic calendar.
- (2) Community Partner Participation: A well-publicized web site can describe the service delivery programs to enhance co-operative learning within the community, and provide easy access to forms for registering a community project and highlight stories of positive community partner experiences.
- (3) Curricular Tools Online modules and case studies can enhance classroom and community-based learning.
- (4) Community Service Meaningful community service doesn't necessarily have to involve regular or on-going face-to-face contact between learner and community partner, and it can entail, meeting with community learners in a web design course with a service-learning component.
- (5) Reflection Electronic discussion groups can enable learners across different service learning sites to regularly communicate, share their experiences and respond to reflective questions posed by faculty and one another.
- (6) It Strengthens Critical-Thinking Skills Teachers can use media to hone critical-thinking skills
- (7) Program Evaluation Online surveys can enable learners and community partner stores pond to questions about their experiences and the impact of the programme.

*** The role of media in education**

The role of media in education is evident today by the number of computer labs, television sets and libraries that have become part of curriculum in most schools today. Media comes in different forms and each form affects the way students learn and interpret information. Media has brought the world closer (globalization) so that now students from different universities in different parts of the world are connected through a mere internet connection. Amidst the information revolution mass media has become such a massive part of our lives.

***Objectives of the study**

- 1) To study the function and value of the media in promoting education, at rural education,
- 2) To address both the cognitive and affective aspects of digital media literacy
- 3) To develop the usage of media at education field to make it effective.
- 4) To support develop new tools
- 5) to develop Effective Service Delivery in Teaching and Learning Processes
- 6) It enables easy learning by providing access to mobile devices, which helps students meet defined standards as well as challenges.

Importance of the study

This study shows that Effective instruction builds bridges between students with knowledge and the learning objectives of the education. Using media engages students, aids student retention of knowledge, motivates with interest in the subject matter, and illustrates the relevance of many concepts. And shows Importance of Media in the Classroom's teaching learning process. Media in the classroom engage students in learning and provide a richer experience. And shows how the Media can be useful tool for illustrating a lesson for a teacher, allowing students to see examples of what they are learning.

Limitations of the study

The relevance of this study focuses on only media in classroom is immeasurable in teaching and learning process. It doesn't focus on the training of faculty, it failed to express how The teachers should develop skills and abilities to use this media for teaching purposes in the classroom. Governments and school administrators should make efforts to ensure that

educational media and multimedia is included in school curriculum at the elementary and higher levels to increase awareness of this m

9. Conclusion

conventionally, the mass media and education have enjoyed a like-dislike attitudes. On one hand television and newspapers particularly, have provided extensive and broad sense to the education field. The media has the power of educating people, the good and the bad. Since it affects the eyes, the ears and the mind simultaneously nothing can overcome the influence of the media.. Media integration is consistently referred to as a relatively new phenomenon in education. However complete media integration is not yet ordinary place in classrooms throughout the country, world. media's use in the classroom, much like that of technology, is seemingly old hat, Already it has shifted from slides and projectors to DVDs and YouTube as a result of rapidly-changing technologies in the 21st century, media use in the classroom remains prevalent none the less .

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EDUCATIONAL TECHNOLOGY TEXT BOOKS FOR B Ed COURSE DR N.B KONGAWAD

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DIGITALIZATION OF EDUCATION AT DIFFERENT LEVELS (EFFECTIVENESS OF TEACHING , LEARNING PROCESS IN MATHEMATICS SUBJECT)

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Abstract

What counts when it comes to using digital technologies in school mathematics? Is technology there to help students get ‘the answer’ more quickly and accurately, or to improve the way they learn mathematics? The way people answer this question is illuminating and can reveal deeply held beliefs about the nature of mathematics and how it is best taught and learned. This presentation considers the extent to which technology-related research, policy and practice might usefully inform each other in supporting effective mathematics teaching and learning in Indian schools. The first part of the presentation considers key messages from research on learning and teaching mathematics with digital technologies. The second part offers some snapshots of practice to illustrate what effective classroom practice can look like when technologies are used in creative ways to enrich students’ mathematics learning. The third part analyses the technology messages contained in the draft Indian curriculum – Mathematics and the challenges of aligning curriculum policy with research and practice. This session is also available as an audio recording.

Introduction

Teaching Mathematics? Make it count: What research tells us about effective teaching and learning of mathematics The second part offers some snapshots of practice to illustrate what effective classroom practice can look like when technologies are used in creative ways to enrich students’ mathematics learning. The third part analyses the technology messages contained in the

draft Australian curriculum – Mathematics and the challenges of aligning curriculum policy with research and practice. Key messages from research on learning and teaching mathematics with digital technologies Fears are sometimes expressed that the use of technology, especially hand-held calculators, will have a negative effect on students' mathematics achievement. However, meta-analyses of published research studies have consistently found that calculator use, compared with non-calculator use, has either positive or neutral effects on students' operational, computational, conceptual and problem-solving A difficulty with these meta-analyses, however, is that they select studies that compare treatment (calculator) and control (non-calculator) groups of students, with the assumption that the two groups experience otherwise identical learning conditions. Experimental designs such as this do not take into account the possibility that technology fundamentally changes students' mathematical practices and even the nature of the mathematical knowledge they learn at school. Using technology to support effective mathematics teaching and learning: What counts?

Concept

Technology and mathematical knowledge In their contribution to the Study on Mathematics Education and Technology, analyses the influence of technology on the nature of mathematical knowledge as experienced by school students. Can argue as follows: If one considers mathematics to be a fixed body of knowledge to be learned, then the role of technology in this process would be primarily that of an efficiency tool, i.e. helping the learner to do the mathematics more efficiently. However, if we consider the technological tools as providing access to new understandings of relations, processes, and purposes, then the role of technology relates to a conceptual construction kit. Their words encapsulate the contrasting purposes of technology that were foreshadowed in the opening paragraph of this paper. For learners, mathematical knowledge is not fixed but fluid, constantly being created as the learners interact with ideas, people and their environment. When technology is part of this environment, it becomes more than a substitute for mathematical work done with pencil and paper. Consider, for example, the way in which dynamic geometry software allows students to transform a geometric object by 'dragging' any of its constituent parts to investigate its invariant properties. Through this experimental approach, students make predictions and test conjectures in the process of generating mathematical knowledge that is new for them. Technology and Mathematical

Practices Learning mathematics is as much about doing as it is about knowing. How knowing and doing come together is evident in the mathematical practices of the classroom. For example, school mathematical practices that, in the past, were restricted to memorizing and reproducing learned procedures can be contrasted with mathematical practices endorsed by most modern curriculum documents, such as conjecturing, justifying and generalizing

Technology can change the nature of school mathematics by engaging students in more active mathematical practices such as experimenting, investigating and problem solving that bring depth to their learning and encourage them to ask questions rather than only looking for answers. an old argue is that mathematical knowledge and mathematical practices are inextricably linked, and that this connection can be strengthened by the use of technologies. we develop an adaptation of 'didactic triangle' that in its original form represents the learning ecology as interactions between student, teacher and mathematical knowledge.

Introducing technology into this system transforms the learning ecology so that the triangle becomes a tetrahedron, with the four vertices of student, teacher, task and technology creating 'a space within which new mathematical knowledge and practices may emerge'. Within this space, students and teachers may imagine their relationship with technologies in different ways. developing four metaphors to describe how technologies can transform teaching and learning roles. Technology can be a master if students' and teachers' knowledge and competence are limited to a narrow range of operations. If Students may become dependent on the technology if they are unable to evaluate the accuracy of the output it generates. Technology is a servant either used by students or teachers only as a fast, reliable replacement for pen and paper calculations without changing the nature of classroom activities. Technology is a partner when it provides access to new kinds of tasks or new ways of approaching existing tasks to develop understanding, explore different perspectives, or mediate mathematical discussion.

Technology becomes an extension of self when seamlessly integrated into the practices of the mathematics classroom . There is an alternative representation of the ways in which technology can transform mathematical practices. Their pedagogical map classifies ten types of pedagogical opportunities afforded by a wide range of mathematical analysis software. Opportunities arise at three levels that represent the teacher's thinking about:• the tasks they will set their

students (using technology to improve speed, accuracy, access to a variety of mathematical representations) • classroom interactions (using technology to improve the display of mathematical solution processes and support students' collaborative work) • the subject (using technology to support new goals or teaching methods for a mathematics course). Snapshots of classroom mathematical practice Two snapshots are presented here to illustrate how technology can be used creatively to support new mathematical practices.

Teaching Mathematics Makes it count: What research tells us about effective teaching and learning of mathematics 69 syntax was correct, but said they should think harder about their assumptions. Eventually, the teacher directed the problem to the whole class and one student spotted the problem: 'You can't have an exponential equal to zero'. This results in a whole class discussion of the assumption that extinction meant a population of zero, which they decides was inappropriate. The class then agreed on the position that extinction was 'any number less than one'. Students used CAS to solve this new equation and obtain a solution. In this article the teacher exploited the 'confrontation' created by the CAS output to promote productive interaction among the class (technology as partner). Using this pedagogical opportunity allowed the teacher to refocus course goals and teaching methods on promoting thinking about the mathematical modeling process rather than on practice of skills. Aligning curriculum with research and practice?

Role of technology in Mathematics Classroom interaction

Students find the square roots of various numbers. Students use calculators back and forth to share and critique each other's thinking. Partner Teacher invites student to present calculator work to whole class. Audience identifies misconceptions about how calculators display decimal versions of irrational numbers. Master (prior group work) then partner (whole class display and discussion) Teacher hint: think about triangles. Students search for Pythagorean formulation without geometric representation. Teacher redirects students to consider geometry, not just numbers. Student interrupts group discussion to propose geometric solution; passes his calculator around group to share and defend his solution. Technology, mental, and pencil and paper methods. The draft consultation version of K-10 mathematics curriculum expected 'that mathematics classrooms will make use of all available ICT in teaching and learning situations'.

The intention is that use of ICT is to be referred to in content descriptions and achievement standards. Yet this is done superficially and inconsistently throughout the curriculum, with technology often being treated as an add-on that replicates by-hand methods. This is seen, for example, in the following content description from the Year 8 Number and Algebra strand: ‘Plot graphs of linear functions and use these to find solutions of equations including use of ICT’ (emphasis added).

In the corresponding consultation versions of the four senior secondary mathematics courses, the aims for all courses refer to students choosing and using a range of technologies. Nevertheless, each course contains a common technology statement – ‘Technology can aid in developing skills and allay the tedium of repeated calculations’ that betrays a limited view of its role. Across the courses, variable messages about the use of technology are conveyed in words like ‘assumed’ and ‘vital’ in Essential and General Mathematics to ‘should be widely used in this topic’, ‘can be used to illustrate practically every aspect of this topic’, or no mention at all for some topics in Mathematical Methods and Specialist Mathematics. In both the K–10 and senior secondary mathematics curricula, uses of technology, were made explicit, are mostly consistent with the servant metaphor of, despite the more transformative intentions evident in the initial shaping paper. Pedagogical opportunities afforded by the curriculum are restricted to the level of tasks in taxonomy, in that technology may be used to make computation and graphing quicker and more accurate and possibly to link representations. Although the technology messages contained in the Australian curriculum -Mathematics do not do justice to what research tells us about effective teaching and learning of mathematics, it is almost inevitable that there are gaps between an intended curriculum and the curriculum enacted by teachers and students in the classroom. Many teachers are already using technology effectively to enhance students’ understanding and enjoyment of mathematics. In their hands lies the task of enacting a truly futures-oriented curriculum that will prepare students for intelligent, adaptive and critical citizenship in a technology-rich world.

However, if technological tools is considered as an access which provide new understandings of purpose, process and relations, then technology position relates to a conceptual construction kit. Therefore, when technology is integral part of the environment, it is more than just substitute for work done mathematical with paper and pencil asserted that mathematical knowledge and

mathematical practices are inextricably linked, and that this connection can be strengthened by the use of technologies. Effects of Multimedia Instructional Strategy on Senior School Students' Performance and Retention in Mathematics of teachers is one of the challenges facing the implementation of the competency based curriculum and most of the teachers are not able to integrate information, communication and technology (ICT) in the learning and teaching within the competency based curriculum. When technology is used as a partner then it assists the learners and teachers to develop access to new ideas and tasks and it also assists them to find a new way of handling the previous known tasks and to explore further perspectives of knowledge. Therefore, if teachers still do not have these ICT skills then it is not easy for them to implement the curriculum during this technological advancement era. ...

Implementing the competency-based curriculum : Successes and Challenges.

When technology is taken as an extension of self the learners will discover that there are many websites and resources that can be accessed by the learners that would engage them in the sub topic and ensure that their concentration and attention are kept in the lesson and the concept being taught play that would be wonderful as it would help maintain the attention of the learners as they enjoy the play and at the same time get to understand the concepts of approaching bodies, relative speed and help them make connections with the concepts of speed, distance and time

Lack of information, communication and technology (ICT) skills among the majority of teachers is one of the challenges facing the implementation of the competency based curriculum and most of the teachers are not able to integrate information, communication and technology (ICT) in the learning and teaching within the competency based curriculum . When technology is used as a partner then it assists the learners and teachers to develop access to new ideas and tasks and it also assists them to find a new way of handling the previous known tasks and to explore further perspectives of knowledge . Therefore, if teachers still do not have these ICT skills then it is not easy for them to implement the curriculum during this technological advancement era. ...

The Successes and challenges of implementing the Competency-Based Curriculum Understanding and promoting disadvantaged students' academic aspirations for mathematics This study aims to identify and understand effective schooling practices that promote sustained increases in enrolment in advanced mathematics throughout the secondary years .Scaling up and

sustaining successful interventions in mathematics teaching. This study seeks to identify factors contributing to the success of an existing, large-scale mathematics professional development of inspiring mathematics and science in teacher education. This project aims to develop a repertoire of strategies for combining knowledge of content and pedagogy in mathematics and science teacher education.

Scope of the study

- This study focuses on only mathematics pedagogy.
- Role of technology in Classroom interaction
- implementing the Competency-Based Curriculum
- This study aims to identify and understand effective schooling practices that promote sustained increases in enrolment in advanced mathematics throughout the secondary years.
- Scaling up and sustaining successful interventions in mathematics teaching.
- . This study seeks to identify factors contributing to the success of an existing, large-scale mathematics professional development of inspiring mathematics and science in teacher education.

Conclusion

The brief research summary and classroom snapshots presented above show how digital technologies provide a ‘conceptual construction kit’ that can transform students’ mathematical knowledge and practices. To what extent does the curriculum – Mathematics support this transformative view of technology? The shape paper that provided the initial outline of the K–12 mathematics curriculum (National Curriculum Board, 2009) cleared that technologies should be embedded in the curriculum ‘so that they are not seen as optional tools’ Digital technologies were seen as offering new ways to learn and teach mathematics that helped deepen students’ mathematical understanding

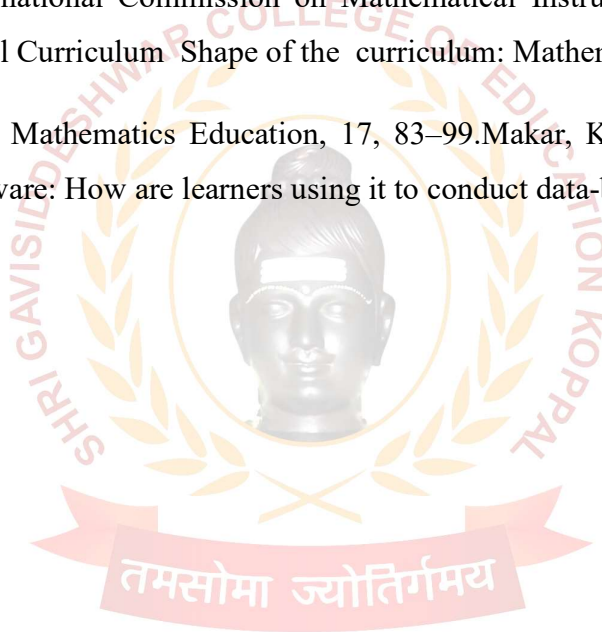
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DIGITAL TRANSFORMATION IN EDUCATION

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Abstract:

Since the outbreak of the COVID-19 pandemic, over 1.5 billion students have switched to online education. To make the learning process smooth and seamless for every student, educational institutions and governments develop digital transformation plans and implement necessary changes. Education is one of the world's single largest industries, making up more than 6% of GDP. It is expected that the global spendings will nearly double in the next five years, reaching \$404 billion by 2025. Digital transformation in the education industry helps improve the learning experience for both students and teachers, as well as other people involved in the process.

Introduction:

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Digital transformation in the education industry helps improve the learning experience for both students and teachers, as well as other people involved in the process. Such changes focus on improving engagement and accessibility through interactive and customizable learning. As a result, online education gets cheaper, more comprehensive, and more inclusive. Some of the opportunities that digital transformation in higher education enables are micro-lessons, interactive videos or tests, and even games or AI-based learning methods. All these options help a student get more involved in the process and interact with respective elements or tasks. People with disabilities also get an education with no barriers or difficulties thanks to text-to-speech or colorblind-friendly visualization, for example.

Digital transformation for educational institutions is a huge step forward in enhancing the learning process and automating plenty of operations: from printing countless essays and coursework to evaluating tests and calculating the GPA. If you have thought of launching digital transformation processes in your company, Softermii can help you out. With over seven years on the market, we can bring change to your business despite its size and industry.

Key Areas of Digital Transformation in Education:

Where can digital transformation be the most helpful in education?

Some of the cases aren't that obvious yet worth considering. So, let us show you some of the critical areas where you can digitalize the learning process.

1. Managing admissions:

Uploading your enrollment application to universities or schools offline is lengthy and tiring. Submitting them via a unified online system will be much more convenient. You pick all the institutions of interest and send the respective documents at once. This is a time-savvy option that wouldn't just accept your documents but also process them faster.

2. Minimizing risks

Whether a child is sick or the classes were canceled due to harsh weather conditions, online learning can handle it all. Now, to maintain excellent attendance rates and not miss an important lesson, you can simply click on the "Join" button of the meeting tool or just read through the material uploaded on the cloud.

3. Improving learning outcomes

With interactive lessons and implementing high-tech solutions, you can motivate students and, as a result, improve their learning skills. The more attention they pay to what's going on, the more relevant information they'll be able to absorb at once.

4. Evaluating performance

Students will get faster access to tests and their grades through online systems. E-learning systems allow to submit papers, do instant plagiarism checks, and track attendance. All these factors form students' performance levels that you can easily measure via a digital platform.

Trends of Digital Transformation in Education:

Digital innovations in the education sector are evolving and constantly developing. There's a clear pattern for implementing particular systems among many educational institutions. Let's have a look at the most popular trends.

1. Internet of Things

The Internet of things can bring a lot of change to both online and offline learning processes. Thanks to this, colleges and schools can create smart campuses, automate many repetitive tasks, and give everyone access to high-tech tools that facilitate the student's life.



2. Blockchain

It is quite a convenient option for storing the personal data of the staff and learners. Moreover, using blockchain technologies helps maintain security which is the main prerequisite for implementing it. Plus, the technology allows authenticity checks that reduce plagiarism and cheating.

3. Big Data

Big Data is a perfect option for managing vast piles of information, its organization, and analysis. In education, Big Data can help track student performance and find ways of improving the learning experience.

Key Technologies that Enable Digital Transformation in Education:

What technologies help digital transformations take place in learning and development? We've gathered some of the main ones below!

1. Online classes

Distant learning has become a huge trend and opportunity for many students. Now, you can attend any college or school worldwide and stay in your room. Online meeting tools like Zoom

or Google Meet enabled millions of learners to obtain the education they want, even though they don't have sufficient funds or abilities to travel.

2. Classrooms

Offline learning also gets better thanks to digitalization. Smart boards, projectors, access to the internet, and computers allow students to quickly get the necessary information and search for extra materials in real-time.

3. Analytics

Collecting grades, exam results, and other data in a unified online system allows teachers to quickly evaluate their performance, track attendance and study plan progress, evaluate papers faster and see what subjects or topics need improvement.

4. Artificial intelligence

AI can help create custom study plans, evaluate the approximate student GPA, improve student performance, and enable more accessibility options. Plus, artificial intelligence can increase staff effectiveness and help them deliver a better educational experience. Chatbots, FAQs, and process automation can be great examples of how AI works in the education sector.

Challenges of the Digital Transformation in Education:

Even though the impact of digital transformation on education is mostly positive and the benefit range is quite vast, there are still several challenges you might face on the way. Let's have a look at what can go wrong.

1. Lack of up-to-date systems

Many educational institutions have no sufficient technology stack to transform the learning system. For example, some schools and universities still don't have computers or Wi-Fi access, and some have outdated E-learning portals. Hence, it's essential to update the technologies and the learning system first to bring any change.

2. No digitalization strategy

Schools and universities usually don't engage in developing digitalization strategies too much. They either don't have time or don't know how to incorporate a particular technology. That's why

they usually don't have a clear vision of what they need to change or implement. This slows down the process and doesn't bring expected results at first.

3. System breakdowns

Systems glitches or breakdowns can happen due to hacker attacks or technical problems (e.g., with servers). It may lead to substantial data leaks and losses, which is unacceptable for a reputable institution. The lack of technical expertise and knowledge of cybersecurity basics are the key factors that can affect the E-learning system.

The Digital Future of Education:

The examples of digital transformation in higher education are countless. The progress is quite rapid in the industry. Transitioning to smart boards and online schools is a significant improvement that keeps bringing more changes to how we learn. What else can we expect from the development of digitalization in the learning sector? We've gathered some of the most prominent digital transformation trends in education for the near future. Everything you store in a cloud ensures instant access to any student worldwide. This technology allows remote learners to submit assignments online, receive home tasks quickly, and access streamed lectures and webinars. Plus, cloud-based platforms will enable you to seamlessly collaborate on group tasks from home and even take exams.

Depending on how a student comprehends information the best, it's now possible to create personalized study plans and frameworks to ensure the most effective learning. A student has the freedom to choose a preferred lesson type as well as interact with new information in the most convenient way. Distant learning is surprisingly becoming more accessible than the on-site format. There's no need to leave home. You have more opportunities to enjoy the same level of education as your peers regardless of your disabilities or health issues. Voice-over for texts, colorblind website versions, and many other accessibility features are becoming more and more widespread, giving everyone equal opportunities to study.

Conclusion:

It's impossible to overestimate the importance of digital transformation in education. It opens up wider opportunities for students and teachers, gives disabled people a chance for more inclusive and accessible learning conditions, and helps improve the level of engagement among students.

It's a great way to improve teaching skills too. With more digitalization processes everywhere around us, teachers, tutors, and school principals will eventually need to become friendly with technology. Digital transformation brings more convenience, ensures better data security, enhances accuracy, and provides a more unbiased evaluation of students' progress. It is inevitable and will hopefully involve every educational institution all over the globe soon. Enabling more customizable opportunities for learners and providing them with brand new edtech experiences are the key factors in capturing their attention and increasing their willingness to learn.

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EDUCATION AS A TOOL IN EMPOWERMENT OF INDIAN WOMEN**Tanuja**

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Abstract:

Women education in India has ever been a major preoccupation of the government as well as civil society. Education is the primary criterion for human development and right to education is a fundamental human right. Educating a woman creates a vital opportunity for the social and economic development of the country and society. Nowadays, women are equally efficient like men in all walks of life. Education is the milestone for women empowerment because it enables them to respond properly to the challenges they face in their life. Women's education in rural areas is alarming. Education of women is the most powerful tool to make them confident and change their position in the society. This paper tries to find the relationship between inequality in education and women empowerment. A number of corrective measures are suggested to empower women by providing them quality education.

Keywords : Women Empowerment, Female Literacy Rate, Census, Gender Discrimination, Sarva Shiksha Abhiyan

Introduction:

In primitive societies women were regarded sacred and enjoyed respectable place. But the role of men as bread winner in hunter-gatherer societies laid the foundations of male dominant patriarchal societies. In spite of significant changes in our society, role of men remained significant in all walks of life. Gender roles worked out on the basis of convenience prevailed and men being powerful in controlling women at home and masses in communities and societies hardly thought about the complex conditions that caused and promoted subjugation and oppression among women. Many evil customs, values and traditions stepped in which enslaved women and tied them to boundaries of the house. The untold miseries and suffering of the women especially during various wars especially World War I and II awakened the conscious of mankind.

Education is undoubtedly the cornerstone for sustainable development particularly for those who have been exploited by the superior section of the same society. In the last two decades, debates on the status of women and the need to integrate them into development process may be seen in the form of national and international workshops, seminars and conferences. For women to be integrated into development process, they need basic education, so that they can become co-partners in development. It is pertinent to note that, women's development can be greatly enhanced through active participation in the aforementioned literacy programmes and the application of the skills acquired thereby improving their livelihood and overall well-being.

Women constitute almost half of the population in the world. But the hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities for a longer time. The rise of feminist ideas has, however, led to the positive signs in women's condition in recent times.

Importance of Education for Women:

Women education plays a pivotal role in the overall development of the country. Educated women not only tend to promote education of their girl children, but also provide better guidance to all their children.

In India, where women are lagging behind, education can play a vital role in enhancing their status and bringing them at par with their male counterparts. Education among women will increase their ability to secure employment in the government as well as private organisations. Any society cannot claim to be a developed one economically, politically, or socially without a sound base of woman education system.

Various studies and observations proved that education can bring phenomenal change in women's life resulting in social transformation in the long run by developing their confidence, bringing awareness about their rights, boosting their self esteem, reducing their dependency on their male counterparts, providing them independence and better job opportunities in open market.

Education and Women's Empowerment :

Women Empowerment is a universal issue and it is discussed at various formal and informal platforms globally. The concept of women empowerment was introduced in 1980s. Education is milestone of women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their life. India has set a challenging target of becoming a superpower by 2025. It will be possible only when the women population of our nation became empowerment. India presently account for the largest number no of illiterates in the world. Literacy rate in India have been rising sharply in which enrolment of women in education have also been rising sharply 7% to 66%. Within the framework of a democratic polity, our laws, development policies, plan and programmes have aimed at women's advancement in different spheres. In recent years, the empowerment of women has been recognized as the central issue in determining the status of women.

Educated and working women are in much better position in our society as compared to uneducated and unemployed women. Educated women are confident, they have their own point of view and can take their own decisions. They are well aware their rights and duties which transform them as empowered citizens.

Education empowers women in different ways. Education not only helps women to escape poverty by developing the skills they need to improve their livelihoods, but also generates productivity gains that boost economic growth substantially. For eradicating poverty, we need to overcome inequality by improving the lives of the poorest and marginalized women and education is must to achieve this goal.

Women's education is critical in helping them with an empowered approach to health issues. Educated women are more likely to avoid health problems, by adopting simple and low cost practices to maintain hygiene. Educated women are capable of getting secure jobs with good working conditions and decent pay.

Education helps people understand democracy, promotes the tolerance and trust that underpin it, and motivates women to participate in politics and claim for leadership positions.

Obstacles in Women Education: We cannot deny the fact that Indian women still constitute a large body of under - privileged citizens. The Backward Classes Commission set up by the Government of India in 1953 classified women of India as a backward group requiring special

attention. The educational, economic, political and social backwardness of women makes them the largest group hindering the process of social change.

The plight of women, in terms of education is further compounded by the negative attitude of parents toward female education. Some parents are usually reluctant to send their girl child for formal education especially to higher levels. Another problem closely related to this is the reluctance to acquire western education and misunderstanding on the part of the girls themselves about the values of the acquisition of formal education.

Other problems against women education include the familiar problems like lack of funds, inadequate facilities, inadequate manpower, sexual harassment, conflicting societal role expectations, government policies and lack of political will power to implement the entire educational programme.

Present study makes it clear that we need a change in the mindset of men as well as women towards education. Creating awareness about the need and necessity of women empowerment is required. It may be taken by the government as well as private social organizations to create awareness among people especially among younger generation about the importance of women empowerment. There should be reservation of seats for women in Union as well as State Legislatures as it is given in local self government.

All the government policies should be women friendly and sufficient representation should be ensured in all the development schemes. Governments should try to strengthen women's security in crisis and stop violence against women. Special laws should be enacted to protect women's rights.

Conclusion

Education is a tool that can play a vital role in improving the socio-economic condition of the nation. Women are lagging behind in the field of education with their male counterparts. Only by providing quality education the goal of women empowerment can be achieved.

The Government of India has launched several schemes such as the Kasturba Gandhi Balika Vidyalaya Scheme, Mid-day Meal Scheme and the National Program for Education of Girls at Elementary Level (NPEGEL) as a means of women empowerment, Beti Bacho Beti Pado, In

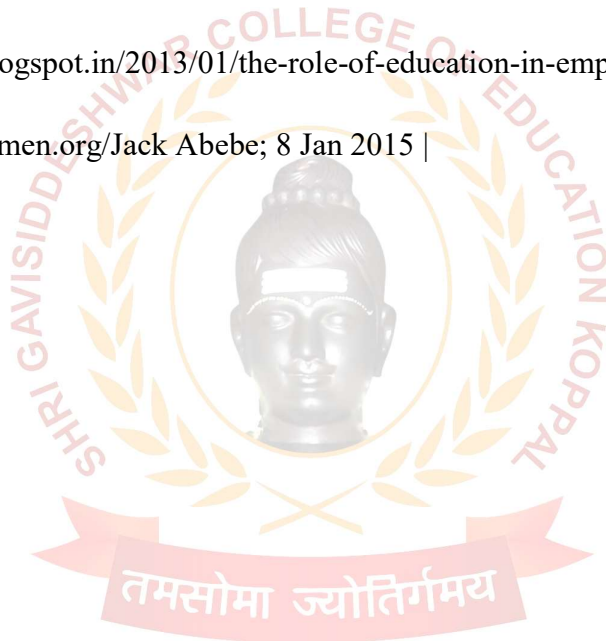
this direction one of the most promising scheme is the Sarva Shiksha Abhiyan also known as the Education for All movement. It is to bring more girls, especially from marginalized families of BPL, in mainstream education, the government is providing a package of concessions in the form of providing free books, uniform, boarding and lodging, clothing for the hostilities mid-day meals, scholarships, free bicycles and so on. These programmes are very helpful to improving the girl's education in India.

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A COMPARATIVE STUDY OF EDUCATIONAL CONTRIBUTIONS OF SAVITRIBAI PHULE AND FATIMA SHIEKH

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Abstract:

Education is the best tool for change or mould of human behaviours, characters, attributes, knowledge, skills, and solves the critical problems in day to day life. Decades come and cross however what continue to be are the impact and wonderful acts of the social reformers. In the context of Indian history having a great social reformers and educational contributors, like Dayanad Sarswati, Raja Ram Mohan Roy, Baba Amte, Dr. B. R. Ambedkar, Ishwar Chandra Vidyasagar, Jyotiba Phule, Mother Teresa, Sri Ramakrishna Paramhansa, King Shahu Chhatrapati, Swami Vivekananda, and etc. Savitribai Phule and Fatima Sheikh changed into one of the outstanding social reformers of the nineteenth century in India. They led the motion in opposition to the triumphing caste-regulations in India. They revolted in opposition to the domination of the Brahmins and for the rights of peasants and different low-caste fellow. They controlled to carry revolutions through making radical modifications within side the society. Some of the reformers took up the demanding situations of breaking the evil eye of winning caste-machine even as a few fought for the creation of girls'-schooling and widow remarriage. The contributions, made through these, easy but eminent souls in the direction of humanity are definitely extraordinary. Their sports and mind guided the country to a brand new beginning.

Keywords-Educational Contributors, Social Reformers, Women Education, Feminist Savitribai Phule, Fatma Sheikh

Introduction

Savitribai Phule was born on 13 January 1831 at Naigan Satara District in the state of Maharashtra. In 1839 she was getting married with 13 year old Jyotiba Phule. She was taught by Jyotiba Phule because she was illiterate before her marriage. After she took teacher training course at Ahamadanagar institution that was administrated by the American missionary and also she takes training in Pune's normal school. After Savitribai was initiated teaching profession the collaboration of Jyotiba Phule along with Sagunabai. Then they started India's first girls' home school in Bhide Wada with the help of Tatya Saheb Bhide at their home. They adopted different curriculum for their school like Mathematics, Science and Social Studies. But they abused by our society but she accepted all the abuse and went ahead. Also in 1849 they refused by their own family members and community because of their work. Then they stayed with the family of friend of Jyotiba's, Usmana Sheikh, Where Savitribai met another one great women 'FATIMA SHEIKH'. She was a sister of Usman Sheikh. She was born on 9th January 1831 in Muslim community. Today in Dalit History, we honor the contributions of Fatima Sheikh, Muslim women who stood steadfast in solidarity with the cause of educating Dalits and women. Even when Phule's couple disputed from their own family members, caste, brethren and their community, then Fatima Sheikh's family sheltered them from dominant caste abuse. After the met of Savitribai Phule, Usman Sheikh was inspired by their work and he had encouraged to Fatima to take up the teacher training course. At this time Fatima Sheikh knew how to read and write already. She went along with Savitribai to the Normal school and they both graduated together. Fatima and Savitribai opened a school in Usman Sheikh's house at Pune in 1849. After that they started going to school which were established by Jyotiba Phule. But Pune people was started to harass them and abuse them, with stone pelted and thrown cow dung on them. But they don't give up, both carry an extra sari in there's bag. Fatima had Endure the wrath of Hindu as well as Muslim's. Despite threats, she used to go door to door to Muslim household and explained the importance of girl's education. Fatima Sheikh is now widely regarded as the first Muslim women teacher of the 19th century. Savitribai Phule's and Fatima Sheikh's whole life achievements were diverse and numerous but they had a singular affected on entire society.

Among all these problems Savitribai and Fatima was focused only on the girls' education. They re-started education campaign in 1848 Jan 1 were starting school with 9 girl students. After sum

time they had troubles for carrying the school but they could not leave their dreams and they continually worked to achieve their aims. Day by day they improved strength of the students by opening schools in region wise and appointed co-teachers for all the schools. The school was recognized by the government of Mumbai in 1852 and gave grant 900 rupees yearly for their incredible work as well as them get grant 5000 rupees for the school building construction. After another one Govt. agency “Dakshine Praise Committee” was given a grant 300 rupees for their school expenses. Fatima Sheikh, Savitribai and her husband were undertaking that everyone can have education. Apart from this for students they established libraries for extra studies. They gave scholarship and started residential schools for poor students. Also they focused on social evil practices and opposed all that bad things. The Phule’s couple was doing the work for those who were affected from a terrible famine in 1870. Savitribai did hard work and reached their goal without expectation of salary. They dedicated themselves for the field of education and they aimed only one that is the every woman and girl get an education in their life. The education movement, which began in the year 1848, still retains its own significance. In today’s life schooling is the only way to have success.

At the age of nine Savitribai was married Jyotiba Phule who is four years older than her with the blessings of her parents. And she started learning with the support of her husband. Ahead she admitted in the Miss Farara Formal School at Ahmदनगर to take a teacher training course. Because Savitribai acquired a dream of Jyotiba Phule that is, he dreamed in our nation every woman can have education in their life. She officially completed her teacher training course after she devoted him to the task of teaching to other backward class/ community girls a letter before completing 17 years Savitribai who was an avid believer in religious spirituality, began to work diligently, feeling that what she was doing a work of god. In 19th century she started teaching to girls but she suffered from so many troubles, but she didn’t give up. She continued her work constantly. In Indian History told that is the first woman teacher who started teaching profession with the professional training and she called as an Akksharada Avva.

Fatima Sheikh started her teaching profession with the help of her brother Usman Sheikh with Phule’s couples. In 19th century for Muslim community girls had not allowed to go outside from their houses and they must cover their face from other people could not see their faces. Because the traditional rules were instructed them to do all that things. In that moment Fatima Sheikh was taken an important step for Muslim girls education. And she took

teacher training course in Pune and she started teaching profession in the schools which were established by Jyotiba Phule. She started 'BETI PADAU' movement in 19th century. Fatima Sheikh was stood steadfast in solidarity with the cause of educating Dalits and women. Fatima had Endure the wrath of Hindu as well as Muslim's. Despite threats, she used to go door to door to Muslim household and explained the importance of girl's education. Fatima Sheikh is now widely regarded as the India's first Muslim women teacher of the 19th century.

Savitribai Phule, Fatima Sheikh and Women Education :

As we know Jyotiba Phule was a great man who laid the foundation for social reform by initiating the education for all especially for girl child. Jyotiba Phule emphasized girl education in front of society that adopted evil practice. It's very difficult to put it in to practice in front of society, as in the case of the rights low. Jyotiba started to teach Savitribai at their home with the help of their friends. Savitribai faced many problems and she came forward with persistent efforts because she was in the throes of education. In the 19th century upper caste peoples would say that the only they can must be pronounced Vedas and Mantra. And they told to lower caste people that can't even have any rights to spoke about all those things. And also they were intimidating like it was sin and crime. In that situation education was becoming a sky star to backward caste people. With all these hurdles Savitribai started education campaign in 1 Jan 1848. They opened India's first girl school at Bhuduvra Peta with the help of Tatyasaheb Bied. In this school Savitribai was appointed as the first teacher. For this we called them they were the "first Indian women teacher". When school was started only 9 girls were enrolled and they belong from backward community like Maratha, Shudra, Dalit and Muslim. After Jyotiba's friend Sadashiva Govinde was taken a responsibility to providing books freely for children to read and write, when Savitribai started the classes' sum changes were shown in the society. The changes were effected on the enrolment of students was high in the school. After sum days upper caste girls also wants to take an admission in the Phule's school. But sum upper caste people did not accept the criteria. They began to give trouble to Savitribai to stop their work but they field to crack their confident. Then they targeted Jyotiba's father Govindrao Phule. He was a simple man who believed in Mythology (Vedas, Mantras, karmas). Also he believed in Brahmin religion. Brahmins told to backward caste people if any one touches them or if their shadow falls on them, they might be having very difficult life on the Earth and also in Heaven. With the support of Mythology Brahmins rolled up on the backward community's. And the upper caste leaders

started to tempt the Govindarao for either they controlled on the work of Savitribai and Jyotiba Phule rather than they put out them from the community/house. Jyotiba father was become distracted and he said to both couples to stop their work, either get out from their house. But the both Phule couple was not ready to compromise for their work. That's why they left and they came out from their father house. After they started to stay with the Usman Sheikh, he was the friend of Jyotiba Phule. Savitribai met Fatima Sheikh first time there. Fatima Sheikh was also did work with the Savitribai for girls education. In 19th century for Muslim community girls had not allowed to go outside from there houses and they must covered there face from other people could not to see there faces. Because the traditional rules were instructed them to do all that things. In that moment Fatima Sheikh was taken a important step for Muslim girls education. And she took teacher training course in Pune and she started teaching profession in the schools which were establised by jotiba Phule, She started 'BETI PADA0' movement in 19th cenuary. Fatima Sheikh was stood steadfast in solidarity with the cause of educating Dalits and women. Fatima had Endure the wrath of Hindu as well as Muslim's. Despite threats, she used to go door to door to Muslim household and explained the importance of girl's education. Fatima Sheikh is now widely regarded as the India's first Muslim women teacher of the 19th century.

It was very difficult time for Fatima Sheikh, Savitribai and Jyotiba for carrying out their school with their expenditures. And the economical states were goes down because of that they closed their school with a mindless mind. After sum time they improved economical states and reopened the school for girls which was closed by them earlier. With the new energy FATima Sheikh, Savitribai and Jyotiba was planned differently. And they opened schools for girl child depending on the regions. In this way they started the school on 5th August 1848 at Maharwada region in Pune. Ahead they continually started to schools different regions they as below, in 1848 September 1st Hadapasar in Pune, in 1848 December 5th at Jature in Pune, in 1848 December 20th at Sasarwada in Pune, in 1849 July 1st at Kasabad Allhatache Ghara in Pune, in 1849 July 15th at Nayagoun Khandal in Satara, in 1849 July 18 at Shirwal; Khandala in Satara, in 1849 September 1at Talagoun Damedere in Pune, in 1849 September 8 at Shirura in Pune, in 1850 March 3rd at Anjarwada Majagoun in Pune, in 1850 March 6th at Karanje in Satara district, in 1850 Sept 19th at Bhigag in Pune, in 1850 Dec 1st at Mandaway in Pune, in 1851 August 3rd at Annasaheb Japolakar Karawade in Pune. For sum socio economic regions the schools were

closed again, but Fatima Sheikh, Savitribai and Jyotiba was wanted to accomplish a certain task, they started school once again for the girl child in 3rd July 1851 at Rasta Petha in Pune. As our Historians said the Rasta Petha was the second school that one started by the Fatima Sheikh and Phule couples. In this school 6 girls were taken admission first. After sum time the strength of students became up to 48 for this school Savitribai was started work as a Headmistress, Fatima Sheikh as main teacher and four co-teachers was appointed for teaching. With the help of Jyotiba, in 1852 Savitribai and Fatima was opened another one school with the strength of 33 girls and appointed one teacher for them. She took every responsibilities of all work and supervised to all faculty, school and children's. The both teachers Savitribai and Fatima Sheikh did all the work free without any fee. After this in 1853, 231 students were took exam in prestigious college at Pune, who all are studied in Phule's school. Savitribai and Fatima was put more efforts for girl's education and they had 258 girls in their school, and all they are belongs to untouchable backward communities. They both strived for the success of girl child education without retired from strong attitude. Savitribai and Fatima was introduced themselves with their hard work in History and present day also.

There was no end for Savitribai and Fatima Sheikh work which began in 1848 they did their work continually. They started school with 9 students only, after sum time it's converted in number of 100s. But in that 100s sum students were left school for their problems like, difficulty to living life and sum students act as a labour for their family, sum other time students were absence for social problems. Because of these reasons schools were closed many times. And several times Savitribai and Fatima were closed their school for their economic problem. Still Savitribai and Fatima carry out their sincere work on education. They decided they gave help for those students who had really talented and had a grip on the subject and who could not continue their education. After that they planned in different manner for the future of girl students. In that way they received first help from the Government of Mumbai in 1852. The government of Mumbai was gave yearly 900 rupees as a grant in the name of "Dakshine Bahuman Smeeti". As a consequence of that grant they started to give scholarship for students. The thought of scholarship was executed different level of education system. In 1852 the grant money was collected up to 1945 rupees, for this whole amount with the help of Fatima, Savitribai was managed accurate account book and she explained in front of everyone in annual function of their school. In 1855 the Government agency "Dakshine Praise Committee" started to give 300

rupees yearly as a grant for the school that had 258 untouchable students. Rather than this “Dakshine Praise Committee” was sanctioned 5000 rupees as grant for the school building construction. As a result of all these work in 1856 first time untouchable students were wrote the exam for their classes. After this in 1856 Savitribai was suffered for health issues and she must wanted complete bad rest, that’s why they went there home town niongm. In the absence of Savitribai, Fatima Sheikh was take all the responsibilities on her sholder. And she role as headmistress, teacher, helper. From 1856 up to 1877 two years Fatima Sheikh was dedicated her work on girls education. With grant money Jyotiba Phule was worked at different places, because he wanted to secure economic strength of their school. With Fatima and Savitribai, Jyotiba was started the night school for adults at their working place and he started taught reading and writing for 2000 wage workers at their working place. In 1870 Savitribai and Jyotiba Phule was helped those people who were affected from a terrible famine and they started relief centre’s for that people. In that help centre’s they begin school for the children’s. Later they opened 52 residential schools for those who are become orphaned due to the terrible famine. Apart from the school they established libraries in 1852 for developing reading hobbies in the backward community students. Because before 1848 and till the 1852 the other libraries were give entrance only for the upper caste people as well as they said the backward caste students were had not the rights to entered in the libraries. Thus Fatima and Savitribai was adopted so many ways to educate all those students who had a potential for educating themselves. Also they motivated parents are not sending their children’s to the school. As well as they stimulate for those students those who left school in the middle with giving scholarship. Along with providing literary knowledge to the children the both Phule couple’s and Fatima trained them for hand craft work. Because they thought the hand craft work was assist them in their future and it helps for their family to had economic strength. In this manner Fatima, Savitribai and her husband was dedicated their whole life for untouchable, Muslim and Dalit peoples to bring them for mainstream.

Socially Reforming:

Savitribai, Fatima and the ‘Truth Seekers Community’ believed that schooling had the important thing to bringing approximately essential modifications in social attitudes. The intention in selling schooling for the hundreds changed into now no longer sincerely to quickly increase the transient popular of dwelling for some individuals, however to reshape the complete

destiny of the nation. Savitribai and Fatima blanketed all kids which blanketed boys and ladies and her unique issue changed into for the ones ostracized with the aid of using oppressive caste practices. She changed into a girl who challenged gender stereotypes, caste hierarchies and stands as a stellar position version to all folks that need to bring in a brand new social order.

Conclusion:

The support, cooperation and companionship that Fatima, Savitribai gave Jyotiba in the course of his lifestyles are first-rate and are past comparison. The requirements that they set for following values which includes equality among males and females and non violent companionship pass nicely past their times. The paintings that they did with inside the fields of education, social justice, eradication of caste and exposing the exploitative behaviour of the priestly elegance illuminated now no longer best the past, however keeps to light up the present.

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TEACHING REMEDIAL FOR MATHS**CHANDARASHEKHAR**

ASSISTANT TEACHER

SG HIGH SCHOOL

KOPPAL

ABSTRACT

Teaching remedial maths requires working with students to create a better foundation of math concepts by reinforcing skills that were taught at an earlier time. Learn ways to teach remedial math by identifying the student's learning issue and using a variety of approaches and assessments to overcome it.

INTRODUCTION

In order to remediate students in a certain area, it's important first to understand the definition of remedial. Put simply, remedial instruction is the process of providing help to students who are experiencing difficulties so that they can understand and master the concept with which they are struggling. In math, each concept is the foundation for new learning, and when a student has not mastered one concept they are unable to move on to the next concept. In this case, remediation helps to get the student back on track so they can continue their learning on the math continuum.

Teaching remedial math means that you will be working with students who might be missing foundational skills that are required for learning higher level concepts. Whether because of a learning difficulty or another situation that impacted their learning, these are students, for example, who may not have mastered adding one digit numbers and are now being asked to add two-digit numbers with regrouping.

This lesson will provide methods and strategies that you can use to effectively teach students who need remediation in math.

Identify the Issue

Imagine someone walks up to you and hands you a cake and asks you to taste it. You taste it, and something is just off. They tell you that yes, there is something wrong, and you need to fix the recipe. Without knowing the issue or mistake that was made, you can't begin to fix the recipe. You don't have enough information yet to really diagnose how to fix the issue.

This is how you need to approach remedial teaching. You can't just throw a bunch of ideas or strategies at the problem and hope something works for the student. You must first identify the specific area in which the student is struggling so you can begin to create a plan and strategies for remediation.

Using the example of the student struggling with one digit addition - you need to figure out if he hasn't mastered one digit addition because he has spatial difficulties that are interfering with his ability to regroup. Or has he even mastered counting? You would first need to identify what is causing the difficulty before you can begin working to help the student learn.

Use a Variety of Approaches

Math education lends itself especially well to approaching concepts from a variety of different angles. Just think of the wide variety of ways students can solve a simple addition problem. They can draw a picture of objects and count them, use manipulative, write a story, count on a number line, or count in their head. When teaching remedial math, it is important to explore as many approaches to learning as possible to help your students.

For example, we may have to teach a student who is struggling with comparing fractions. For some reason, this student may just not grasp this concept, no matter how hard they try. Sitting down with the student, you discover that the student is just staring at the fractions trying to will the answer into existence.

When you teach elementary math, should have a tremendous opportunity to not only teach your students foundational concepts they'll use throughout their schooling, but to instill a love of math from a young age. Keep reading for the best ways to create effective and engaging math lessons in your elementary classroom! Your students probably have varying levels of interest and ability when it comes to math class. In order to meet their different needs, you need to be flexible and

understand how they learn best. Use these activities to help your young students develop problem-solving skills, understand abstract concepts and encourage math talk in your classroom

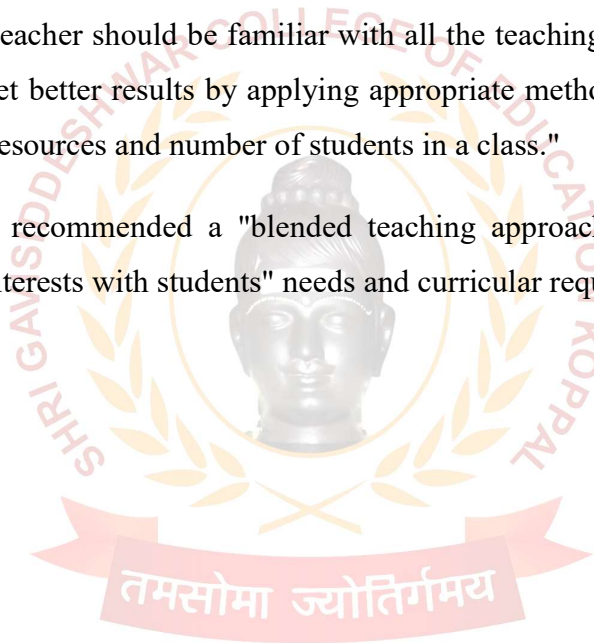
Conclusion

This is the oldest and most important teaching method because it is always remained a part of all other instructional methodologies. In this method, a teacher takes part as an active participant and students are at the receiving end most of the time. That is why; it is a teacher centered approach.

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Fawad Baig (2015) "a teacher should be familiar with all the teaching methods in Mathematics because he or she can get better results by applying appropriate method according to the nature of a problem, available resources and number of students in a class."

Menderes Unal (2017) recommended a "blended teaching approach that balances teachers' personal strengths and interests with students' needs and curricular requirements". ...



DIGITALIZATION OF EDUCATION: ADVANTAGES AND DISADVANTAGES**Smt. Padmavathi R Naregal**

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Email: padmavathinaregal@gmail.com**Abstract**

Digital education is a revolutionary method of imparting knowledge, especially since it levels the playing field for all students. India is home to the largest population of children in the world, with an estimated 430 million children in the age group of 0-18 years in the country. The state of education in the country, especially in rural areas has been deplorable, with challenges such as archaic teaching methods, shortage of teachers, highly disproportionate student-teacher ratio, and inadequate teaching materials plaguing the sector. Digitization of education helps in mitigating all of these concerns by providing multimedia teaching tools to teachers and engaging students through learning methods that utilize digital tools, such as smart-boards, LCD screens, videos, etc. It also makes it possible for one teacher to deliver information remotely across several locations, through interactive digital media addressing the shortage of teachers in the country.

Keywords: Digitization, Education**Introduction**

“Digital education is generating new learning opportunities as students engage in online, digital environments and as faculty change educational practices through the use of hybrid courses, personalized instruction, new collaboration models and a wide array of innovative,

engaging learning strategies. Furthermore, a 21st century view of learner success requires students to not only be thoughtful consumers of digital content, but effective and collaborative creators of digital media, demonstrating competencies and communicating ideas through dynamic storytelling, data visualization and content duration.

By 2020 it's estimated there will be 1.5 million new digitized jobs across the globe. Today, however, 90% of organizations currently have an IT skills shortage, while 75% of educators and students feel there is a gap in their ability to meet the skills needs of the IT workforce. Research by the World Economic Forum estimates that 65% of children entering primary school will find themselves in occupations that today do not exist. It is imperative, therefore, for the education sector to prepare the talent needed for the digital economy, by adapting as fast as the increasing demand for IT skills

The word “digital” describes any system based on discontinuous data or events. Computers are digital machines because at their most basic level they can distinguish between just two values, 0 and 1, or off and on. All data that a computer processes must be encoded digitally as a series of zeroes and ones

The opposite of digital is analogue. A typical analogue device is a clock in which the hands move continuously around the face. Such a clock is capable of indicating every possible time of the day. In contrast, a digital clock is capable of representing only a finite number of times (every tenth of a second, for example) [3] . As mentioned before, a printed book is analogue form of information. The contents of a book need to be digitized to convert it into digital form

Digitization is the process of converting the content of physical media (e.g., periodical articles, books, manuscripts, cards, photographs, vinyl disks, etc.) to digital formats [4] . Digitization refers to the process of translating a piece of information such as a book, journal articles, sound recordings, pictures, audio tapes or videos recordings, etc. into bits. Bits are the fundamental units of information in a computer system. Converting information into these binary digits is called digitization, which can be achieved through a variety of existing technologies. A digital image, in turn, is composed of a set of pixels (picture elements), arranged according to a pre-defined ratio of columns and rows. An image file can be managed as a regular computer file

and can be retrieved, printed and modified using appropriate software. Further, textual images can be OC Red so as to make its contents searchable

Why Education in India should go paperless

1. **Increased Productivity-** It takes an employee an average of 12 minutes to find the paper document they are looking for. With a well-executed digitalization and document imaging plan, this can be reduced to a few seconds or less.

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Aptara saves Management Concepts \$1M in annual printing, shipping, and labour costs. This represents a 100+% return on investment (ROI).

Companies like Management Concepts, Cisco rely on Aptara for their digitization needs helping them to save hundreds of thousand dollars annually in printing, shipping and labour costs.

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Optical character recognition: OCR techniques along with proper indexing of the data help in searching and accessing the data efficiently saving time and efforts. Taxonomy and Indexing: Aptara's Document Imaging Services will help you build a high level classification for your documents so that you can easily find the documents that have been scanned, Taxonomy is also useful in further refining search results. A well designed Taxonomy will increase your search results and employee adoption

4. **Enhanced security**- A scanned document is trackable document. If needed, only certain users can access the documents and workflows can be set up along with permission groups for an individual, which enhances the security and maintains the confidentiality of the document

5. **Enhanced Information Preservation**- Information stored in paper formats is degradable information, and degrades further every time it is handled manually. Document imaging ensures that your business's most important data is saved and preserved for the future.

6. **Disaster recovery**- There is always a risk of disaster, whether it is natural or manmade. Fire, flood, earthquakes or other destructive phenomenon may cause a major disaster for your paper documents seriously affecting your business

Document imaging offers you to have a safe repository of your data which can also be shared on cloud or your local document management system, enabling you recover precious documents with a simple click.

7. **Saves space**- Real Estate space is expensive, eliminating paper storage can give you with more space, reduction in rent, reduced off-site document storage fees or potential to open up a new office.

8. **Stay Competitive**- From multinational firms to small organization, digitization has been the mantra of the new age document management. Document digitization efforts have repaid businesses in reduced costs, efficient workflows and satisfied customers.

9. **Environmentally friendly**- Document Imaging and overall document digitizing process adds to your green credits and is an environment friendly initiative. It removes the needs of creating multiple backup copies and unnecessary printing, increasing the eco-friendly quotient of your company.

10. **Digital Transformation** – Image scanning is a first step in building a digital transformation plan. Early adoption is the key for organizations to ensure digital success and focus on cost savings and standardization.

Disadvantages of digital education

With the advancement of mechanization, teachers are not equally trained with its proper implementation. Thus, learners are just using technology instead of gaining knowledge from it. Using applied science to achieve education in the proper way is a good thing but to transform it into an active set of skills is a matter of time.

Relying completely on computers are creating poor studying habits. Many students keep browsing websites to find the shortest possible way to solve problems in Mathematics instead of solving them in a traditional way which actually helps them to gain in-depth knowledge of the subjects. Spell-checkers prevents them from learning the correct spelling thus resulting infinite spelling mistakes in paper

It is the human being who built technology not the technology that created a human. As humans are not error-free, similarly technology too does not come error-free. There are lots of problems like server error and connectivity problems which take oodles of time to troubleshoot it, therefore, hindering the learning process which can sometimes be a matter of frustration both for the learners and the educators. Wastage of time because of unnecessary issues is not at all advisable in schools or any learning institutes where every second is valuable for the learners

With the speeding development of technology, the websites owner urges to rank their websites higher in search engines, so they only concentrate on rankings instead of the content that they are posting. Many websites come with wrong information that has been copied and pasted from other sources without checking its authenticity. Thus, the learners are misguided by the wrong information's available on the websites. These things can perhaps become serious obstacles in their development.

There are arguments that because of all the new technology that there is a loss of communication skills and the ability for people to interact with each other. Since a fairly large amount of the new technology is made for an independent use there are valid concerns about the loss of interpersonal and cooperation skills that students usually develop within a classroom setting.

It is not secret that the newest and most up to date technology is very expensive. In order for a school to use technology like this they have to pay for it, which is difficult for most public

schools to do because of the sheer cost. This is also difficult for parents because the students become accustomed to some technology that they do not have at home

Conclusion

In today's hyper-connected world, sensible use of technology can enhance education. It's clear that the benefits are many more. But the key to technology in the classroom is always going to be the teacher-student relationship, because that's where the education happens. Technology can be a highly effective tool, but that's all it is — a tool because man has created technology and technology has not created man. Technology is not meant to replace the teacher. Rather, the idea is to create a flexible learning environment that breeds innovation. It shifts the classroom experience from the 'sage-on-a-stage' approach to a more collaborative learning environment. The success of such endeavours will ultimately depend upon how technology is applied to keep students engaged. It can be frustrating and time-consuming, but in the end, technology in education can pave the way to new experiences, new discoveries, and new ways of learning and collaborating

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USAGE OF OPEN EDUCATIONAL RESOURCES OF PRIMARY SCHOOL TEACHERS OF KARNATAKA

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ABSTRACT

Teaching is a profession of many activities aiming at the continuing growth of Primary School Teachers and profession that will bring new insight, growth, development, undrestandings and cooperative, collabarative practices to the peer group of the teaching profession and arouse them to action to improve them in every possible manner. Hence, in the present scenario, the investogator intends to study the usage of OER of Primary School Teachers during the profession. For the present study the investigator adopted Survey method and selected 200 of Primary School Teachers as sample by using stratified random sampling technique. Mean, Standard Deviation and t-test were the statistical techniques used for the study. The study revealed that help in comprehending new instructional process by using OER in their In-service..

Key words: Usage of OER, Primary School Teachers

NEED AND SIGNIFICANCE OF THE STUDY

The usage of OER will provide adequate professional training so as to make primary school teachers effective in their teaching-learning process. It helps the primary school teachers keep abreast new developments in the school subject and pedagogy. The purpose of usage of Open Educational Resources has always been to enhance professional as well as personal development of primary school teachers so as to provide its benefit to children they teach, classes they deal and the schools they serve in forthcoming days. It ultimately focuses on the continuous comprehension in their service period and it is planned and provides a way that leads to development or a positive attitude towards improving performance in terms of better in their profession of primary school teachers.

Impartment of the primary school teachers, with the main purpose of achieving the desired academic outcomes and its focus of the following components;

Continuous Comprehensive in nature

Corelation in nature

Interdisciplinary approach

Multidisciplinary approach

Teaching and professional Competency centred

Statement of the problem

The area selected for the present study is to collect necessary details regarding the usage of Open Educational Resources of primary school teachers. Hence the study entitled as “As study on the usage of Open Educational Resources of primary school teachers in Mysuru District”

Operational Definitions

Usage of Open Educational Resources(OER)

Open Educational Resources may be defined as an according to The commonwealth of Learning (COL), Open Educational Resources (OER) are defined as “materials offered freely and openly to use and adapt for teaching, learning, development and research.”

Here in this study usage of Open Educational resources means the primary school teachers positive or negative readiness towards using Open Educational Resources in their profession.

Primary School Teachers

A primary school teacher is one who **helps children develop reading, writing, and learning skills**. Elementary school teachers play an important role in developing an educational path for students because they are the foundation of learning and transfer knowledge.

Research Questions

- ❖ Is the favourable usage of Open Educational Resources of primary school teachers?
- ❖ Is there any difference in the usage of Open Educational Resources of primary school teachers with respect to Gender, Locality, Age, Teaching Experience and Type of School Management.?

Objectives of the study

The study has been envisaged with the following objectives.

- ◆ To study the usage of Open Educational Resources of primary school teachers.
- ◆ To compare the usage of Open Educational Resources of primary school teachers with respect to Gender, Locality, Age, Teaching Experience and Type of School Management.
- ◆ To formulate further suggestions for the improvement of using OER of primary school teachers.

Hypotheses

- There is no significant difference between in the usage of Open Educational Resources of primary school teachers towards In-service with respect to Gender, Locality, Age, Teaching Experience and Type of School Management.

Methodology

The present study was intended to measure the usage of Open Educational Resources of primary school teachers.

Methodology

From the various methods of research, survey method was used for the present study.

Population

The primary school teachers of Karnataka from the population for the present study.

Tool Used

The investigator prepared to study about usage of OER's among primary school teachers with personal data sheet for measuring the usage of OER's among primary school teachers.

Sample

Sample for the study consisted of 200 primary school teachers from Mysore District of Karnataka State. The sample included teachers from government and private schools and also from rural and urban schools. (see below table)

Statistical Technique Used

The statistical technique adopted includes Mean, Standard Deviation and t-test

Limitations of the Study

The present study was delimited to Mysuru district only. Sample consisted of 200 primary school teachers which included male and female teachers, rural and urban school teachers, private and government school teachers. To study the usage of OERS' was mainly meant for primary school teachers. So the usage of OERS' of Upper Primary, High school and Higher Secondary school teachers towards usage of OER was not measured by the investigator.

Variables	Sub category	Size(N)	Total
Gender	Male	78	200
	Female	142	
Locale	Rural	75	200
	Urban	125	
Age	Above 40 years	110	200
	Below 40 years	90	
Teaching Experiences	Above 10 Experience	135	200
	Below 10 Experience	65	
Type of Management	Aided	50	200
	Government	150	

Table-1: Mean and Standard Deviation of Total Scores of Primary School Teachers' usage of Open Educational Resources towards In-service

Number	Mean	Standard Deviation
200	177.04	32.57

Table-2: Level of Usage of OERS' of Primary School Teachers towards in-service

Level Of Usage of OER	Number of teachers	Per cent (%)
High Group (m+sd)	20	10
Average Group (between m+sd and m-sd)	152	76
Low Group (m-sd)	28	14
Total	200	100

Analysis and Interpretation

Usage of OER of primary school teachers towards in-service

The response collected from teachers was analyzed. Mean and Standard deviation of the total sample were calculated and presented in Table 1

Table 1 revealed the Mean obtained for the total sample of teachers is 177.04 with Standard Deviation of 32.57 with respect to their usage of OER towards the in-service.

The level of Usage of OER towards the In-service among primary school teachers as high, average and low was calculated by applying the formula: m+sd (high), between m+sd and m-sd (average) and m-sd (low) respectively. The responses of the teachers regarding the level of Usage of OER towards In-service are shown in Table 2

It is evident from Table 2 that Majority of the teachers (76%) were found to have average level of Usage of OER towards In-service. 10 percent and 14 percent of teachers possessed high and low level of usage of OER towards the In-service.

Comparison of Male and Female Primary School Teachers with respect to their Usage of OER towards In-service.

In order to find out whether the gender of teachers influences their usage of OER towards In-service. Mean and Standard deviation of the sample were calculated separately and their critical ratio were computed to see the significance difference between the two groups. The result and test of significance are shown in Table 3

From the Table 3 it is clear that 't' value obtained is 2.29 which is significant at 0.05 level of significance. Since the obtained t (2.29) is greater than the Table values at both levels; there is significant difference between male and female primary school teachers with respect to their usage of OER towards in-service. (C.R = 2.29; $p < 0.05$)

Verification of Hypothesis 1

Hypothesis states that there is no significant differences in the Usage of OER of primary school teachers towards In-service with respect to their gender

Analysis and discussion of the result pertaining to hypothesis 1 makes it clear that there is significant difference between male and female teachers with respect to their usage of OER towards the In-service. (C.R = 2.29; $p < 0.05$). Since the result confirms the hypothesis framed in this context, hypothesis **rejected**.

Table - 3: Comparison of Male and Female Primary School Teachers with respect to their Usage of OER towards In-service.

Gender	Number	Mean	S.D.	t	Significance
Male	78	170.78	24.16	2.29	Significant
Female	142	179.59	32.37		

Comparison of rural and urban Primary School Teachers with respect to their Usage of OER towards In-service.

In order to find out the difference in the usage of OER of urban and rural Primary teachers towards In-service. Mean and Standard deviation of the sample were calculated separately and their critical ratio were computed to see the significance difference between the two groups. The result and test of significance are shown in Table 4

From the Table 4 it is clear that 't' value obtained is 2.17 which is significant at 0.05 level of significance. Since the obtained t (2.17) is greater than the Table values at 0.05 level, there is significant difference between rural and urban primary school teachers with respect to their usage of OER towards In-service. (C.R = 2.17; $p < 0.05$).

Verification of Hypothesis 2

Hypothesis 2 states that there is no significant differences in the Usage of OER of primary school teachers towards In-service with respect to their locality.

Analysis and discussion of the result pertaining to hypothesis 2 makes it clear that there is significant difference between rural and urban teachers with respect to their usage of OER towards the In-service. (C.R = 2.17; $p < 0.05$). Since the result confirms the hypothesis framed in this context, hypothesis **rejected**.

Table - 4: Comparison of Rural and Urban Primary School Teachers with respect to their Usage of OER towards In-service.

Locality	Number	Mean	S.D.	t	Significance
Rural	75	173.76	25.16	2.17	Significant
Urban	125	183.32	37.1		

Comparison of Primary School Teachers' Usage of OER towards In-service with respect to their Age

In order to find out the difference in the usage of OER of Primary teachers towards In-service with respect to their Age. Mean and Standard deviation of the sample were calculated separately and their critical ratio were computed to see the significant difference between the two groups. The result and test of significance are shown in Table 5

From the Table 5 it is clear that 't' value obtained is 0.63 which is not significant at 0.05 level of significance. Since the obtained t (0.63) is less than the Table values at 0.05 level, there is no significant difference between primary school teachers usage of OER towards in-service with respect to their Age (**C.R = 0.63; p > 0.05**).

Verification of Hypothesis 3

Hypothesis 3 states that there is no significant differences in the Usage of OER of primary school teachers towards In-service with respect to their Age

Analysis and discussion of the result pertaining to hypothesis 3 makes it clear that there is no significant difference between teachers usage of OER towards the In-service with respect to their age (**C.R = 0.63; p > 0.05**). Since the result confirms the hypothesis framed in this context, hypothesis **accepted**.

Table - 5: Comparison of Primary School Teachers' Usage of OER towards In-service with respect to their Age

Age	Number	Mean	S.D.	t	Significance
Above 40 Years	110	181.02	34.15	0.63	Not Significant

Below 40 years	90	178.07	31.66		
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Comaprision of Primary School Teachers' Usage of OER towards In-service with respect to their Teaching Experience

In order to find out the difference in the usage of OER of Primary teachers towards In-service with respect to their Teaching Experience,. Mean and Standard deviation of the sample were calculated separately and their critical ratio were computed to see the sifnificance difference between the two groups. The result and test of significance are shown in Table 6

From the Table 6 it is clear that 't' value obtained is 2.52 which is significant at 0.05 level of significance. Since the obtained t (2.52) is greater than the Table values at 0.05 level, there is significant difference between primary school teachers usage of OER towards in-service with respect to their Teaching Experience. (C.R = 2.52; $p < 0.05$).

Verification of Hypothesis 4

Hypothesis 4 states that there is no significant differences in the Usage of OER of prrimary school teachers towards In-service with repsect to their Teaching experience.

Analysis and discussion of he result pertening to hypothesis 4 makes it clear that there is significant difference between teachers usage of OER towards the In-service with respect to their Teaching experience. (C.R = 2.52; $p < 0.05$). Since the result confirms the hypothesis framed in this context, hypothesis is rejected.

Table - 5: Comaprision of Primary School Teachers' Usage of OER towards In-service with respect to their teaching experience

Teaching Experience	Number	Mean	S.D.	t	Significance
Above 10 years	135	181.31	34.04	2.52	Significant
Below 10 years	65	170.67	24.42		

Comaprision of Primary School Teachers' Usage of OER towards In-service with respect to their Type of School Management

In order to find out the diffrence in the usage of OER of Primary teachers towards In-service with respect to their type of school Management. Mean and Standard deviation of the sample were calculated separately and their critical ratio were computed to see the signifcance difference between the two groups. The result and test of significance are shown in Table 6

From the Table 6 it is clear that 't' value obtained is 2.07 which is significant at 0.05 level of significance. Since the obtained t (2.07) is greater than the Table values at 0.05 level, there is significant difference between primary school teachers usage of OER towards in-service with respect to their Type of School Management. (C.R = 2.07; $p < 0.05$).

Verification of Hypothesis 5

Hypothesis 5 states that there is significant differences in the Usage of OER of prrimary school teachers towards In-service with repsect to their Type of School Management .

Analysis and discussion of he result pertening to hypothesis 5 makes it clear that there is significant difference between teachers usage of OER towards the In-service with respect to their Type of School Management (C.R = 2.07; $p < 0.05$). Since the result confirms the hypothesis framed in this context, hypothesis **rejected**.

Table - 6: Comaprision of Primary School Teachers' Usage of OER towards In-service with respect to their Type of School Management

Type of School Management	Number	Mean	S.D.	t	Significance
Aided	50	173.31	24.4	2.07	Significant
Government	150	182.45	34.42		

Findings of the Study

- Majority of the teachers (76%) were found to have average level of Usage of OER towards In-service. 10 percent and 14 percent of teachers possessed high and low level of usage of OER towards the In-service.
- Comaprision of Male and Female Primary School Teachers with respect to their Usage of OER towards In-service related that 't' value obtained is 2.29 which is significant at 0.05

level of significance. Since the obtained t (2.29) is greater than the Table values at both levels; there is significant difference between male and female primary school teachers with respect to their usage of OER towards in-service. **(C.R =2.29; $p<0.05$)**

- Comparison of Rural and Urban Primary School Teachers with respect to their Usage of OER towards In-service showed that the 't' value obtained is 2.17 which is significant at 0.05 level of significance. Since the obtained t (2.17) is greater than the Table values at 0.05 level, there is significant difference between rural and urban primary school teachers with respect to their usage of OER towards In-service. **(C.R =2.17; $p<0.05$).**
- Comparison of Primary School Teachers' Usage of OER towards In-service with respect to their Age revealed that the 't' value obtained is 0.63 which is not significant at 0.05 level of significance. Since the obtained t (0.63) is less than the Table values at 0.05 level, there is no significant difference between primary school teachers usage of OER towards in-service with respect to their Age **(C.R =0.63; $p>0.05$).**
- Comparison of Primary School Teachers' Usage of OER towards In-service with respect to their Teaching Experience showed that the 't' value obtained is 2.52 which is significant at 0.05 level of significance. Since the obtained t (2.52) is greater than the Table values at 0.05 level, there is significant difference between primary school teachers usage of OER towards in-service with respect to their Teaching Experience. **(C.R =2.52; $p<0.05$).**
- Comparison of Primary School Teachers' Usage of OER towards In-service with respect to their Type of School Management showed that 't' value obtained is 2.07 which is significant at 0.05 level of significance. Since the obtained t (2.07) is greater than the Table values at 0.05 level, there is significant difference between primary school teachers usage of OER towards in-service with respect to their Type of School Management. **(C.R =2.07; $p<0.05$).**

Conclusions

- There is significant difference between in the usage of Open Educational Resources of primary school teachers towards In-service with respect to Gender, Locality, Age, Teaching Experience and Type of School Management.

Suggestions for Improvement

In the light of the above findings the following suggestions are put forth so as to make the in-service more effective

- By all means it is necessary to awareness of OER for In-service teachers
- The instructions are to be given about usage of OER which help as a lot good teaching device.

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CULTURAL REFLECTIONS IN SHASHI THAROOR'S SELECT WORKS**JAGADISH ANGADI**Research Scholar,
Rani Channamma University, Belagavi**PROF NAGARATNA V PARANDE**Associate Professor,
Rani Channamma University, Belagavi**Introduction**

Culture and literature are intertwined, as literature inspires and reflects culture, while culture mirrors literature of communities. As Homi Kharshedji Bhabha, an Indian-British scholar and critical theorist, rightly points out, "Cultural difference is a process of identification, while cultural diversity is comparative and categorized. Moreover, it is that possibility of difference and articulation that could free the signifier of skin/culture from the fixations of racial typology, however, the stereotype impedes the circulation and articulation of the signifier of "race" as anything other than that. The theme of identity is inseparable from culture, as many critics point out, "What we are is basically culture."

Bhabha emphasizes what he describes as culture's "in-between," for instance, the interstitial spaces within and among individuals and cultures, which do not maintain a single position but form identities in an on-going process. He presents cultural differences as an alternative to cultural diversity.

A Writer Par Excellence:

Shashi Tharoor is undoubtedly unique among all other postcolonial Indian writers in English to pick up the strand of cultural angle and weave the theme of India's rich heritage into a full-fledged banner of victory. Most of his works produced in the last four decades attempt to dismantle the jinx of this sphinx of a question and have been quite successful in breaking the myth of India as a cultural identity.

"India rightfully lays claim to be one of the oldest civilisations and its socio-political-economic history is beyond doubt very long winded and intricate," he says. His novels are replete with socio-political, socio-cultural ideology and cultural clashes between East and West culture. Tharoor deftly presents myriad cultures such as the Mahabharata culture, the celluloid culture, the political culture and the East-West culture with their issues throughout his fictional and non-fictional works. He finds impetus from the scriptures like the Ramayana, the Mahabharata, the Upanishad and the Bible.

His following statement is very apt in the context of the present paper. He says, "In writing of Indian culture, I am highly conscious of my own subjectivity; arguably, there is more than one Indian culture, and certainly more than one view of Indian culture." (HAPR).

This paper is an attempt to analyse cultural reflections in Shashi Tharoor's writings.

Tharoor's novels The Great Indian Novel and cultural identity:

His first highly acclaimed classic The Great Indian Novel (1989) brings out parallel study between characters of the Mahabharata and the Indian political leaders. Show Business (1992), his second novel satirizes the paradoxes in Bollywood film culture as well as it is a trenchant indictment of corruption in Indian public life. His third novel Riot (2001) traces the events of cultural activism and religious confrontation in the Indian scenario. It is a study of the East-West cultural clash against the backdrop of the communal disturbances.

Riot, Culture, Conflicts:

Tharoor's novels are based on Indian history, culture and politics. They are marked by some kind of multicultural concerns.

The traditional practices give us our identity and define our cultural heritage. In post colonial India, culture became a politically charged concept that had to be interrogated time and again whenever it deviated from norms, Tharoor states that commitment to tolerance and the practice of democratic principles will make existence comfortable in a multi-cultural society like India. He explores Indian myths to present the raw traditions and cultures in ancient India with a post colonial perspective, and draws parallels. The disparity in a society creates imbalance and these imbalances create misery and destabilize the development and progress dangerously. We need to

re-calibrate our relationships and it needs to be re-balanced, equalized and protective of our national security.

A reading of *Riot* makes it clear that Tharoor seems to be living his life on two levels. On one level, he appears to be the quintessential international civil-servant keeping the peace and dousing the flames in the world's flashpoints and on the other, he seems to search the way-out of pacifying communalism and violence plaguing Indian awareness to a great extent. In one of his interviews Tharoor says: "I have been extraordinary, emotionally and intellectually fascinated by the idea of India, by the forces that have shaped and made India and by the forces that have sometimes threatened to unmake it." Indian traditions are so magical that all the Indians are bound by the hardly realized string of Indianness. When people go astray and forget the roots, there will come a point when they discard everything and get back to the call of roots. Lakshman in *Riot* who is married and has a child, falls in love with Priscilla because she was too expressive in all matters of life including sexual lust, their relationship grows too deep to the extent of having sex, he at times used to think to desert his wife and go along with Priscilla to America. But he was unable to do so because of the binding of traditions and pull of roots, he desists himself from doing so and confesses to Priscilla, "forgive me, but I must end our relationship. I love you but I cannot leave my wife, my daughter, my job, my country, my whole life, for my love." (Tharoor *Riot* 239)

Mythological Story, Contemporary Culture:

Shashi Tharoor's first novel *The Great Indian Novel* (1989) brings out parallel study between characters of the Mahabharata and the Indian political leaders. It is a political satire. Tharoor incorporates remote history with the recent history of India. For him Mahabharata is the main source of inspiration to write this novel. It takes the story of the Mahabharata, the epic of Hindu Mythology, and recasts and resets it in the context of the Indian Independence Movement. It also figures out the first three decades of Post-Independence. The Indian history is transformed into characters from mythology, and the mythical story of India is retold as a history of Indian Independence and subsequent history through the 1980s. Tharoor affirms and enhances Indian cultural identity through his novel by reflecting on pluralism and openness in India's kaleidoscopic culture. He also aims to broaden the understanding of Indian culture and historical heritage. Tharoor writes that "the task of altering and shaping such resonant characters and

situations to tell a contemporary story offered a rare opportunity to strike familiar chords while playing an unfamiliar tune” (HAPR). Thus this novel, by interpreting reality through myth and history, concludes that India has a vast heritage from which much can be learned. Tharoor writes of his belief that Hinduism is “uniquely a religion without any fundamentals.” He elaborately deals with how ideologically Hinduism bears no hostility on other religions and how it doesn’t force its principles on other religions. Hence, there can be no room for violent clashes carried out in the garb of religion, particularly involving Hinduism. He highlights the unique generosity of Hinduism: We have an extraordinary diversity of religious practices within Hinduism, a faith with no single book but many.... We have no compulsory injunctions or obligations... So Hinduism is a faith so unusual that it is the only major religion in the world that does not claim to be the only true religion.... It is a truth that admits of the possibility that there might be other truths.

(<http://shashitharoor.com.html>)

Reflection of India:

Tharoor offers "an engaging reflection on the fiftieth anniversary of India's independence" with *India: From Midnight to the Millennium*, according to Foreign Affairs reviewer Donald Zagoria. Outstanding photographs and sparkling commentary combine in a volume that "blends academic analysis and personal observation on a whole range of topics and problems that India confronts-- caste, religion, and economics."

Booklist writer Donna Seaman found *India* to be "an ideal introduction to India's diversity and mesh of past and present," and a "captivating survey." Donald Johnson, a contributor to the *Library Journal*, wrote that Tharoor's *India*, "like his earlier work ... is an insightful and provocative analysis of the accomplishments and failures of the past fifty years... Superbly written, this work will be useful to anyone interested in modern India." John F. Burns, in the *New York Times Book Review*, noted that Tharoor shows "an encyclopedic command of what has gone wrong with Indian democracy over the past half-century." Burns further related his opinion that "Tharoor is a fluid and powerful writer, one of the best in a generation of Indian writers." *The Elephant, the Tiger, and the Cell Phone: Reflections on India, the Emerging 21st-century Power* is a collection of essays in which Tharoor celebrates Indian tradition and studies the progress that is modernizing his beloved country, including his home state of Kerala, which

he praises for raising literacy rates among women. Educating girls, he writes, should be India's number one priority. He also expresses his love of the beautiful sari, now seldom seen, and celebrates India's place in the global economy. He comments on the call centers that have provided so many jobs, and cell-phone usage, as the title indicates, and provides a number of biographies. Tharoor, a Hindu, discusses the various religious groups that coexist in India. The final section is his glossary titled "The A to Z of Being Indian," which Seaman found to be "hilarious yet indispensable." In the Washington Post Book World, Alex von Tunzelmann wrote that "it is a chaotic, joyous, occasionally exhausting and often uplifting collage. As such, it could hardly be a more fitting reflection of its subject. If Tharoor's India really is the future, the rest of us had better hold on tight." Shashi Tharoor's *Show Business* deals with the central socio-cultural feature of the life of the common Indians with great analytical accuracy. Actually, he lampoons the Indian film industry for its artificiality and superficiality. The film world embodies the very idea of India's diversity in the way in which it is organized, staffed and financed. Hindi movies are all for escapist entertainment, as long as it serves to communicate the diversity that is the basis of the Indian heritage. They offer all of us a common world to escape, by allowing us to dream with our eyes open. Popular entertainment can unite our diverse communities. Modernized towns and cities of India do not have a fraction of the immensely diverse traditional mass entertainment that the countryside witnesses around the year. Indian films, with all their limitations and outright idiocies, represent part of the hope for India's future, in a country that is still almost 50 percent illiterate, films which represent the prime vehicle for the transmission of popular cinema has consistently reflected the diversity of the pluralist community that makes this cinema.

As Tharoor asserts:

"1970s mega Amar Akbar separated in infancy who are brought up by different families. Anthony', for instance, was an action adventure film about three brothers one a Christian, one a Hindu and one a Muslim. As adults, one is a smuggler, one a street-fighter. How they rediscover each other and turn on the villains is why the audience flocked to the film in their millions; but in the process they also received the clear message that Christians, Hindus and Muslims are metaphorically brothers too, seemingly different but united in their common endeavours for justice. (TheHindu8).

The film world embodies the very idea of India's diversity in the way in which it is organized, staffed and financed. Hindi movies are all for escapist entertainment, so long as it serves to communicate the diversity that is the basis of the Indian heritage, by offering all of us a common world to escape, by allowing us to dream with our eyes open.

Conclusion:

Tharoor reflects in length the pluralism in Indian kaleidoscopic culture that consists of a continuous play of history, culture and power. He deals with the multiple assaults on the Republic of India, such as language, religion, caste and class and how they play a significant role in breaking up Indian culture into individual entities. The culture of India has been shaped by its long history, unique geography and diverse demography. India's languages, religions, dances, music, customs etc. differ from place to place within the country, but nevertheless possess commonality. Indian society has been multicultural, multi-religious, multi-racial, multi-ethnic and multi-linguistic from time immemorial. However, India has also encountered various kinds of divisiveness. Therefore, the biggest challenge before countries like India is to preserve the pluralistic tradition and to bring the various communities into the mainstream society by promoting the spirit of multiculturalism.

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