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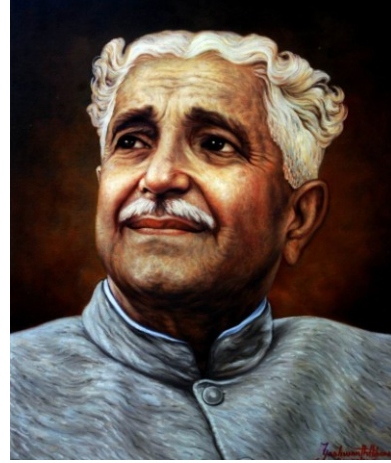
REACHING THE UNREACHED THROUGH EDUCATION

15.03.2019 and 16.03.2019

KUVEMPU UNIVERSITY

(Accredited by NAAC with "A" grade)

(Ranked 78th in NIRF & Ranked 45th in SCIMAGO)



Organised by,

**Department of Post Graduate Studies and Research in Education
Kuvempu University,**

Shankarghatta-577451, Shivamogga, Karnataka State.

In collaboration with

Alumni Association of Department of Education

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KUVEMPU UNIVERSITY

Kuvempu University an affiliating University is established in 1987. It is a State University recognized by UGC under 2(f) and 12(b). It is a University with a distinctive academic profile, blending in itself a commitment to rural ethos and a modern spirit. The University holds its headquarters at Jnana Sahyadri campus. It has been ranked 78th by National Institute of Ranking Framework (NIRF), and it is accredited by NAAC with "A" grade. It sprawls over an area of 230 acres of a lush green, picturesque locale providing the right ambience for higher education. The entire campus area is free from any form of pollution. A complete Wi-Fi enabled campus with unique natural library where students can browse hundreds of books and journals, enjoying cool, calm, serene natural bamboo forest, other trees and creepers, occasionally filled with music from birds in the campus. The undisturbed and pleasant atmosphere along the campus makes it ideally fitted for the pursuance of higher education and research.

DEPARTMENT OF EDUCATION

The Department of Education of Kuvempu University has been functioning since 2004-2005 with a vision to create enlightened teachers to enlighten the world. It has successfully organized many seminars and workshops at state and national. The Department was initiated through offering M.Ed., Degree programme under Choice Based Credit Scheme (CBCS). It has started M.Phil. and Ph.D. programmes in Education. It has adopted a two-year M.Ed. programme from the academic year 2014-15. It is also offering M.A in education programme through regular and distance mode. With a highly committed faculty two UGC major research projects and seven minor research projects have been successfully completed. The department has a strong academic linkage with the affiliated colleges of education and the Government education departments. Besides this the faculty are involved in academic and administrative activities sponsored by NCTE, Government of Karnataka and many other Universities of the state. Moreover they are continuously apprised of the recent developments in the field of teacher education and school education.

ALUMNI ASSOCIATION

The Alumni Association of Department of Education, Kuvempu University was set up in the year 2008 enacted by the Department of Education. The Alumni Association is a non-profit association of students and research scholars who are directly or indirectly part of department of Education, Kuvempu University. At present nearly 200 active life members are there who are continuously working for the benefit of students through the department of Education. The motto of this association is to make sincere efforts to enhance the quality of researches in various disciplines of Arts, Humanities and Social Sciences. It has organized many useful activities for the benefit of students of teacher pedagogy and social skills. The Department Alumni Association has been a Platform for the Alumni to have a constant link with the department. The alumni students of this department are working in various sectors of the Education field. The Alumni Association is actively engaged in bringing the students into one platform and has conducted a variety of Education and social concerned programmes. It has successfully organized Research Meet and Panel Discussions Etc. As a continuation it has decided to collaborate with the department of Education in organising this conference.

ABOUT CONFERENCE

The goal of the conference is to discuss the up-to-dated information of teacher education program in terms of various educational aspects to reach the unreach. The purpose of the presentations is to nurture and support learning, dialogue and collaboration that will improve the performance of practicing professionals working to influence the capacity building of teaching fraternity, career development, Job Status, placement and future challenges of the teacher education. Taking into account this reality, the conference aims to contribute to the exchange of experiences and perspectives about the state of present issues and challenges of teacher education.

SUGGESTED SUB THEMES

1. Education as a means for Emancipation
2. Education and Social Justice
3. Value, Inclusive and Integrated Education
4. Relevance of Dr. B.R. Ambedkar/Buddha/Gandhi's Educational Views
5. Yoga, Health and Physical Education
6. Performing Arts, Music and Theatre in Education
7. Education and Women Empowerment
8. Reforms in Teacher Education
9. Human Rights and Education
10. Global Citizens and Education
11. Entrepreneurship Education
12. Professional Development of Teachers.
13. Distance Education
14. Education and Politics; Education and society; Education and economy; Education and science; Education and media; Education and management
15. Education and Language

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Reaching the Unreached Through Philosophy Inquiry and Reflection

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ABSTRACT: *There are many types of unreached in our educational system. In this talk, I will discuss techniques and strategies for reaching three constituencies of the unreached: first, students from socio-economic backgrounds that the educational system sometimes fails to reach; second, students who have developmental or emotional challenges that leave them on the outside looking in, and third, students whose educational habits or feelings of disconnection from the subject matter make them less likely to connect with what's going on in the classroom. I will share my experience of using such techniques and strategies and offer reflections their effectiveness for reaching unreached students.*

1. Introduction

There are many types of unreached in our educational system. In this talk, I will discuss some techniques and strategies for reaching three constituencies of the unreached: first, students from socio-economic backgrounds that the educational system sometimes fails to reach; second, students who have developmental or emotional challenges that leave them on the outside looking in, and third, students whose educational habits or feelings of disconnection from the subject matter make them less likely to connect with what's going on in the classroom.

Categories of the "Unreached"

The three that I mention aren't meant to be an exhaustive list, nor are they intended to be discrete and non-overlapping. Surely many students, indeed perhaps among the most "unreachable," are those who fall into more than one category. I am here simply identifying three constituencies that I have observed, both in the United States and here in India, who tend to be overlooked or underserved by educational institutions in both countries.

Let us refer to these categories of the "unreached" as the Socio-Economic (or SE Group), the Developmental-Emotional (or DE Group), and the Disconnected-Detached (or DS Group.) The approaches to reaching these groups emerge out of my work doing Philosophy for Children, of which I will first, by way of introduction, provide some background information.

Philosophy for Children (often abbreviated P4C) is a widely-practiced pedagogy that brings philosophical inquiry into the lives of pre-college students in classrooms around the world. It is predicated on the idea that philosophy begins in wonder and that children naturally ponder many of the philosophical questions that have interested philosophers from time immemorial. Rather than focusing on *studying* the works of important philosophers in the traditional canon, P4C emphasizes *doing* philosophy by engaging young people in dialogue about philosophical questions in which they are interested.

And, most relevant to the subject of this talk, P4C has the potential to connect with students who are, for one reason or another, disconnected from the classroom learning experience.

Reaching the "Unreached Socio-Economic Group"

In the US, as in India, there is a large group of students whose disconnect from educational opportunities and experiences is a result of socio-economic standing. Students from lower-income families face challenges in their schooling that students from higher-income families don't; consequently, it's not surprising that, statistically, they do less well in their educational careers than their more well-off counterparts. We need not go into the structural or systemic reasons for this here; as educators, we are well aware of the situation and its causes.

I will base my observations and offer my pedagogical practices based on the more focused case, the situation in which, in a given classroom or classroom situation, there is a disparity of socio-economic levels among the students that tends to create a group of "reached" and "unreached" students. My case study for these observations is a 5th grade class at Thurgood Marshall Elementary in Seattle, Washington, where I, and my

colleagues at the University of Washington Center for Philosophy for Children, have led philosophy classes for several years with the entire cohort of fifth-graders, a group which numbers about 90 students in all.

Thurgood Marshall (TM) is a K-5 Public Elementary School in the Central District of Seattle. It serves two main constituencies: 1) students from the surrounding neighborhood, which is a fairly low-income part of Seattle, with, for Seattle, a relatively high percentage of families of color, including, again, for Seattle, a higher number of immigrant families, primarily from East Africa and Somalia and 2) students who come to TM for the so-called “Highly-Capable Cohort” (HCC) program, which is a district initiative for students who test at least one grade-level higher than their age.

At TM, there are four classrooms of 5th grade students; three of these classes are “HCC” classes; one is a “General Education” class. Most of the students in the HCC classes are more affluent; most of the students in the General Education class come from families lower on the socio-economic scale. Historically, there has not been much interaction between students from these two groups. And while teachers from both groups are dedicated educators, it is the sad truth that, for a variety of factors, the students in the General Education classes tended to be less “reached” than those in the HCC classes.

Our project, through the UW Center for Philosophy for Children, over the past three years, has been to combine the students on both groups into philosophy classes that meet once a week for about an hour. We integrate the students into four “mixed” classes that include students from the General Education and HCC cohorts. Admittedly, this is not ideal, as it results in classes where, out of about 20 students, 5 are from the former cohort and 15 are from the latter, but it does create an environment where socio-economic status is not the determinant of which students are being “reached” by educational initiatives.

So that, simply, is the first suggestion for “reaching the unreached” in the case of the SE Group. As trivial as it may seem, the strategy is simply to reach out to them. Create classroom opportunities for students who, because of their socio-economic background, may have been overlooked by the educational system, to participate more fully in educational activities and initiatives—especially in cases where those opportunities have been afforded to their more economically privileged counterparts.

So, once that is done, what can be done in the classroom to reach those students once they are in the position to be reached?

This a challenge we observed clearly in our work with the students at TM. Especially at the start of the year, students from the General Education classes, when mixed in with those from the HCC classes, tended to be more removed from what was happening from an educational standpoint in the classroom. The good news is, by the end of the year, this was, by and large, not the case; even given their minority status in the classroom, they were as full participants as their HCC classmates. In what follows, I will talk about a couple of the activities and exercises that we used that were effective in reaching these students and helping them to feel like contributing members of the classroom community of inquiry.

The intent of this exercise, called “Are You a Philosopher?” is to encourage students to see themselves as philosophers and to emphasize the point that philosophy is something that we all do naturally given the opportunity and environment to do so. Since most students, irrespective of socio-economic background, tend not to see themselves as philosophers (at least before this activity), a sense of shared experience is fostered through the experience. This helps to create a sense of belonging for the “unreached” students and may lay the groundwork for further initiatives that enhance inclusiveness.

Of course, this no guarantee that students will feel a sense of belonging as a result. However, it was the case at Thurgood Marshall that helping to foster a shared sense among students that they were all philosophers did create cohesiveness in the classroom. Referring to students in discussion as “fellow philosophers” incrementally challenged the socio-economic distinctions that existed outside the classroom and did function as a means to reach across economic and social divides.

Building on this allows for an exploration of philosophical issues related to social stratification and equity. And so, another means of using philosophical inquiry and reflection as a way to “reach the unreached” is to employ activities and readings that deal with such issues. By holding a mirror up to the societal realities, philosophy has the potential to engage disengaged students by making the curriculum relevant to their own experiences.

Students at Thurgood Marshall are quite savvy. Even at the “tender age” of 11 or 12 years old, they recognize the socio-economic differences among them and challenges these differences create in their lives. In fact, it’s often the students who face the hardest challenges who have the keenest insights into the conditions underlying the social dynamic. Employing classroom activities that inquire into issues of fairness and equity in a philosophical manner can, therefore, be a means of reaching out to students who may have experienced injustices (or perceived injustices) at the hands of society.

It needs to be done thoughtfully, however. The exercises, activities, or readings should be non-dogmatic, that ought not pedantically “teach a lesson” about justice and equity. We learned this the “hard way” at TM. Our first three or four classes we used readings that, while engaging and provocative, had a “positive message” to communicate about the value of diversity, equity, and inclusiveness. Students, for the most part, appreciated the stories, and we had good discussions about the issues. But it quickly became apparent that a number of the students, and especially the students from the General Education cohort, felt like they were being preached to. This had a chilling effect on the willingness of students to participate and made it more difficult to reach the unreached students. So, we moved away from using materials with a clear “message” and made the decision to conduct lessons that were more open-ended and “philosophical.” In doing so, we emphasized the ongoing development of our classroom community of inquiry without a particular goal in mind. This encouraged greater participation on the part of all the students and had the effect of being far more inclusive of the students who previously had been left out.

Reaching the “Unreached Developmental-Emotional Group”

The second group of “unreached” students that P4C can be effective in reaching is what I am calling the Developmental-Emotional (or DE) group. These are students with emotional, mental and/or psychological challenges that cause them to be disconnected from educational activities in the classroom. This may include clinical factors like depression, dyslexia, autism, and so forth, or more amorphous sorts of conditions that may be the result of prior learning, factors related the student’s living situation, including homelessness, or even issues like poor diet or lack of sleep.

In the classrooms we work with in Seattle, “mainstreaming” of such special needs students is the common model. It is typical, therefore, to have one or more students with such needs in a given classroom. Sometimes, they are accompanied by a “learning specialist” who works with them; depending on a variety of factors, from the degree of need the student has to various budgetary and timeline considerations, however, such a specialist not be present. In one of the classrooms I worked with, for instance, there was a student with cerebral palsy in a wheelchair who had a fulltime attendant; there was also a student diagnosed along the autism spectrum whose only accommodation was that he was permitted to wear noise-canceling headphones. There was also a student who, I learned, was experiencing homelessness, and whose difficulties manifested in signs of exhaustion and restlessness.

So what kinds of pedagogical strategies could be employed to engage such students, while at the same time meeting the needs of the majority of the students who have more typical concerns and interests during the school day? I will mention two techniques: the first is what I call “Mind Warmups;” the second is an in-class group work methodology known as “Silent Discussion.”

Mind Warmups

The Mind Warmups can be classified into two types: the first, and more common, in which students reflect upon each prompt and share their answers with the group; and the second, in which students are prompted through a guided reflection, that they then write about and discuss afterwards.

Mind Warmups are particularly useful in reaching out to students who are disengaged from the class for developmental or emotional reasons because they allow for introspection and self-reflection. Looking inward provides a means for those students to connect first with themselves and then later with the larger group. It can also be effective for the teacher to talk individually with the student about their answers. This can take some of the “pressure” off of responding publically and can provide a means by which the unreached student is approached more directly by the teacher.

In the case of the child on the autism spectrum in the class at TM, I would usually encourage students to share their answers with other, during which time I would sit with that student and allow him to offer his answers to me one-on-one. Granted, not all teachers will have the luxury of the time and space to do this, but if at all possible, it can be an effective approach to take for a variety of students with special needs.

Silent Discussion

“Silent Discussion” is a classroom activity in which students carry on a conversation with each other silently, by writing instead of speaking. Thus, students who are reluctant or unable to speak up in oral discussions have a means to do so. Generally, this gives shy or withdrawn students a forum and voice that they otherwise might not have.

Silent conversation can be used with any prompt; one effective way to motivate the discussion is the standard P4C approach of reading a children’s book and then have the students generate questions about it.

Only instead of sharing these questions aloud in classroom conversation, they write them silently on poster-board sheets of papers that have been handed out to student groups of four or five.

At TM, I read aloud a selection from the young-adult dystopian fiction novel, *Ready Player One*. I then broke students up into groups of five and gave each group a sheet of flipchart paper. They were asked to write down questions inspired by the piece. In doing so, they were invited to read their group members' questions and respond to them, either with comments or more questions. After about 10 minutes, the groups rotated, so that each group was now reading and responding to another group's writings. We did this two more times, and the flip chart papers filled with questions and responses.

The student with developmental-emotional challenges were able to take part in the activity with pretty much equal measure as the rest of the class. The student in the wheelchair did not rotate to the other groups, but instead, stayed at his original flip chart to interact silently with groups who were rotating through. Still, this allowed for a good deal more interaction with many more of his classmates than was usually the case and represented an effective for philosophical inquiry and reflection to reach students who are otherwise "unreached."

Reaching the "Unreached Disconnected and Detached (DD) Group"

By the "Disconnected and Detached" group, I am referring to those students, who for any number of reasons are just "not into" the education that's going on in the classroom. These may be students who are chronic underachievers or just students who "got up on the wrong side of bed" and are checked out for the day or class at hand. Consequently, this isn't a fixed group of the "unreached;" at some time during their educational careers, nearly all students will fall into this group. The challenge for us as educators is to find ways of reaching these students and drawing them into the fold. We want to spark their interest in the learning process so they feel more connected to the material, their classmates, and/or the activity taking place. Obviously, there will always be times that some of these students remain "unreached." But it's incumbent upon us as educators to employ a variety of different pedagogical approaches in the attempt to meaningfully appeal to students who, with the right motivation, will engage fully in the ongoing educational endeavors.

The overall strategy taken by the "community of inquiry" approach offers a compelling framework for engaging DD group students. Structuring shared inquiry based on the students' own questions can prompt uninvolved students to increase their involvement. For this to happen, though, the teacher must genuinely willing to let the students' questions drive the shared inquiry, even if the questions do not initially seem sufficiently "philosophical" or academic.

For instance, in the class at TM, there was a group of four boys who were initially resistant to the whole project. They clustered together and exhibited similar attitudes to the readings and activities being explored—mainly, a sort of generalized boredom and cynicism about the ideas under examination. When they did interact with what was going on, it was mainly to offer comments that their time would be better spent playing computer games, especially one that was all the rage at the time, *Fortnite*.

A shift occurred when, in response to one of the stories we read together, one of the students posed the question, "Why do we have to go to school anyway; why can't we just spend all day playing *Fortnite*?" My initial reaction, as is probably the case with many if not most teachers, was to completely disregard the question and ask the student to come up with a better, more serious inquiry. But instead, I put it on the board with the other questions students had come up with and eventually had students vote on which one they would like to start philosophizing about. The question won in a landslide, in part the four boys mounted a campaign in favor of it—by far the most engaged they had been in any of the classroom activities so far.

The class ended up having a rich discussion about what's worth doing at all, whether playing videogames all the time represents a meaningful life, the relative merits of videogames vs. other recreational activities, and if children under the age of 16 ought to be permitted to play violent first-person shooter games like *Fortnite*.

Another approach that can be effective in reaching students who are disconnected is the use of philosophical classroom games, especially ones that employ a little friendly competition. In the case of the students at TM, every time we played such games, the level of involvement on the part of all the entire class was quite high. In fact, on more than one occasion, I was compelled to make sure that the game ended in a "tie" so that things not get out of hand. But that worked out fine, because I could thereby emphasize that point that in philosophy, "everyone wins."

Conclusion

Although it would be an overstatement to say that through philosophy, every student is reached, I do remain convinced that the use of philosophical reflection and inquiry is a particularly effective means of reaching unreached students, whether their “unreachability” be a product of socio-economic factors, emotional-development issues, or a sense of disconnect or detachment from the educational process.

Some Challenges of Teacher Education Programmes

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ABSTRACT: *Teacher Education programme is suffering from quality issues. It is a known fact that the unprecedented increase in the number of Teacher Education colleges have created an unhealthy environment in the field of teacher education, bringing down the quality of teacher education to a never expected level. The teacher education institutions are expected to have a multiple linkages namely, with schools, community, Government, NCTE and University, Each one of the agency has its own control on the TEI or the TEI is at the mercy of these. . Many such cases have become routine in the teacher education institutions which have to be addressed urgently. Further, the appointment regulations of state Governments do not match with the training regulations of teacher education programme, these lead to serious issues of not only unemployment but also unemployability.*

1. Introduction

In India most of the affiliating universities are left with general courses related to science, social sciences, commerce, humanities. As an exception teacher education programmes are also with these conventional Universities (except in the state of Tamilnadu). It is a known fact that the unprecedented increase in the number of Teacher Education colleges have created an unhealthy environment in the field of teacher education, bringing down the quality of teacher education to a never expected level. This situation has led to loosening of faith in the degrees given by the Universities in Teacher education programmes. Many of these are perceived as almost 'name sake degrees', as there are doubts raised by the society and stake holders about the very sanctity of the training obtained by the prospective teachers in many of the privately run teacher education colleges. Another interesting factor is that a large section of teacher educator community has accepted defeat in this regard by practicing an intelligent blindness in this regard

It is crystal clear that the affiliating agencies have thrown away the teacher education programmes to the open sky to suffer and just to suffer. It is alleged that handful of people who try to do something for its improvement are back tracked and deliberately ignored. The situation of such individuals have become like a person wearing clothes among naked people.

Regulatory hitches

The teacher education institutions are expected to have a multiple linkages namely, with schools, community, Government, NCTE and University, Each one of the agency has its own control on the TEI or the TEI is at the mercy of these. For example to prepare the academic calendar for the TE programme it should match with the calendar of the University as well as with that of schools. Universities do not have a direct control on the schools. Hence, it becomes difficult for the universities to issue any directions to the schools. It is a well-known fact that the success of teacher education programme lies more on the school internship as it is the real field where effective teachers get prepared. Universities become helpless in this regard when any conflicts arise between the TEIs and the cooperating schools; these issues may not be resolved without proper policy intervention by the local or the state government.

Availability of Teachers

Teachers of B.Ed. programmes who are called as teacher educators are expected to handle both pedagogy, core subjects and foundation subjects, this multi mastery of subjects may be a difficult one as the core subjects in science or arts opted by the students as specializations should have adequate linkage with the pedagogy of that subject. This may be an over expectancy on the part of the teacher educators. The Universities in this regard have to adopt a separate mechanism in affiliating these institutions. The present situations has shown that the affiliating Universities have failed to a greater extent in effectively monitoring and controlling the academic malpractices of the teacher education colleges, as either there may be a pressure on the Universities from private institutions as they are good revenue generating units or the

Universities seem to be reluctant in adopting a separate mechanism for that. This has led to a muddy situation in the teacher education programmes.

The teacher education programme has multifaculty disciplines, the admission policy says that any graduate from any discipline (including Engineering) who have secured 50% marks in his/her under graduate or post graduate degree shall be eligible for admission for Teacher Education programme, Though this option seems to be open one but it has its own administrative and academic hurdles in implementation. The major among them is the appointment of teacher educators with different pedagogic specialisations: A teacher educator who teaches commerce pedagogy subject has to be Postgraduate in both commerce and Teacher Education, It is difficult to get such teacher educators, especially in most of the teacher education colleges of Karnataka the Commerce graduates are forced to apt social science and language as their pedagogic specialization, where in they have not studied these subjects in their undergraduate level. Such student teachers face lot of problems during the internship sessions as either they have to self-study or they have to superficially take up some other subjects for their internship programme in which they are not specialized. Many such cases have become routine in the teacher education institutions which have to be addressed urgently. Further, the appointment regulations of state Governments do not match with the training regulations of teacher education programme, these lead to serious issues of not only unemployment but also unemployability.

Infrastructural issues: for the B.Ed. programme. The infrastructural facilities include not only the class rooms but also laboratories, workshops and more facilities for the different disciplines. It may not be easy for the existing teacher education institutions to equip themselves to cater the needs of all the pedagogic subjects. Most of the time due to paucity of well-trained teacher educators many of the facilities remain unused and they remain as show pieces to just satisfy the visiting teams.. There are every chances that these issues may cripple the basic idea of producing better teachers.

Policies of the State Government

The state Governments, have not updated their recruitment policies for teachers. Where in NCTE comes out with new regulations every now and then, But, the State governments are not in a position to adopt to the changes made by the NCTE. Hence there is a policy crisis till today between the NCTE and State governments. In between these, the affiliating bodies are sandwiched between NCTE policies and state governments which pose a challenge to the autonomy of Universities but also disturb the basic intension and objectives of teacher education.

Another important issue is that of the academic calendar of the teacher education courses. In Karnataka the academic year for the B.Ed. courses is usually delayed by 06 months every year, It is initiated in the month of December instead of June or July which has become a great problem to the teacher education institutions as they cannot match their time-table with that of High schools for the internship programme, which is a very important component of teacher education programme.

If the same situation is continued, the integrated B.A B.Ed. /B.Sc. B.Ed. programme may also undergo the same sufferings as that of the present TE programme which were undergone by the earlier programmes. If these issues are not addressed before launching of the new teacher education programme, then the situation not only gets further deteriorated but also invites some more new problems, this may further lead to the failure of the basic intension of the four year integrated programme of attracting the motivated persons to the field of school teaching.

Conclusion

Teacher education in the recent years have been subjected to occasional experimentation with an expectation of quality, some of the so-called mafia have turned over the efforts made by the NCTE every time. An integrated effort in this regard has not been worked out successfully, especially at grass root level. There is a mismatch between the Universities, NCTE and State Governments, The policies of all the three are found contradictory in many of the aspects. This has made the teacher education programmes to suffer qualitatively. The policy making process by the NCTE should involve the stake holders at all levels, as the real challenges are at the bottom level which the policy makers should address. Lot of ground work is to be done before executing any changes, which has not been done. This has ultimately led entirely a confused state of affairs in the field of teacher education. The programme of four year teacher education programme in this regard is welcome move, as a lot of quality issues in producing good teachers are pending.

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Construction and Standardization of Study Habit Inventory For Secondary and Higher Secondary Students

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ABSTRACT: *The aim of the present study is Construction and Standardization of Study Habit Inventory for Secondary and Higher Secondary Students. After reviewing so many relevant literatures the investigator considered the six dimensions of study habits i.e., Time scheduling, Concentration, Listening and Note Taking, Comprehension and Test/Exams. This inventory was sent to Twenty (20) Research / Educational / Psychological Experts and requesting to opine about each item like its grammatical correctness, Structure of the statements, distracters, appropriateness of students. All the Experts working enough to scrutinize the inventory and returned back. By considering the suggestions made by those experts nearly 51(Fifty-one) items out of 148 were dropped as they seen to be weak. Thus only 97 items were retained and considered for pilot study. The final draft thus prepared was tried out on a sample of 200 English medium students studying in secondary and higher secondary schools in shimoga town. All 200 Inventories were collected back. Cronbach Alpha is a measure of squared correlation between observed scores and true scores. A good analysis of test items should take the whole test into consideration. finally, 75 items were retained, in that 18 items of Time Scheduling, Concentration of 11 items, Listening and Note taking of 14 items, Comprehension of 19 items and Test/Exams of 13 items had taken for further Evaluation process. The reliability test was found to be 0.806 for Time Scheduling, 0.828 for Concentration, 0.809 for Listening and Note taking, 0.805 for Comprehension and 0.808 for the test/Exams for the dimensions, for the entire items 0.814 by the use of Cronbach's alpha reliability formula*

1. Introduction

Study habit as a research variable in Indian researches has been investigated in two ways. One group of studies treated it as the dependent variable-measured it and also studied several other variables as its correlates. Rarely, any researcher predicted study habit by another set of variables. The second and the major group of researchers studied study habit as a correlate or predictor of certain other criterion variables-academic achievement is the most common among them. In fact, the study habit is a very important characteristic of all human beings who are 'being educated' and 'are educated'. As much study habit is important for higher academic achievement of the students. So much it is important for their fruitful use of leisure time. The later aspect is also important for adults who are now in the job, particularly for the teachers. Thus 'study habit' as a habit is generic rather than specific in terms of its importance. It has very long reaching effects deep into the life of individuals.

Significance of the Study:

Study Habits refer to the activities carried out by learners during learning process of improving learning. Study Habits are intended to elicit and guide one's cognitive process during learning. According Patel (1976) Study Habits include home environment and planning of work, reading note taking habits, planning of subjects, habits of concentration, preparation for examination, general habits and attitudes, school environment. While one can and usually does presume a delta point in the life of an individual whereby the study habits get fixed by certain age, possibly such patterns get fixed only in over behaviors like study sets, drilling etc. The covert behaviors, like Time scheduling, Concentration, Listening and Note Taking, Comprehension and Test/Exams change with each important change in the life stages. This instrument was designed to measure the study habits of students.

Procedure Followed for Developing Study Habit Inventory

Step 1: Planning the test.

The Investigator made a through consultation of a wide variety of sources both men and material to gather information related to study habits. Based on this the investigator decided to construct the items for the scale in the following dimensions of study habits Inventory namely; Time scheduling, Concentration, Listening and Note Taking, Comprehension and Test/Exams. The construction of study habits inventory is at the age group of 14 to 18 years. (Secondary and Higher Secondary)

Further the investigator decided to construct statements of response are given with five modes such as follows:

	Always	Often	Rarely	Seldom	Never
Positive items	4	3	2	1	0
Negative items	0	1	2	3	4

Step 2: Preparation of the test writing and pooling of test items:

Investigator altogether constructed 148 items on five dimensions of the study habits as shown in the following:

Table 1: Various dimensions wise Study Habits preliminary items Constructed

Sl. No	Dimensions	Part	No. of items Constructed
1	Time Scheduling	A	42
2	Concentration	B	24
3	Listening and Note taking	C	26
4	Comprehension	D	36
5	Test/Exams	E	20
Total Question			148

Step 3: Preliminary form of the test:

All these items were Pooled in an order and printed in the form of a 5-point response. This inventory was sent to Twenty (20) Research / Educational / Psychological Experts and requesting to opine about each item like its grammatical correctness, Structure of the statements, distracters, appropriateness of students. All the Experts working enough to scrutinize the inventory and returned back. By considering the suggestions made by those experts nearly 51(Fifty-one) items out of 148 were dropped as they seen to be weak. Thus only 97 items were retained and considered for pilot study. The distribution of retained items of the test is as under:

Table 2: The dimensions of Study Habits items retained

Sl. No	Dimensions	Part	No. of items retained
1	Time Scheduling	A	25
2	Concentration	B	15
3	Listening and Note taking	C	20
4	Comprehension	D	22
5	Exams	E	15
Total Items			97

Step - 4: Pilot Study

- a) **Try out of the Test:** The final draft thus prepared was tried out on a sample of 200 English medium students studying in secondary and higher secondary schools in shimoga town. All 200 Inventories were collected back. Each Inventory was scored referring to the scoring key. Each dimension was scored separately and finally total score from all the five dimensions were considered for further analysis. After the pilot study, items not stable or consistent were modified or deleted.
- b) **Item Analysis:** Cronbach Alpha is a measure of squared correlation between observed scores and true scores. A good analysis of test items should take the whole test into consideration.

Table 3: Item Analysis using Cronbach's Alpha method of Study Habit Inventory

Sl. No.	Dimensions	Item Numbers	Corrected Item-Total Correlation	Remarks
1.	Time Scheduling Example:	Item No. 1	.622	Accepted
2.		Item No. 2	.533	Accepted
3.		Item No. 3	.122	Rejected

4.	<ul style="list-style-type: none"> I use most of my free daytime hours for studying. I keep a study schedule and allot time for all my tasks. <p>.....</p> <p>.....</p>	Item No. 4	.566	Accepted	
5.		Item No. 5	.251	Rejected	
6.		Item No. 6	.742	Accepted	
7.		Item No. 7	.626	Accepted	
8.		Item No. 8	.071	Rejected	
9.		Item No. 9	.563	Accepted	
10.		Item No. 10	.831	Accepted	
11.		Item No. 11	.810	Accepted	
12.		Item No. 12	.227	Rejected	
13.		Item No. 13	.092	Rejected	
14.		Item No. 14	.831	Accepted	
15.		Item No. 15	.633	Accepted	
16.		Item No. 16	.300	Rejected	
17.		Item No. 17	.466	Accepted	
18.		Item No. 18	.542	Accepted	
19.		Item No. 19	.546	Accepted	
20.		Item No. 20	.165	Rejected	
21.		Item No. 21	.760	Accepted	
22.		Item No. 22	.835	Accepted	
23.		Item No. 23	.031	Rejected	
24.		Item No. 24	.500	Accepted	
25.		Item No. 25	.620	Accepted	
26.		Item No. 26	.465	Accepted	
27.		Item No. 27	.666	Accepted	
28.		<u>Concentration</u>	Item No. 28	.742	Accepted
29.		<p>Example:</p> <ul style="list-style-type: none"> I review my notes before the next class. I find it difficult to pay attention in class. <p>.....</p> <p>.....</p>	Item No. 29	.666	Accepted
30.			Item No. 30	.291	Rejected
31.	Item No. 31		.540	Accepted	
32.	Item No. 32		.535	Accepted	
33.	Item No. 33		.600	Accepted	
34.	Item No. 34		.732	Accepted	
35.	Item No. 35		.865	Accepted	
36.	Item No. 36		.121	Rejected	
37.	Item No. 37		.813	Accepted	
38.	Item No. 38		.036	Rejected	
39.	Item No. 39		.523	Accepted	
40.	Item No. 40		.642	Accepted	
41.	Item No. 41		.565	Accepted	
42.	Item No. 42		.224	Rejected	
43.	<u>Listening and</u>	Item No. 43	.621	Accepted	
44.	<u>Note taking</u>	Item No. 44	.725	Accepted	
45.	<p>Example:</p> <ul style="list-style-type: none"> I take notes without a teacher asking. I try to answer the questions that teachers ask in class. <p>.....</p> <p>.....</p>	Item No. 45	.256	Rejected	
46.		Item No. 46	.163	Rejected	
47.		Item No. 47	.811	Accepted	
48.		Item No. 48	.752	Accepted	
49.		Item No. 49	.832	Accepted	
50.		Item No. 50	.701	Accepted	
51.		Item No. 51	.522	Accepted	
52.		Item No. 52	.451	Accepted	
53.		Item No. 53	.273	Rejected	
54.		Item No. 54	.635	Accepted	
55.		Item No. 55	.441	Accepted	
56.		Item No. 56	.821	Accepted	

57.		Item No. 57	.567	Accepted
58.		Item No. 58	.293	Rejected
59.		Item No. 59	.556	Accepted
60.		Item No. 60	.451	Accepted
61.		Item No. 61	.564	Accepted
62.		Item No. 62	.721	Accepted
63.	<u>Comprehension</u>	Item No. 63	.633	Accepted
64.		Item No. 64	.456	Accepted
65.	Example:	Item No. 65	.402	Accepted
66.	• When the subject is difficult I either give up or study only the easy parts	Item No. 66	.245	Rejected
67.		Item No. 67	.542	Accepted
68.		Item No. 68	.384	Accepted
69.	• I test myself to see if I understand what I studied.	Item No. 69	.671	Accepted
70.		Item No. 70	.561	Accepted
71.		Item No. 71	.531	Accepted
72.		Item No. 72	.210	Rejected
73.	.....	Item No. 73	.602	Accepted
74.	.....	Item No. 74	.805	Accepted
75.		Item No. 75	.531	Accepted
76.		Item No. 76	.862	Accepted
77.		Item No. 77	.534	Accepted
78.		Item No. 78	.206	Rejected
79.		Item No. 79	.412	Accepted
80.		Item No. 80	.621	Accepted
81.		Item No. 81	.736	Accepted
82.		Item No. 82	.505	Accepted
83.		Item No. 83	.662	Accepted
84.		Item No. 84	.525	Accepted
85.	<u>Exams</u>	Item No. 85	.451	Accepted
86.		Item No. 86	.301	Rejected
87.	Example:	Item No. 87	.804	Accepted
88.	• At the start of a test/exam I read the directions and test questions carefully.	Item No. 88	.501	Accepted
89.		Item No. 89	.524	Accepted
90.		Item No. 90	.667	Accepted
91.		Item No. 91	.114	Rejected
92.		Item No. 92	.752	Accepted
93.	• I panic while writing a test/exam	Item No. 93	.568	Accepted
94.		Item No. 94	.271	Rejected
95.		Item No. 95	.462	Accepted
96.	.....	Item No. 96	.644	Accepted
97.	.....	Item No. 97	.524	Accepted

Selection of Items

It also had construct validity as items were selected having the Corrected Item-Total Correlation values more than 0.30 (If this correlation is weak de Vaus suggests anything less than .30 is a weak correlation for item-analysis purposes [de Vaus (2004), Surveys in Social Research, Routledge, p. 184]), Corrected Item-Total Correlation was found to be range from 0.384 to 0.862. Finally, the total 75 statements related to five areas of Study Habits Inventory have been indicated in the following table.

Table 4: Distribution of Items over five areas of Study Habits Inventory

Sl. No	Dimensions	Part	No. of items retained
1	Time Scheduling	A	18
2	Concentration	B	11
3	Listening and Note taking	C	14
4	Comprehension	D	19
5	Test/Exams	E	13
Total Items			75

Table 4 shows that, finally 75 items were retained, in that 18 items of Time Scheduling, Concentration of 11 items, Listening and Note taking of 14 items, Comprehension of 19 items and Test/Exams of 13 items had taken for further Evaluation process.

Establishing Reliability

Test-retest method:

The reliability co-efficient of the test was established by Test-rest method. The reliability co-efficient of the test was administered to a sample of One hundred students from secondary and another hundred students from senior secondary school. After two weeks interval it was re administrated to the same sample. The Co efficient of correlation between the two sets of scores on each dimensions of the Study habit inventory using Pearson’s product moment correlation method and it was shown in the table no 3.6.

Split Half Method

Reliability refers to the accuracy or internal consistency or internal stability of measurements by a test. In this study the co-efficient of internal consistency has been found by the split half method. The reliability co-efficient of the test was administered to a sample of two hundred students. The test administered only once. The group of the individuals and scores divided into two halves-one relating to odd numbered statements and the other to even numbered statements. The Co efficient of correlation between the scores on the halves was correlated each dimension of the study habit inventory using by means of Spearmen Brown Prophecy formula (Garrett, 1966, p.339) and it was shown in the table no 3.6.

The group of the individuals and scores divided into two halves-one relating to First 50% of the statements (1st halve) and the other to last 50% of the statements (2nd halve). The Co efficient of correlation between the scores on the halves was correlated each dimension of the study habit inventory using by means of Spearmen Brown Prophecy formula.

Cronbach’s Alpha method

The reliability test was found to be 0.806 for Time Scheduling, 0.828 for Concentration, 0.809 for Listening and Note taking, 0.805 for Comprehensionand 0.808 for the test/Examsfor the dimensions, for the entire items 0.814 by the use of Cronbach’s alpha reliability formula.

Table 5: Different methods of Reliability Coefficients (for five sub scales of Study Habit Inventory)

	Test-retest	Split half (Spearman-Brown Coefficient)		Cronbach’s Alpha
		Odd and Even	I half and II half	
(A) Time Scheduling	0.813	0.866	0.821	0.806
(B) Concentration	0.768	0.811	0.808	0.828
(C) Listening and Note taking	0.800	0.834	0.851	0.809
(D) Comprehension	0.796	0.802	0.813	0.805
(E) Exams	0.789	0.796	0.805	0.808
Total	0.798	0.818	0.819	0.841

Establishing Validity

Content Validity

The statements on the scale are all related to the area of study and each on independently focuses on what it claims to measure, this confirms the face validity of the scale. Generally, content validity is established via expert analysis relevant to the target construct. Content validity was established for the study habit inventory by attaching test booklets by giving 20 experts, which included Research Guides, Educational psychology experts and Senior Teacher Educators to decide the content validity of the test. The experts agreed that the statements in the study habit inventory are relevant and worthwhile for collecting the Data and considering the suggestions of the experts, some of the items and responses were modified and rewritten. The experts were satisfied with the relevance of the test items and the scoring procedures. Thus, the content validity of the tool was established. This implies that the Study habit inventory is comprehensive and relevant.

Concurrent Validity

To establish the concurrent validity of the Study Habits Inventory, the investigator used the Study Habits Inventory developed by *Plsane and Sharma* Study Habits Inventory (PSSHI), the scale has forty-five items and it has a three-response choice. It was given to randomly selected 100 Secondary and higher secondary students. Then, the researcher constructed Study Habits Inventory was distributed to the same sample. The responses of the students for both tools were scored using the scoring key. The Co efficient of correlation between the two sets of scores on of the Study habit inventory using Pearson's product moment correlation method and it was found to be 0.730.

Item Validity

The item to item correlation for that the Cronbach's alpha technique was employed. The item validity was computed to 75 items in each part of the achievement test selected based on Cronbach's alpha Corrected Item-Total Correlation. Corrected Item-Total Correlation was found to be range from 0.366 to 0.910 (If this correlation is weak (de Vaus suggests anything less than .30 is a weak correlation for item-analysis purposes [de Vaus (2004), Surveys in Social Research, Rutledge, p. 184]), then that statements should be removed and not used to form a composite score for the variable in question. Table number 6 represent the inter scales correlations of Study Habits Inventory. The score ranged from .283 to .675.

Table 6: Inter Scales Correlations of Study Habits Inventory

	Time Scheduling	Concentration	Listening and Note taking	Comprehension	Exams
Time Scheduling	1				
Concentration	.585**	1			
Listening and Note taking	.675**	.535**	1		
Comprehension	.487**	.283**	.507**	1	
Exams	.491**	.297**	.462**	.333**	1
Total	.850**	.660**	.832**	.738**	.689**

**Significant at 0.01 level

From the table 3.87, the results show that all sub scales are correlated with each other and significant correlation with the total scale. The highest inter scale and total scale correlation exists between Time Scheduling (.675) and lowest inter scales correlation exists on Concentration (.283). Whereas subscale 'Time Scheduling' is highly correlated with the total scale (.850).

Scoring

The inventory is a five-point scale. The items can be responded to by choosing from options: Always, Often, Rarely, Seldom and Never. The minimum score on the scale is 0 and the maximum score is 300. The scoring procedure for the positively and negatively keyed Statements is shown in the table no 3.8.

Table 7: The scoring is as below for the positively and negatively keyed Statements

	Always	Often	Rarely	Seldom	Never
Positive items	4	3	2	1	0
Negative items	0	1	2	3	4

Inventory of the total 75 statements, 55 are in positively keyed items and 20 statements are negatively keyed items. The lists of positively and negatively keyed statements serial numbers are shown in the table number 8.

Table 8: Dimension wise list of positively and negatively keyed items in the serial order

Sl No.	Dimensions	Response	Item Number	Total Items
1	Time Scheduling	Positive	1,2,15,16,26,27,29,42,45,50,54,68,69	18
		Negative	8,23,33,41,66	
2	Concentration	Positive	18,28,31,43,61	11
		Negative	7,14,34,37,40,55	
3	Listening and Note taking	Positive	10,11,13,20,21,22,25,39,63,65,72	14
		Negative	12,46,74	
4	Comprehension	Positive	4,5,6,9,32,35,51,53,56,57,59,60,62,64,71,73,75	19
		Negative	30,48	
5	Test/Exams	Positive	3,19,24,36,38,44,49,52,58,67	13
		Negative	17,47,70	
Total				75

Norms

Percentile norms for the interpretation of study habits inventory were established for secondary and senior secondary students, both boys and girls in the age group 14 to 18 years from a sample of 200 students, 100 secondary and 100 senior secondary students. As the norms are based on a sample drawn from the city of Shimoga, Karnataka the users are advised to develop their own norms based on their own sample.

Percentile Ranks

Norms was established through percentile analysis on Study Habits Inventory.

Table 9: Percentile Ranks of Respondents Score on Study Habits Inventory (N=200)

Percentiles	Scores
10	150.1000
20	158.0000
25	164.0000
30	168.3000
40	182.0000
50	194.0000
60	210.2000
70	225.0000
75	229.2500
80	233.6000
90	240.0000

Table 10: The Percentile norms for the interpretation of scores

Percentiles	Description
p ₉₀ and above	Very Good

p ₇₅ to p ₈₉	Good
p ₅₀ to p ₇₄	Average
p ₃₅ to p ₄₉	Poor
p ₃₄ and below	Very Poor

Table number-10 represents the percentiles ranks of the students on study habits inventory. The score ranged from 150 to 240. The score of 164 falls on 25th percentile considered as less effective study habit, score of 194 falls on 50th percentile characterize effective Study Habit whereas score of 240 falls on 75th percentile illustrate as highly effective Study Habits.

Conclusion

While one can and usually does presume a delta point in the life of an individual whereby the study habits get fixed by certain age, possibly such patterns get fixed only in over behaviors like study sets, drilling etc. The covert behaviors, like Time scheduling, Concentration, Listening and Note Taking, Comprehension and Test/Exams change with each important change in the life stages. This instrument was designed to measure the study habits of students. The tool is easy to administer. The tool is having a fair standard and relevant in its use for Secondary and Higher Secondary classes. The Study Habit inventory provides the perceptions of an individual student. It provides quality of learning that prevails in a School and home.

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Teacher's Role in the Transformation of The Mental Faculties of Youths in Kenya and India: A Comparative Study

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ABSTRACT: *Teaching career is a noble profession. But in the postmodern generation, many have found themselves accidentally being teachers. This could be may be because they were forced to choose the career, or there were no jobs available except teaching. Whichever the case, a true teacher must master his subject and principles of the work. This study finds out if the teachers understands their role in the transformation of the mental aspect of the students. The present study analyzed teachers and students of the Seventh-day Adventist Universities in India and Kenya. A sample size of 250 students and 50 teachers was used. The study also focused on the youths between 18 to 30 years. The reliability test was done and the two tools for the study were reliable with .839 Cronbach's Alpha. Descriptive Analysis which involved the mean, percentage, and standard deviation was used. T- Test Analysis was used to find out the difference between India and Kenya. The study found out that there is a role that the teachers play in transforming the youths in both countries. The study also found out that there is a significant difference between Kenya and India in regard to the mental transformation of the youths.*

Keywords: *Teacher, Transformation, Mental faculties, Mentor and Youths.*

1. Introduction

The constant aim of any professional teacher should be to mentor students. However, due to lack of many zealous teachers, the mentorship process is still a vision that has not become a reality to many. The professionalism of a teacher does not stop in class lectures alone. But, must go beyond unto the personal relationship that is aimed at mentoring the students. White (1903) says that a true teacher is not satisfied with second-rate work. He is not satisfied with directing his students to a standard lower than the highest which it is possible for them to attain. He cannot be content with imparting to them only technical knowledge, with making them merely clever accountants, skillful artisans, successful tradesmen. It is his ambition to inspire them with principles of truth, obedience, honor, integrity, and purity. These are the principles that will make the youths a positive force for the stability and uplifting of the society. This teacher, is a mentor who desires youths to learn life's great lesson of unselfish service.

In this regard, it is therefore important to investigate the role the teachers are playing in the transformation of the youths. In this study, the researcher analyzed the effectiveness of the mentorship process, the methods the teachers use in transforming the youths mentally, and the role of the teacher in this mentorship exercise. The study targets the youths because in both India and Kenya, the youths are the majority. Pipim (2014) reports that about 65% of the total populations of Africa is currently under the age of 35 years and 35% is between the age of 15 and 35 years. This makes Africa the most youthful continent. On top of that, youths have a transformative impact on the continent of Africa.

On the other hand, Rathore (2013) opines that India expects a median age of 29 years by the year 2020 which will make India the youngest country in the world. At present the demographic trend shows that the population of India in the age group of 15-34 has increased from 353 million in 2001 to 430 in 2011. The predictions say that it will be 464 million by 2021 and then will decline to 458 million by 2026. This clearly shows that India will be the youngest country by 2020 with about 64% of the population being youths between 15-34 years.

Background of the Study

The philosophy of Adventist Education is surrounded on the Bible. The Bible talks about the intellectual or the mental faculty, it says that, "The Fear of the Lord is the beginning of wisdom and knowledge of the Holy one is understanding" (Proverbs 9:10). The Adventist philosophy of education considers the long term impact of their knowledge as more important than the grades earned in class. Counselling about the aspect of Continuing Education, White (1903) says, true education means more than the perusal of a certain course of study. And this education prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.

Defining Continuing Education, Farrant (1980) explains that this is a process of lifelong education at the appropriate time in the lifetime of each individual. It is of various learning experiences and activities, both formal and non-formal. This education aims to enhance the individual's quality of life and enable one to contribute more effectively to the development of the society. Biragee (2012) says that learning does not happen only from the prescribed textbooks and course requirements. Students can acquire information, ideas, and concepts from various activities outside the regular class requirements. Such activities that help the youths to transform mentally are: writing articles, poems, essays, jokes for school papers and newsletters, involvement in journalism, editorials, among others. Similarly, Dannenberg and Grapentin, (2016), affirms that holistic consideration of education sustainable development should be the priority of teachers. Thus, it is not simply about a content-related focus, but rather about setting an example and practicing sustainability in order to facilitate the transfer into everyday life. This model of teaching transforms and empowers the youths in a holistically.

Talking about mental health, White (1897) says that a disease in the body affects the brain as well. Whatever disturbs the circulation of the electric currents in the nervous system lessens the strength of the vital powers, and the result is a deadening of the sensibilities of the mind. The secretariat report (2017) shows that rather than balancing academic achievement, well-being increases pupils' capacity to learn by lessening anxiety, improving confidence and equipping them to better deal with stress. Children with higher levels of emotional, behavioural, social and school wellbeing have higher levels of academic achievement on average. In his research study, Pierson (2013) gives a recommendation for further study on the attitudes of young adults regarding Church school and home school. Of the 913 individuals who answered the question about the preferred methods of passing Education and religious values onto their children, only 486, plan to send their children to Adventist elementary schools, and the numbers are even lower (26%) for sending their children to Adventist boarding schools. However, this data shows weak support for Seventh-day Adventist education, especially in the area of boarding academies. The strongest support for an Adventist college education (61%) is encouraged, but needs further study to understand how attitudes are changing in this area. In line with this recommendation, the present study aimed to investigate the role the Seventh-day Adventist Teachers are playing in transforming the youths mentally.

Statement of the Problem

Teaching career is a noble profession. But in the postmodern generation, many have found themselves accidentally being teachers. This could be may be because they were forced to join the career, or there were no jobs available except teaching. Job satisfaction among teachers determines the output of the teacher: which is measured by the youths' transformation mentally. Both India and Kenya are not yet fully developed in the education sector. The similarities show that both countries have the same challenges when it comes to the education sector. The statistics show that less than 10% of the total population in India is educated up to the college level and more than 50% of college graduates are unemployed. Because of unemployment which is experienced in both countries. It is in this regard that the researcher was interested to find out the role of the teachers in transforming the youths mentally both in India and Kenya in order to fill the gap.

Objectives of the Study

1. To find out the role of Seventh-day Adventist Teachers in the mental Transformation of the youths in India and Kenya.
2. To find out the difference of mental transformation among the Seventh-day Adventist youths between India and Kenya.

Hypotheses of the Study

1. There is no significant role that the Seventh-day Adventist Teachers play in the mental transformation of the youths in India and Kenya.
2. There is no significant difference in the mental transformation among the Seventh-day Adventist youths between India and Kenya.

Research Design

The present study used descriptive method and case study which compared two countries in the umbrella of Seventh-day Adventist Church Institutions. A representative sample was taken from Spicer Adventist University-India and University of East Africa Baraton-Kenya. The sample size consisted of 250 for students from each University and 50 teachers from each University. The sampling technique that was used in simple

random sampling for students and purposive sampling for the teachers. The tool for the study was prepared by the method that was adopted from Obiri, W. A., Chandrashekhar, & Dange, J. K., (Feb, 2016). The researcher used two tools to collect data; interview schedules for the teachers and questionnaires for students for both teachers and students. The validity and reliability of the tool were tested and the Cronbach's Alpha was .839 which shows that the items were reliable. The scoring procedure of the tools used a five degree of Likert's scale of summation. The options that were given are: strongly disagree, disagree, undecided, agree, and strongly agree. The weight or score was given as 0, 1, 2, 3, and 4. Descriptive Analysis was done which involved the mean, percentage, and standard deviation. T- Test Analysis was used to find out the difference between India and Kenya.

Scope and Limitations of the Study

The scope of the study is confined to two countries, i.e. Kenya and India. The study aimed to reveal the transformation activities undertaken by the Seventh-day Adventist Church through their Education system. The limitation of the study was due to personal factors which were brought about by lack of enough funds to travel to field to collect data.

Findings of the Study

The study found out that the teachers plays a role in the transformation of the youths I both the countries. However, the impact that they cause on individuals are dependent on the post and years of experience in the teaching profession. Their age and gender also play a significant role in their mentorship process. The table below explains this phenomenon.

Table 1: Mental Transformation of the Students Country-wise

	University	N	Mean	Std. Deviation	t-Value	Sig.
D2. S	Kenya	246	13.20	3.51	5.86	Significant at 0.05 level
	India	204	11.21	3.64		

The above table 1, records the t-value obtained as 5.86 which is more than the table value 1.96 with degree of freedom 448 at 0.05 levels of significance. This implies that the null hypothesis stating that there is no significant difference in the mental transformation among the Seventh-day Adventist youths between India and Kenya is rejected. This implies that the university student from Kenya and India are not at the same level mentally. The teachers may be using the same methods between Kenya and India, but the students are not transformed at the same levels. Amid the difference, the philosophy Seventh-day Adventist education remains the same.

Table 2: The Role of the Teacher in Transformation of Youths

		Not Sure	Poor	Fair	Good	Excellent		
University	Kenya	Count	6	21	63	112	44	246
		% within University	2.4%	8.5%	25.6%	45.5%	17.9%	100.0%
	India	Count	1	27	45	106	25	204
		% within University	0.5%	13.2%	22.1%	52.0%	12.3%	100.0%
Total	Count	7	48	108	218	69	450	
	% within University	1.6%	10.7%	24.0%	48.4%	15.3%	100.0%	

The above Table 2 shows that the role of teachers in the transformation of the youths is good, 218 (48.4%). The sum of the student who responded "excellent" and "good" forms the majority of the students' opinion. This is a clear indication that the contribution of teachers to the students is significant. But according to the opinion of the mentors, they say that transformation is at the same level. The researcher choose to go with the opinion of the students since they are the ones who experience the transformation and they have no biasness in their response.

Conclusion

A teacher is a mentor when it comes to Adventist Education. However, in mentorship exercise, the teachers are supposed to mentor many youths into leadership. Most workers in high positions of the church were found to be more than 47 years. Which gives alarms the church to encourage and give administrative room to young people as they mentor them to take up the leadership mantle. There is a need for further studies to find out the best methods that can be shared within the two universities in order to improve the mental transformation of the youths.

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MOOCs in Conflict Zones: A Study on MOOCs as an Alternative to Conventional Learning in Selected Yemeni Public Universities

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ABSTRACT: *It is well-known that education in Yemen has been confronting many obstacles due to the civil and regional conflict in the country. This study attempts to investigate the impact of MOOCs on the performance of undergraduate learners in different subjects in the turbulent zones in Yemen. It tries to find out if MOOCs can work as an alternative key to the formal learning process in the insecure regions of Yemen. One hundred fifty learners in tertiary level were trained through MOOCs to appear in multiple-choice paper comprising of 100 questions. Results indicate that there is a substantial improvement in the performance of the students in different subjects as well as a reduction in the overall expenses of teaching these subjects. MOOCs are found to have effective participation in pushing learners, particularly in the unstable districts, to carry on with their education with less costs as well as coping up with the rapid technology across the globe.*

Keywords: MOOCs, conventional learning, conflict, performance, expenses

1. Introduction

MOOC means a massive open online course is a new form of education for students who want to advance their skills at any level. It is an online course designed at large-scale interactive contribution and open access through the web. In addition to traditional course materials such as videos, readings, and problem sets, MOOCs provide interactive user places that help build an academic environment for all the stakeholders like students, professors, teaching assistants..etc. One of the objectives of MOOCs is to provide all-time learning through easy access to global resources. It aims as well to provide the opportunity to share expertise and knowledge as well as improve cross-cultural relationships among participants all around the world. MOOCs are supposed to be spread in the underdeveloped countries where education is hard to carry on. Among these countries, Yemen encounters many challenges in education due to different reasons, one of which is war.

It is well known that Yemen has currently sunk into a civil war which creates not only security problems for Yemeni learners to complete their regular formal learning, but also a number of economic and socio-cultural barriers as a result of instability in the area. Therefore, MOOCs may play an essential role in facilitating the learning processes for youth in Yemen. This study tries to find out if MOOCs can be helpful for Yemeni learners in overcoming the lack of accessibility, economic and political obstacles and probably sorting out the crisis of education in Yemen.

2. Related work

MOOCs are a recent development in distance education field and have become popular in 2012 after establishing the three famous platforms,Udacity, edS and Coursera which have been followed up by a big number of people around the world. The number of MOOC platforms and the MOOCs affiliated with universities increased rapidly in the year 2012 which was named later, the year of MOOCs (L. Pappano, 2012). After the time of 2012, phenomenon has spread significantly around the world and the Arab nations as well.

Later, in April 2013, a new MOOC platform, OpenupEd, was launched by the European Association of Distance Teaching Universities (EADTU), with about 11 partners, including universities in Russia and Turkey (Barnes, 2013, p.164). In the same year, Liyanagunawardena, et.al (2013) examined the works in MOOCs from 2008 to 2012. He brought up four especially related research themes: (1) the moral angles in the utilization of information produced as a major aspect of the MOOC (2) the need to investigate alternate points of view as respects every one of the gatherings associated with MOOCs (understudies, makers, instructors, establishments, and so forth.), remembering the focal points and weaknesses of each perspective (3) an examination of the understudies' effective systems to manage the over-burden of data

and self-controlled learning (4) the social strains inside the MOOC teaching methods, assets and learning conditions.

In addition, some Arabic platforms began to be established in the same year. In Saudi Arabia, Rwaq was launched in September 2013 by Al Farhan and Al Hussayen as the first Saudi platform that offered MOOCs. It was the principal stage giving MOOCs in Arab nations (H. Macleod, etc., 2015). In November 27, 2013, Dr. Ashraf Fagih introduced his first MOOC course entitled: "How machines think: Introduction to processing strategies" in Rwaq Stage which representing him as the first MOOC instructor in the world of Arab (A. Fagih, 2013). Then, Edraak began in November 2013 launched by the Queen Rania Foundation as an Arabic MOOCs platform through a collaboration with edX (Agarwal, 2014b). The Queen Rania Foundation aims to contribute to the growth of the Arab world in the field of education. A few activities of Arabic platforms showed up later, yet did not spread as earlier. From 2013 onwards, an investigation was conducted about the outcomes regarding MOOCs. The audit set up together by (Yousef, et al, 2014) was a bond between the two time frames. Results urge on the previously mentioned research themes, yet additionally in the mechanical viewpoints (programmed appraisal, peer evaluation, and so forth).

In 2014, Junnah platform was launched again by Al Farhan and Sami Al Hussayen, founders of Rawq platform. In September 2014, Doroob was launched (edX press, 2014) to provide MOOCs to develop workforce capabilities in Saudi Arabia (Zafar et al., 2015, p.7). After that, Jordan (2014) studied the results of MOOCs and presented an online draft of the examination writing on MOOCs that incorporates more than 250 references, to which she related watchwords and labels. Then, an audit of existing writing from 2009 to 2012 made by Kennedy (2014), concentrated exclusively on academic research in the desire for enhancing comprehension and correspondence about the attributes related with MOOCs, in which she suggests that in future examination, more focus should be looked into three principle aspects in MOOCs: 1) enhancing understudy understanding, their sorts of conduct and the social idea of learning; 2) the huge contrasts in instructive methodology between the two traditional MOOC models; 3) the ramifications of MOOCs' joining into formal training establishments.

In 2015 in Saudi Arabia, two new platforms were launched, 'Maharah Platform' by Al Farhan and Sami Al Hussayen, and 'Zadi Platform' by Sheikh Muhammad Al-Munajjid (Manal, 2018). In an investigation made to MOOCs which were produced in 2013-2014, by Sangráetl. (2015), results sorted out as indicated by classifications related both to academic perspectives (job of online networking in learning, instructive methodologies, examination between cross breed courses and customary MOOCs) and to innovative (displaying/machine learning, characteristic language handling, human-PC connection) and methodological viewpoints (instructive information mining, learning investigation).

After reviewing some of the most prominent studies on MOOCs particularly in Arab world, it has been found that only few platforms were founded in the area; however, it is concluded that examination on MOOCs should be centered not only around the mechanical parts of the MOOCs, but also on the academic viewpoints in planning for MOOCs.

3. Methodology

3.1 Objectives of the study

The objectives of the current study are:

1. To examine the improvement in the performance of students using MOOCs.
2. To compute the reduction of the cost of teaching using MOOCs.

3.2 Population and Sample

In order achieve the objectives, the current study employs descriptive statistics to explore, describe and analyze the data. The total population of the present study comprises of 600 undergraduate students of three specializations that include English Language, Mathematics and Computer Sciences studying in various Public Universities that include Sanaa, Taiz, Dhamar and Aden universities in Yemen. The sample has been selected randomly.

For the computation of the sample size, Raosoft online sample calculator was used. According to this calculator the ideal sample size is 235. However, only 150 students joined the MOOCs training course in four subjects that include English Language, Mathematics, Computer Science and Mental abilities using MOOCs for one month. After completing the MOOCs, the selected sample of students was given a test comprising of 100 multiple-choice questions (25 questions from each subject). In order to compute the improvement of the performance of the students, the scores of the selected sample students were recorded and compared with scores of the same students while using traditional courses in the year 2017-2018.

4. Data Analysis

To achieve the first objective of this study, descriptive statistics was used.

4.1 Performance in English Language

It is apparent from Table 1 below that 45 (30%), 69 (46%) and 36 (24%) sample candidates score in the range of low, medium and high grades respectively. The average score of sample candidates in this test has been found to be 45% with a standard deviation of 20%.

Table 1: Descriptive statistics regarding the performance of students in English language subject

English Language	Grade	Range	frequencies	Percentage	Mean	S.D
	Low	(0-25)	45	30		
	Medium	(26-50)	69	46		
	High	(Above 50)	36	24		
Total			150	100		

Source: Author's computation

4.2 Performance in Mathematics

It is apparent from Table 2 that 111 (74%), 33 (22%) and 6 (4%) sample candidates score in the range of low, medium and high grades respectively. The average score of sample candidates in this test has been found to be 33% with a standard deviation of 7%.

Table 2: Presents descriptive statistics regarding the performance of students in Mathematics subject

Mathematics	Grade	Range	frequencies	Percentage	Mean	S.D
	Low	(0-25)	111	74		
	Medium	(26-50)	33	22		
	High	(Above 50)	6	4		
Total			150	100		

Source: Author's computation

4.3 Performance in Computer Science

It is apparent from Table 3 that 90 (60%), 24 (16%) and 36 (24%) sample candidates score in the range of low, medium and high grades respectively. The average score of sample candidates in this test has been found to be 49% with a standard deviation of 10%.

Table 3: Presents descriptive statistics regarding the performance of students in Computer Science subject

Mathematics	Grade	Range	frequencies	Percentage	Mean	S.D
	Low	(0-25)	90	60		
	Medium	(26-50)	24	16		
	High	(Above 50)	36	24		
Total			150	100		

Source: Author's computation

4.4 Performance in Mental Ability

It is apparent from Table 4 that 66 (44%), 51(34%) and 33(22%) sample candidates score in the range of low, medium and high grades respectively. The average score of sample candidates in this test has been found to be 42% with a standard deviation of 15.

Table 4: Presents descriptive statistics regarding the performance of students in Mental Ability subject

	Grade	Range	frequencies	Percentage	Mean	S.D
Mathematics	Low	(0-25)	66	44	42%	15%
	Medium	(26-50)	51	34		
	High	(Above 50)	33	22		
Total			150	100		

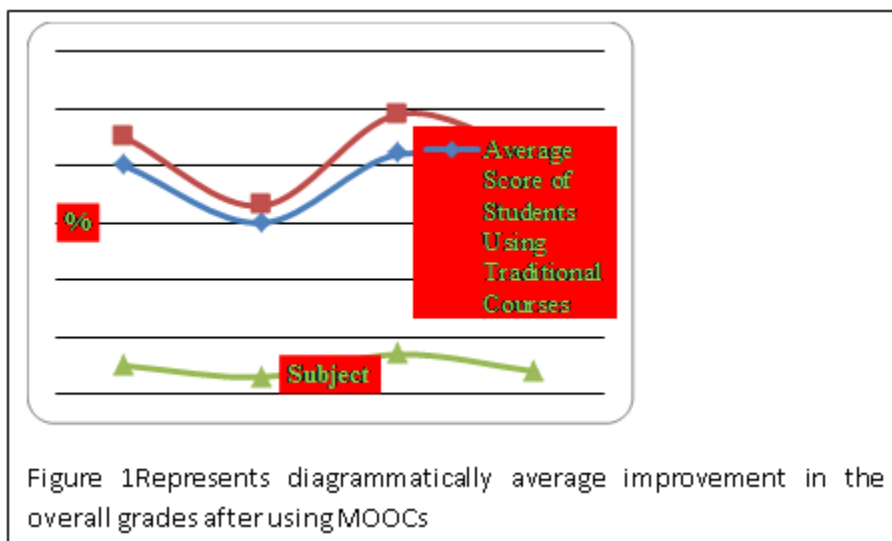
Source: Author's computation

4.5 Overall Improvement after using MOOCS

Table 5: Represents descriptive statistics regarding average improvement in the grades after using MOOCS

Subject (1)	Average Scores of Students Using Traditional Courses (2)	Average Scores of Students Using MOOCS (3)	Improvement (4) (4) = (3) - (2)
English	40	45	5
Mathematics	30	33	3
Computer Science	42	49	7
Mental Ability	38	42	4
Overall Average	37.5	42.25	4.75

It can be observed from Table 5, after using MOOCs, that there is an increase in the improvement 5%, 3%, 7% and 4% of average grades in English, Mathematics, Computer Science and Mental Ability subjects respectively as shown in figure (1) below. The overall average improvement in the aptitude test by utilizing MOOCs course has been recorded as 4.75%.



To achieve the second objective of the current study, a comparison between the costs of the traditional courses and MOOCs learning was made.

4.6 Cost Reduction after using MOOCs

It is apparent from the table 6 that by using MOOCs, there is a reduction of 800\$, 850\$, 1000\$ and 760\$ in teaching costs of English, Mathematics, Computer Sciences and Mental ability subjects respectively.

Table 6: Represents the costs of Teaching

Subject	Costs of Traditional	Costs of MOOCS	Cost Reduction after using MOOCS
English	950\$	150\$	800\$
Mathematics	1000\$	150\$	850\$
Computer Science	1200\$	200\$	1000\$
Mental Ability	900\$	140\$	760\$

The results above show that Yemeni learners can get a big benefit when using MOOCs. The big difference appears between the old system of learning and MOOCs encourages those learners from remote or unsettling places who have less access to traditional education.

5. Discussion & Suggestions:

Though applying MOOCs might be challenging in Yemen, beginning to use them are worth the effort. According to the results of this study, the percentage 4.75% indicates that Yemeni students show a noticeable progress in learning via MOOCs in different subjects much better than through the traditional learning courses. Students in troubling areas can access MOOCs through their cell phones, if not computers. MOOCs can provide the learners enjoyable and flexible learning approaches to motivate them to be creative and carry on their education despite the unrest in the area. They provide as well a variety in education with different lecturers or professors from all around the world based on the learners’ needs. Furthermore, the reduction of costs in MOOCs programs in different subjects in this study proves that it is probable for Yemeni students, who are not financially equipped to join conventional learning, to enroll virtually at any institution due to the affordability of MOOCs learning.

Finally, it can be concluded in this study four points; first, MOOCs can improve the performance in the grades of the students. Second, they help to reduce the overall costs of learning. Third, MOOCs have a formidable outreach as they can be used across the globe without cultural, socio-economic and political boundaries. Finally, it can be deduced that MOOCs are the best alternative for making education reachable for people in the conflict zones.

Based on the findings and discussion above, it is suggested that government should make intensive efforts to start effective MOOCs supervised by experts and attract a big number of students to increase enrollment. In addition to that, it would be highly encouraging for students if the government authorizes its institutions to transfer the credits of the students joined a MOOC-based program into a degree from a recognized college or university anywhere in the country. Moreover, policy makers of education need to start a serious step in reshaping the education of the country and plan for MOOCs in order to create learning opportunities to overcome the difficulties of education in the time of war in the country.

MOOCs truly take the advantage of digital world and internet to deliver teaching and learning to large number of students MOOCs open up higher education by providing accessible, flexible, affordable and fast track completion of university courses for free or at low cost for learners. Hence, MOOCs will be one of the futuristic trends in the field of Education (Jagannath Dange 2016).

6. Conclusion

To overcome the current crisis of education in the disturbing areas in Yemen, it is essential to adopt MOOCs in authorized educational institutions like public universities. In other words, the gap of education in the unsafe regions has to be bridged by supporting MOOCs through cooperation among three parties; the government of Yemen, public and private universities. It is also suggested that awareness should be spread among learners to enroll in MOOCs due to their effective benefit.

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Constitutional value based Appointments of vice chancellors in Indian state Universities: A need of the Hour

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ABSTRACT: *The Vice Chancellor (VC) is considered the 'Principal Academic and Executive Officer of the University'. Being the head of the University the VC is expected to function as a 'bridge' between the executive and the academic wing of the university. The appointment of VCs has become most volatile issue in the Higher Education system today. Higher Education in India suffers from lack of democratic leadership that understands its true leadership. For those heading academic institutions, accountability is personal and not institutional or societal. A University's reputation is also reflected in the profile and functioning of the VC. Hence, there is an urgent need for discussion and Opinions by the stakeholders and alternative thinking to devise ways and means for selection procedure free from influences, pressures, and power. The selection procedure needs to be changed so that, every professor of the university will get a fair chance to be selected for the higher post in Universities. Hence, the article proposes an alternative thinking procedure proposed based on the values of Indian constitution to be followed in the recruitment of the VCs of state universities*

Keywords: *Vice-chancellor, Higher Education, Selection procedure and University.*

1. Introduction

In the Bombay Legislative Council Debate, on 27th July,1927, Dr. Babasaheb Ambedkar said "The University is a machinery whereby educational facilities are provided to all those who are intellectually capable of using those facilities to the best advantage but who cannot avail themselves of those facilities for want of funds or for other handicaps in life. If the university has to function properly, it is necessary that it should be controlled by what are called the educated classes". Dr. S. Radhakrishnan also said that, the function of the universities is not merely to send out technically skilled and professionally competent men, but it is their duty to produce in them the quality of compassion, the quality which enables the individuals to treat one another in a truly democratic spirit. (Convocation Address to Karnataka University on 26 October, 1953).

Dr.Ambedkar rightly states that, the aims of University education should be society oriented, scientific and unbiased irrespective of the interests of any particular class. The people in university education shape the behaviour, minds, and the social and human values of the student community. Therefore, the advantage of university education is that it works out the solutions of economic and social problems of the country (Jagannath Dange, 2019).

Hence, the leader of the university- the Vice Chancellor (VC) must be the role model for the entire learning community and society. A VC heading a university is supposed to be a distinguished Academician or a Policy Planner. The VC is Academic and Administrative head of a university. The VC also serves as Chairman of Management Council/Executive Council and Academic Council of the University. Further, he/she is also the chairperson of selection committees of the university.

As per the constitution of the University the VC is considered the 'Principal Academic and Executive Officer of the University'. As head of the University he/she is expected to function as a 'bridge' between the executive and the academic wing of the university. It is to facilitate the expected role that universities are always in search of persons with values, personality characteristics and integrity in addition to academic excellence and administrative experience (Sudha Rao and Mithilesh K,...).

The Vice chancellor is a leader because he/she has to plan the direction in which the University has to move, and motivate his/her colleagues. It is the Vice Chancellor who maintains the higher education systems, wields the controls, energizes and brings about changes according to the demands of society. The Vice Chancellor needs to have a clear understanding about the task ahead and the self-confidence to face the challenges. A successful Vice Chancellor is one who can accept setbacks with equanimity and take decisions that satisfy the majority without prejudices.

The Gnanam Committee rightly stated, "The Vice Chancellor should be a distinguished academic. It should be ensured that only persons of highest level of competence, integrity, morals and self-respect are appointed as

the Vice Chancellor." So, the VC is considered as Chief Executive / Principal and Academic Officer. Generally, senior academics with administrative experience are considered to occupy this position.

The VC should have a clear focus upon the objectives of the University which may be, a) Creating the democratic set up in the institution and to work under the constitutional values; b) Providing instruction, teaching and training in Higher Education and make Provisions for research; c) Accepting the challenges of globalization and to offer high quality education and other services in a competitive manner; d) Developing a sense of duty in the University Community, making it conscious of its obligations to the society and nation; e) Creating higher levels of intellectual abilities; f) Provide consultancy to the industry and public organizations; g) Creating centres of excellence for research and development, and for sharing knowledge and its application; h) Create, preserve and disseminate knowledge and attain excellence in different disciplines; i) Establish state-of-the-art facilities for education and training; and j) Carry out teaching and research and offer continuing education programmes.

Leadership, Vision, Accountability and Transparency are major attributes of a good VC but in most of our universities things are highly VC centric and this situation needs to be corrected. VCs are unnecessarily burdened with non-academic activities like building constructions, Law and order etc. Other Statutory officers should be delegated such responsibilities. It is observed in some cases that, by the end of the tenure, a lot of hostility develops against the Vice Chancellor. In some instances it is found that the Vice Chancellor is compelled to leave the campus secretly without information to anybody. It is not uncommon to observe that some VCs soon after their tenures face inquiry committees.

But, the appointment of VC has become most volatile issue in the Higher Education system today. Once upon a time stalwarts of the nation were appointed as Vice Chancellors but Today, many VCs are not known academically or otherwise, forget being remembered. There are some VCs who keep on becoming VC of one university after the other. When academically dwarf people are appointed as VCs, rather than building up the university, they lead to its downfall. Vice Chancellors conceptually has considerable functional autonomy in their office. However, practically the things are different. In case of State Universities, the involvement or interference of local government and other authorities is very common.

According to the AISHE report 2018 the Higher Education enrolment is about 26% and may reach 30% in 2020. The enrolment of the Schedule caste is 21.8%, and schedule Tribe is 15.9%. In the last five years, there is a Clear 40% growth of private universities, and just about 5% growth of government universities in India. About 60% colleges are in rural areas- whereas the type of management is also vary, private management 65%, private aided 13% and government colleges 22%. It is clearly seen by the statistics that, the higher education is controlled by private sector in India. Social category wise distribution of teachers is also alarming; it comprised 56.8% others, 32.3% OBC, 8.6% SC, and mere 2.3% ST. The whole education system is dominant by the people of upper caste and private sector which is not at all a good sign for the democratic country. Higher Education in India suffers from lack of democratic leadership that understands its true leadership. For those heading academic institutions, accountability is personal and not institutional or societal. The erosion of accountability is the biggest challenge (Arun Kumar, 2015).

Recently in Rajya Sabha the Gulam Nabi Azad rightly mentioned that, there is a perfect violation of representation in universities. Out of 449 universities, there are only 6 SC, 6 ST and 36 OBC VCs, stands about 9.6% where as GM it is 90%. In a democratic country, equal representation is must from the all groups and at all levels so that the lower strata can get a fair chance of representation in the appointments.

With due respect and salute to the brilliant and outstanding academicians of national and international repute occupying the position of the VC whose transparency, propriety and integrity are already tested beside their excellence and eminence as an academician in the society. The deeply inflicting question that persists in mind is how the University would ensure the selection of a person as the VC as the above? Is it that the present system of selection of the VC has failed to deliver the 'ideal person'? Is it the pattern in vogue that selection is based for accommodating and rewarding individuals who do not fulfil the conditions as laid down? or, are there any alternatives available? (Debabrata Deb, 2018).

A University's reputation is also reflected in the profile and functioning of the VC. Hence, there is an urgent need for discussion and Opinions by the stakeholders and alternative thinking to devise ways and means for selection procedure free from influences, pressures, and power. The selection procedure needs to be changed so that, every professor will get a fair chance to be selected for the higher post in Universities and reaching the unreached to be achieved (Jagannath. Dange, 2018). Hence, here is an alternative thinking procedure proposed based on the values of Indian constitution to be followed in the recruitment of the VCs of state universities.

1. Preparation of seniority list of all the professors serving in different universities in respective states.
2. Minimum 10 years of experience as a professor is compulsory
3. It is necessary to consider specific abilities of a professor and specified activities performed for recruitment (Criteria may be considered)
 - Activities undertaken for social development
 - Guidance's given to the Government for policy making
 - Guidance's given to different departments of Government
 - Research, MOU and patents
 - Generation of funds and resources
 - Participation in exchange programmes
 - Evaluation scores of students
 - Different positions held at university (Syndicate, academic council, Dean, Director)
 - Awareness and vision on higher education
 - Educational technology Awareness and technical skills
 - Participation and Contribution at international conferences
 - Organization of different programmes

Evaluation by the teaching faculty of the home university to the candidates who are willing to join administrative posts. Frame Equal Criteria in terms of norms for different schools and departments of the university. Candidates should be selected in 1:3 ratio by considering all above said criteria and reservation under constitution (equal provision for all- SC,ST, OBC and female).

Open discussion with the candidate to consider him/her to the job (Open discussion- students, senior professors and progressive thinkers, former VCs, and present VCs) there must be scope for live coverage or recorded and transmitted through TV/Radio/Newspaper. Discussion on developmental aspects of university: Objectives on development of institution, execution method, status of higher education in the respective state, comparison with country and international level, special programmes for development. Student centered administration and other qualitative aspects.

Age limit and duration of job: Three years and maximum age 62 years – one time only.

Training: One month pre-service training for selected 1:3 candidates (From State Higher Education council/Academy)

Instructions to be followed

- Six months before, recruitment process should be started for vacant posts
- Only willing candidate should be considered
- No need of notification in newspapers
- Higher education Council take the responsibility of appointment
- Government and governor ascent after completion of selection process
- Every year selection process should be continued
- Capacity evaluation of every administrator should be done every year (Students, teaching and non-teaching staff). Should consider guidance related to development of institution.
- Appointed candidate should hold responsible for all activities of University.
- Minimum 4-6 hrs of teaching should be done every week

University grievances re-addressal and development cell: Comprised of Five members, may be retired VCs and senior professors of different universities in respective states can be considered and the directors of state higher education council can work as a convener.

Indian universities can shine and compete the other top ranking universities in the world only if they create opportunities for all the groups of talented people. Indian universities needs to catch up with the rapidly changing world and consistently improve its system of higher education by adopting the above said democratic way of recruitment and removing the element of political interference in the selection process of Honourable vice-chancellors. Appointment based on academic merit with constitutional representation surely ensures that, reaching the unreached academic talent by the chosen VC has some credibility in the eyes of academic staff and the students of university.

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Awareness about Gender Discrimination among Female Undergraduate Students

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ABSTRACT: *According to the National Sample Survey Report (2011-12), the workforce participation rate of male is 54.4% and female is 21.9%. As per the India Country Report, 2015 by Ministry of Statistics and Program Implementation on the Millennium Development Goals, the percentage share of females in wage employment in the non agricultural sector during 2011-12 increased to 19.3% which is higher than 18.6% reported during 2009-10 by National Sample Survey Organisation. This shows the representation of women in work force is still less than that of men. The reasons are many. The main reasons are the lower education level of the females and the thinking of most of the Indians that the women should be home bound, take care of the family and need not be economically empowered. This indicates the gender discrimination in our society. Many a time in India, gender discrimination is done under the guise of taking care of women and providing protection. As a result of it, till today, many women of India have not even realized that discrimination is done.*

There have been many instances of gender discrimination at home, in school, in work place, in culture and it is going on today also. Even today, for the same piece of work done, men are paid more money than women; the parents of girl child give more importance to her marriage than to her education, etc. But, the women of India might have realized this gender discrimination or might not have realized. But this realization is a must for the women to be empowered and this would be the first step in the direction of empowerment. Hence there is need to study whether the women have realized the gender discrimination is done at various places and in different contexts. So an attempt is done in the present study to find out the level of awareness about gender discrimination.

1. Introduction

According to the National Sample Survey Report (2011-12), the workforce participation rate of male is 54.4% and female is 21.9%. As per the India Country Report, 2015 by Ministry of Statistics and Program Implementation on the Millennium Development Goals, the percentage share of females in wage employment in the non agricultural sector during 2011-12 increased to 19.3% which is higher than 18.6% reported during 2009-10 by National Sample Survey Organisation. This shows the representation of women in work force is still less than that of men. The reasons are many. The main reasons are the lower education level of the females and the thinking of most of the Indians that the women should be home bound, take care of the family and need not be economically empowered. This indicates the gender discrimination in our society. Many a time in India, gender discrimination is done under the guise of taking care of women and providing protection. As a result of it, till today, many women of India have not even realized that discrimination is done.

There have been many instances of gender discrimination at home, in school, in work place, in culture and it is going on today also. Even today, for the same piece of work done, men are paid more money than women; the parents of girl child give more importance to her marriage than to her education, etc. But, the women of India might have realized this gender discrimination or might not have realized. But this realization is a must for the women to be empowered and this would be the first step in the direction of empowerment. Hence there is need to study whether the women have realized the gender discrimination is done at various places and in different contexts. So an attempt is done in the present study to find out the level of awareness about gender discrimination.

The objectives of the study are,

1. To analyze the level of awareness about gender discrimination among the first year undergraduate students of University of Mysore.
2. To analyze the level of awareness about gender discrimination at home, school and culture among the first year undergraduate students of University of Mysore
3. To analyze the level of awareness of gender discrimination at home among the first year undergraduate student of University of Mysore.

Population and sample

The population of the study was the female undergraduate students of Mysore city.

Sample

The undergraduate colleges and the female students were chosen according to random sampling technique.

Design of the study

The present study is a survey study.

Procedure of the study

The researcher administered the tool to students as per the directions given in the it. Scored the according to scoring procedure.

Tools used

1. Tool to assess awareness about gender discrimination among the female undergraduate students prepared by the researcher.

Analysis and Findings

Objective 1: To analyze the level of awareness about gender discrimination among the first year undergraduate students.

In the present study, the awareness about gender discrimination was assessed through its components namely, the awareness of gender discrimination at home, school/in the institution and in culture. Hence, the sum of scores obtained by a student on gender discrimination at home, school/ in the institution and in culture accounted for the awareness of that student about gender discrimination.

If the students do not have any awareness at all, they were given a score of zero, if they have some awareness then they were given a score of 5 and if they had to awareness, then they were given a score of 10.

Table 1: The percentage of students who have, no awareness about gender discrimination (with score zero), some awareness about gender discrimination (with score 5) and more awareness about gender discrimination (with score 10).

Sl. No	Gender discrimination	Percentage of students who scored zero	Percentage of students who scored 5	Percentage of students who scored 10`
1	Gender discrimination (Average percentage)	27.6	26.2	46.2

Graph 1: The percentage of students who have no awareness about gender discrimination (with score zero), some awareness about gender discrimination (with score 5) and more awareness about gender discrimination (with score 10).

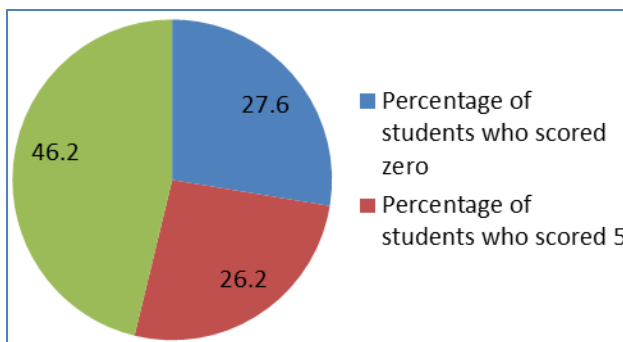


Figure 1: Awareness about Gender Discrimination (Average percentage)

According to the data of Table 1 and Graph 1, it is evident that 46.2% of the students have more awareness about gender discrimination, 26.2% of students have some awareness about gender discrimination and 27.6 % of students do not have any awareness about gender discrimination.

Table 2: The percentage of students who have, no awareness about gender discrimination (with score zero) some awareness about gender discrimination (with score 5) and more awareness about gender discrimination (with score 10) at home, school and culture.

Sl. No	Gender discrimination	Percentage of students who scored zero	Percentage of students who scored 5	Percentage of students who scored 10`
1.	Home	57.9	10.8	31.3
2.	School	13.3	35.9	50.8
3.	Culture	11.6	31.9	56.3

Graph 2 The percentage of students who have, no awareness about gender discrimination (with score zero) some awareness about gender discrimination (with score 5) and more awareness about gender discrimination (with score 10) at home, school and culture.

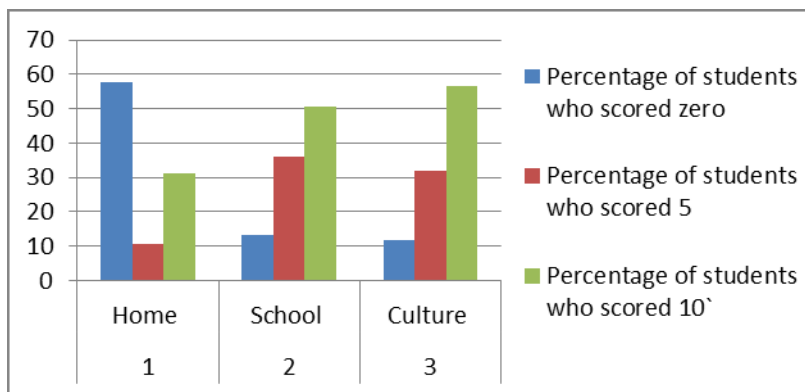


Figure 2: Awareness about Gender discrimination at home, school and in culture

According to the data of Table 2 and Graph 2, it is found that, 31.3% of the students have more awareness about gender discrimination at home, 10.8% of the students have some awareness about gender discrimination at home, and 57.9% of the students have no awareness about gender discrimination at home. It is also found that, 50.8% of the students have more awareness about gender discrimination at School, 35.9% of the students have some awareness about gender discrimination at School, and 13.3% of the students have no awareness about gender discrimination at School. It is also found that, 56.3% of the students have more awareness about gender discrimination in culture, 31.9% of the students have some awareness about gender discrimination in culture, and 11.6% of the students have no awareness about gender discrimination in culture. As per the data of Table 2 and Graph 2, still more than 50% of the students have failed to sense all types of gender discrimination done to them at home, school institution and in our culture.

Objective 3: To analyze the level of awareness of gender discrimination at home among the first year undergraduate students.

The awareness about gender discrimination at home assessed through the following items.

- 1) I have noticed that my mother asks me to help her in household work and not my brother.
- 2) I feel that my mother should ask my brother also to do the household work.
- 3) I have noticed that my parents, other’s parents will not send their daughters to private tuition but send their sons.
- 4) I have noticed that girls are not allowed to go to movies with their friends but boys are allowed to do so.

- 5) I have observed that father helps his son in household work rather than the daughter in doing the homework.
- 6) I have observed that boys are allowed to have hairstyle of their own choice, but girls are not allowed to do so.
- 7) I have noticed that parents buy vehicles for their sons but not for their daughters.
- 8) I have observed that my parents object if the girls mingle freely with the other members of the society.
- 9) I have seen parents paying donation for professional courses to their sons, where as refusing to do so for girls since later they have to incur expenditure over her marriage.
- 10) I have felt that more facilities are provided for the studies of their sons than the studies of their daughters.
- 11) The head of the family in our society is _____
- 12) Usually in a Indian family who is supposed to work to satisfy the needs of everybody in the house?

Table 3: The number of students who have no awareness (with score zero), who have some awareness (with score 5) and who have more awareness (with score 10) on different items of gender discrimination at home.

Sl. No	Percentage of students who scored zero	Percentage of students who scored 5	Percentage of students who scored 10
1	5	25	70
2	6	25	69
3	6	35	59
4	12	31	57
5	6	34	60
6	16	33	51
7	6	29	65
8	6	25	69
9	0	50	51
10	12	33	65
11	24	23	53
12	24	25	51

Graph 3: - The number of students who have no awareness (with score zero), who have some awareness (with score 5) and who have more awareness (with score 10) on different items of gender discrimination at home.

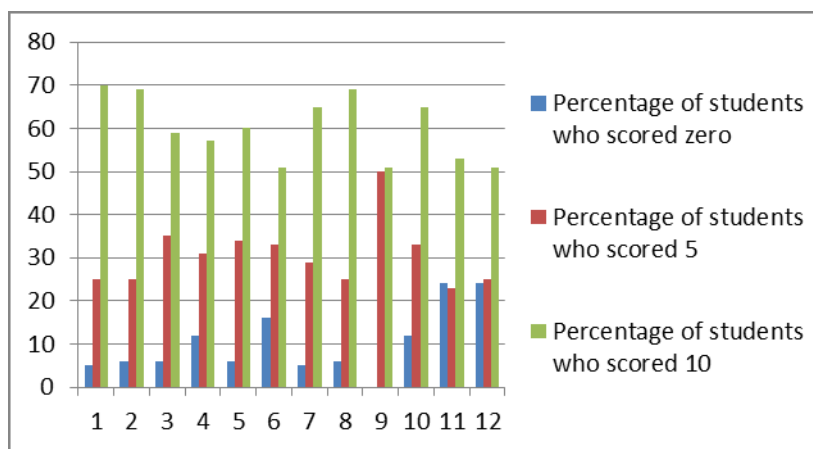


Figure 3: Awareness about gender discrimination at home

According to Table 3 and Graph 3 it is found that, around 50% of the students have more awareness about gender discrimination done at home because they are aware of the fact that girls are asked to help their

mother in household work rather than boys. About 30-35% of them have some awareness about the facts that they are blamed if they go to tells but not boys. They as it is not sent for private tuition but the boys are sent, they are not in the movies, they are expected to mingle freely with others in the society the head of the family is the father etc. The students who do not have any awareness at all about the gender discrimination are very less that is to it to the extent of 20% - 15%.

Findings of the study

1. 46.2% of the students have more awareness about gender discrimination, 26.2% of the students have less awareness about gender discrimination and 27.6% of the students have no awareness about it, at all among the first year undergraduate students of University of Mysore.
2. The percentage of students, who have,
 - a) no awareness about gender discrimination (with score zero) at home, school and culture are, 57.9, 13.3 and 11.6 respectively
 - b) some awareness about gender discrimination (with score 5) at home, school, culture are, 10.8, 35.9 and 31.9 respectively
 - c) and more awareness about gender discrimination (with score 10) at home, school culture are, 31.3, 50.8 and 56.39 respectively
3. 31.3% of the students have more awareness about gender discrimination at home, 10.8% of the students have some awareness about gender discrimination at home, and 57.9% of the students have no awareness about gender discrimination at home among the first year undergraduate students of University of Mysore.

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Perspectives on Quality Teacher Education: A Strategic Framework to Integrate Reflective Teaching Embedded Soft Skills Training into B.Ed. Curriculum

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ABSTRACT: *Teacher education is an important driver to Human Resource Development for nation's sustainable developments since every knowledgeable and skilled individual in every sector of productive activity has been trained in some way by the contribution of a teacher. This signifies the role of teachers in generating human capital of any country. Soft skills are the essential attributes to be possessed by every teacher to generate quality human capital. Soft skills are personal attributes and interpersonal abilities that drive one's potential for sustained growth, enhances an individual's social interactions, collaborations, job performances, career prospects, hard skills which are specific to a task. Reflective teaching is an enquiry based thinking process in which the teacher engages in systematic, rigorous and disciplined thinking about their professional practice (Nonda 2014 p.34). Review of research studies related to soft skills training and reflective teaching carried out in Teacher Education directs the attention of teacher education professionals to reshape teacher practice through integrating the research findings into the existing curriculum to enhance the quality of teacher education. Thus, to generate a resourceful teacher community to create quality human resources competent enough to contribute for the nation's sustainable development. The paper discusses the research studies related to 'Soft Skills' and 'Reflective Teaching' as well as the research experiences of the author in these areas and provides a strategic framework to embed soft skills and reflective teaching to integrate research findings into the curriculum framework of NCTE (2014) two years B.Ed. programme to enhance the quality of Teacher Education and thus to generate resourceful teacher community with adequate professional competencies to involve every citizen of the nation in the nation building process.*

Keywords: *Teacher Education, Soft Skills, Reflective Teaching, Professional Competence, Soft Skill Training.*

1. Introduction

Quality teacher education is a pre-requisite to provide quality education as teachers play a significant role in the educational process, the changing societal needs which emerges as a result of dynamic nature of economic, political and social process demand that the set of competencies developed by the educational system at one point of time should be updated and reformed continually to meet the challenges and generate quality human resource who contribute to the national development. Hence, it is the responsibility of the teacher education institutions to develop the required competencies among the teachers so that this teachers in turn develop these skills in the students through appropriate pedagogical approaches.

This vision of teacher education as put forward in NCFTE- 2009 clearly reveals that the teacher education programme in the future should take cognizance of the everchanging needs of the society, the globalisation scenario, the advancements and proliferations of technology and the way traditional classroom teaching is losing grounds for distance virtual learning. Teacher education should focus more on developing teacher's personality. Pre-service teachers are expected to develop empathetic qualities and understand each child, plan creative strategies to individualize the learning and be a facilitator for students learning. The vision of NCFTE- 2009 necessitates the need to incorporate special strategies in the curriculum of teacher education to develop social skills among prospective teachers. This signifies the responsibility of the teaching profession in general and teachers in particular. Reflection is considered to be an important means to link theory and practice as it helps teachers to explore their teaching behaviour through critical reflection and modify and improve their teaching. As in enquiry-based thinking process, reflective teaching is a best method to practice, acquire and enhance any professional skill as well as personal attributes such as soft skills.

Conceptions of Soft Skills and Reflective Teaching in Teacher Education

In recent years soft skills have taken much higher profile, since emotional intelligence has been shown to be a key indicator for identifying top performers. Soft Skills can be acquired and be experienced but cannot be

developed by reading. Soft Skills are behavioural competencies, also known as interpersonal skills or people skills, they include proficiencies such as communication skills, conflict resolutions and negotiations, personal effectiveness, creative problem solving, team building (Rao, 2009).

Soft Skills are also categorised into social, communication based and psychological. The social aspects of Soft Skills is mainly concerned with matters where the society or the groups are involved. The communication category includes all forms of communication: written, verbal and nonverbal. Psychology related skills include interpersonal skills where one has to deal directly with others.

According to World Health Organization (WHO) Soft Skills are nothing but psychological skills, which insist upon accepting the behaviour of others along with their culture. The fundamental Soft Skills put forth by WHO are : self-awareness and self-esteem; critical thinking skills ; decision skills ; problem solving skills ; inter personal skills; communication skills; coping with the emotions; handling peer pressure and negotiation skills.

Reflective Teaching

Reflective teaching is an enquiry-based thinking process in which the teacher engages in systematic, rigorous and disciplined thinking about their professional practice.

Schon (1993) suggested that reflective teaching practice is a continuous process and involves learners thoughtfully considering one's own experience in applying knowledge to practice while taught by professionals

Lieberman and miller (1999) pointed out that the practice of reflective teaching, reflective enquiry and reflection on practice, results in gaining of the personal and professional knowledge that is so important to bring an effective teacher and in shaping children's learning. Reflective teaching is a three point process which involves the event, recollection of the event and the review and response to the event.

Reflective Teaching conceptualize teaching as a complex and highly skilled activity, which, requires class room teachers to exercise judgement in deciding how to act, high quality teaching, and thus pupil learning, is dependent on the existence of such professional expertise (Nonda&Nayak 2016 p. 12).

Many different approaches can be employed to become a critically reflective teacher. Observation of oneself and others (Peer Observation), Collaborative inquiry and exploring one's view of teaching through writing self-reports, Journal writing, Collaborative diary keeping (written accounts of experiences), audio-video recording of lessons, Action Research, use of problem –solving and Decision making are some of the approaches practiced by reflective teachers (Tice Julie, 2011).

Significance of Soft Skills and Reflective Teaching in Teacher Education

Over the years profiles of students entering schools has changed radically. As a result of Government's efforts to universalise Elementary and Secondary Education the children who are entering school are first generation learners belong to economically and socially deprived sections of the society .More over present emphasis is on Inclusive Education. In addition the fast growing and changing world demands certain skills essential to survive and prosper in this world. Present day teacher is not competent enough to handle these students as the training strategies and methods adopted in the teacher education institutions have not been updated. This suggests to discharge the professional responsibilities effectively the secondary and elementary teachers is expected to acquire a comprehensive set of Soft Skills so that they can help the students to acquire not only the right knowledge but also values, attitudes, and skills that are essential to cope with the world tomorrow. Soft Skills Training should become an integral part of all Pre-service and In-service Teacher Education programmes to enhance and sustain Soft Skills of the teachers directly and Accountability indirectly (Nonda 2014). Research studies also reveal that Reflective Teaching is an effective strategy to acquire and enhance personal attributes of teachers and teaching skills. Student teachers need to be trained in reflective teaching so that they will be familiar with the different approaches of reflective teaching and techniques used for observing and analysing classroom interactions and improve upon their teaching skills (Nonda 2014 p.37). Hence immediate action needs to be taken to modify the existing Teacher Education programme to qualify teachers in soft skills and maximize the professional competencies of teachers. This signifies the need of embedding Reflective Teaching and Soft Skills in the existing Teacher Education Curriculum.

Research Experience

Effect of Reflective Teaching Training and Teaching Skills among Elementary Teacher Trainees (Nonda&Nayak2016).

The study was under taken to study the effect of Reflective Teaching Skills, levels of Teaching and their interaction on Teaching Skills among Elementary Teacher Trainees.

It was an experimental study with 2x2 factorial design. Main and interaction effects of two training strategies (Reflective Teaching Training & Conventional Training Strategy) and two levels of Teaching Aptitude (High & Low) were considered. Pre achievement was controlled by considering it as Covariate. All the D.Ed. students of Uttara Kannada district were the population of the study. Randomly selected 34 students were the sample of the study.

The study measured the teaching skills of the sample belong to four groups during practice-in-teaching by the teacher educators and mentor teachers in the pre-experimental stage .In the experimental stage Orientation, theory and practical demonstrations of reflective teaching to experimental group was done by using Instructional Package prepared by the investigators.

The teaching Skills of all the groups were measured during practice in teaching by the teacher educators and mentor teachers.

The data were analysed by applying two way ANCOVA and hypotheses were tested at 0.05 level of significance. Findings revealed that:

Reflective Teaching Strategy is significantly more effective than Conventional Strategy on the development of Teaching Skills among Pre-service Teachers irrespective of their Teaching Aptitude.

The finding recommends that in the process of teacher preparation, the Elementary and Secondary Pre-service teacher should master different approaches of reflection and master Reflective Teaching along with the core skills of microteaching and conventional skills of teaching.

The study also recommends that to embed reflective teaching in the D.Ed. and B.Ed. curriculum by giving due importance for theory and practice of it in the general course and subject specific pedagogy course. It should be an integral part of micro-teaching and integrated simulated teaching and practice teaching.

Effectiveness of Soft Skills Training on Soft Skills and Teacher Behaviour of Pre-service Teachers of Elementary Level (Nonda&Prashanth Kumar 2017).

The study was undertaken to study the effect of Training Strategies and Teaching Aptitude on Soft Skills and Teacher Behaviour of Pre-service Teachers.

The following Soft Skills were considered in the study.

- Communication Skills
- Leadership
- Sense of Humour
- Listening Skills
- Empathy
- Creative Thinking

Methodology: It was an experimental study in which main and interaction effects of Training Strategies (Soft Skills Training and Conventional Training) and levels of Teaching Aptitude (Low and High Teaching Aptitude) on Soft Skills and Teacher Behaviour of Pre-service Teachers by applying a 2x2 factorial design with co variate.

Pre-service Teachers of Elementary level undergoing training in Diploma in Education course in Dakshina Kannada and Udupi District were the population. Experiment was conducted on randomly selected 40 Pre-service teachers. Training Package on Soft Skills developed by the investigators was used to give treatment to the experimental group. The treatment was provided at two phases .During the first phase orientation on selected Soft Skills was given for a period of 60 hours spread over 30 days. In the second phase of the training Pre-service Teachers were given 30 hours spread over 15 days to practice the Soft Skills. Conventional Training Strategy was followed for the other group.

Two way analysis of variance was employed to analyse the data and results were tested at .05 level of significance. The study revealed that:

Soft Skills Training is significantly more effective than conventional Training Strategy with respect to knowledge of Soft Skills, Practice of Soft Skills and Teacher Behaviour of Pre-service Teachers irrespective of their Teaching Aptitude levels.

Findings of the study recommends that modifications are required in the B.Ed. and D.Ed. curriculum to embed Soft Skills Training in the programme. Attention should be given to modify the existing instructional strategies in the Teacher Education. Tools and techniques of lesson planning evaluation of practice-in –

teaching lessons and practice of simulated lessons. Due emphasis should be given to theory and practice of Soft Skills as a pedagogical approach.

Strategic Framework to Integrate Reflective Teaching Embedded Soft Skills Training

The following Modifications are required in NCTE(2014) Curriculum Framework of Two Year B.Ed.Programme.

Perspectives in Education

Inclusion of one unit each on “Reflective Teaching” and “Soft Skills” under the course “Teaching and Learning”.

Curriculum and Pedagogic Studies

Course 7 (a &b)Pedagogy of School Subjects should include one sub unit on “Soft Skills Approach and Reflective Teaching ” to provide to provide pedagogic knowledge by capitalizing the Soft Skills along with instructional knowledge while planning and transacting the subject content through different methods . As well as enhance the reflective skills by training the student teachers in different approaches of reflecting and capitalize the practice of reflective teaching to strengthen soft skills and teacher behaviours along with attainment of instructional objectives.

Engagement with the Field

Soft Skills and Reflective Teaching should become an integral part of all its activities.During practice- in – teaching and internship pre-service teachers should practice reflective teaching embedded Soft Skills and focus attaining instructional objectives. Appropriate observation schedule needs to be evolved to assess the student’s reflective teaching and Soft Skills along with other teaching skills.

Course EPC 1: Reading and Reflection on Text can be renamed as “Reflective Teaching” Reflecting on Text can be a part of it .The course should be learnt through participatory approach.to master reflective teaching and reflection text.

Course EPC 2: Drama and Art in Education as it is there is lot of scope to develop and strengthen most of the Soft Skills through it various activities. But during the learning and practice of drama and art Soft Skills practice need to be capitalized and 50% of the weightage should be considered for acquisition and practice of Soft Skills.

Course EPC 4: Understanding the self can be upgraded by integrating Soft Skills in the course and the course can be renamed as “Soft Skills and Understanding the Self”. Course assessment should give 50%weightage to Reflective Thinking and Soft Skills practice by planning appropriate evaluation activities by the teacher educators.

Conclusion

As discussed in the paper by capitalizing Soft Skills Training along with Reflective Teaching would generate quality human resources in education sector who can serve the unreached and bring them to main stream. This demands earnest effort from the policy makers, administrators and teacher educators to have workshops to modify the curriculum and discuss the course details and put into practice. Most of the Soft Skills considered in the study coexist with the pedagogical skills but so far teacher educators were concentrating only on attainment of instructional objectives only. Hence while implementing the NCTE (2014) curriculum of two year programme considering the suggested modifications quality of Teacher Education can be enhanced.

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Reaching the Unreached Through Education Distance Education

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ABSTRACT: Distance education is also known as long distance learning. It is for those who may not be able to physically present in the school. Traditionally, it involves correspondence courses, in recent times, it involves online courses as well. It is beneficial for teachers who are geographically too far away from students, at the same time for those students who are not able to attend the classes in traditional hours due to work, some sort of disabilities, illness or some other responsibilities. It also offers a unique opportunity to students to benefit from the best and expert resources available in different universities across the globe. It also gives the students to learn and understand the content at their own pace. But there is severe criticism also of this type of education. There are various obstacles like domestic distractions, unreliable technology, students' casual approach, expensive courses and less or almost no interaction between teacher and learner. So before making it an alternative education system, these obstacles should be properly taken care of.

Keywords: correspondence, online courses, domestic distractions, unreliable technology

1. Introduction

India is a developing nation. The development of any nation depends upon the rate of literate population. India has a high rate of illiteracy. Many students drop out the school and colleges because of poverty, illness or compulsion of work. To provide opportunity to handicapped, unprivileged and women to start their education at some later stage, the concept of distance education was started as a useful alternative through correspondence and online courses. It has really proved a blessing for those who want to continue and upgrade their education, broaden their horizon and learn at their own pace.

Analysis of distance education as a better alternative

Distance education can be a better alternative to present education system. Many universities like Kota Open University, University of Delhi, All India Management Association (AIMA) etc are providing education through distant education as well. It is getting popular day by day. Not only formal courses but professional courses like MBA, MCA, CA etc are not offered through distance learning. National Open School (NOS) was established in 1989 as an autonomous organization with the objective to provide quality education through distance education mode up to secondary stage for the school dropouts and children who cannot attend the formal schools. IGNOU introduced its academic programme in 1987 and it has launched 58 programmes of study. It has established 16 regional centers and 244 study centers in different part of the country. At present, there are six major open universities in India- B.R. Ambedkar Open University in Hyderabad, Kola Open University Kota, Nalanda Open University, Bihar; Yashwantrao Chavan Maharashtra Open University, Nasik, M P Bhoj Open University, Bhopal and Ambedkar Open University, Ahmedabad. Distance education is expanding three times faster than the formal university education. More and more states are in favor of opening new centers of distance learning after observing its increased popularity. It is indeed a milestone in the evolution and development of education in India.

Types of distant education

1. **Synchronous:** It means at the same time, it involves learning through chatting online, video conferencing. It is the most acclaimed way of learning and most suitable for degree courses.
2. **Asynchronous:** It means not at the same time. It has a strict deadline, may be submitted in a week time. It is very famous in learners because it gives them sufficient time to understand the information and to complete the assignment. Various legal, healthcare, administrative subjects are taught through it.
3. **Hybrid:** As the name suggests, it combines the characteristics of both synchronous and asynchronous types. Students learn / meet at a particular time in the internet chat room. Students complete the work

at their own pace. It is generally offered when institution does not have sufficient space to carry out all courses.

4. **Electronic learning:** It is also known as E learning. It is also very popular. DVDs, CDs and different types of teaching tools which are computer based are used to deliver information.
5. **Fixed time online courses:** It is also known as online learning. Internet access is must for it. The students have to log in at a particular time.it allows them to interact directly to teachers, fellow students with the help of tele-conferencing.one of the very famous app in this regard is through which students may download the study material, complete the assignment online, participate in virtual class, attend seminars/ workshop online also.
6. **Correspondence learning:** It is earliest type of learning. In this type of learning, students receive study material (text books, guides, assignments etc) by post. When they receive study material, they must work/ learn at their own pace and in the time convenient to them.
7. **Open Schedule Online Courses:** Internet based study material is provided to the students, they are also given a set deadline also. They need to complete the course work within time limit.

Advantages of Distant Education

1. The main advantage of distant education is you may learn anywhere and everywhere at your own pace. Classes may be completed as per convenience of the students. Assignments and home work may be done conveniently during off hours and from home. Also, it is no need to be present at the same city or country, learning may be done wherever the access to computer and internet connection. Students may learn in the garden, at their comfortable sofa in drawing room, bedroom etc (wherever they want)
2. It is very beneficial for those who want to pursue their studies along with their job. They may study when they are back from their work. Students may study while working and earning money.
3. A distant learning course costs less than the full-time degree course. The students who are looking for economical options, may choose distance learning.
4. It is helpful for slow learner, it provides self-paced learning. It fills them with a sense of satisfaction and reduces anxiety, depression and negativity.
5. It provides a broader method of learning.in traditional classroom, students have limited information to access while distant education opens a broader method of communication.it is able to promote good learning experience. According to their need, students may review the lesson more than once for better understanding. Students experience great satisfaction and a sense of deep learning.
6. As far as accessibility of distant education is concerned, there is no worry to find near-by institute or comfortable benches. In place of it, students may learn comfortably at any place.
7. It is economical also; money and time is saved which is otherwise spent on travelling back and forth to school. The students may also have sufficient time for personal life and other related activities.
8. Distant education is full of possibilities. its growing popularity itself states the truth in real sense.

Disadvantages of distant education

1. **Loneliness and feeling of isolation** are observed in this type of education. Students have less opportunity of verbal interactions with teachers. Most often, the students learn alone. over a period, students feel themselves isolated. However, it has decreased with the advancement of video conferences, emails, chats and social interactions.
2. **Costly and complex technology:** Despite the many opportunities of distance education, there are inevitable accompanying costs. Live video communication for example, requires careful planning of the equipment and facilities. For online learning, you must own a computer (with access to the Internet). This required technology is not always available. Some learners may also be afraid (technophobic) of technology.
3. **Chances of distraction:** when no teacher and classmates around, there are more chances of distractions and losing the set deadlines.students must be self-focused and motivate themselves to complete the assignments.
4. **Careful and advanced planning:** Advanced and careful planning are very necessary in it as teacher and students both sacrifice many times to things done at times.
5. **Immediate feedback is not possible:** with the help of questions and informal testing, the performance of the student is quickly accessed in traditional way of teaching learning process. While in distance education, students must wait for feedback until the teacher reviews their assignment and respond to it.

6. **All courses are not online:** Distant education is not suited for all subjects. For example, history may be taught online but nursing/technical supporting courses may not be taught online. Generally, humanities and commerce subjects may be taught online but the subject with science background (which demand practical or laboratory practical) cannot be taught through online mode.
7. **Distance education degree is not valid everywhere:** Many employers/ companies/institutions do not acknowledge the degree obtained through distance education. So before applying for any post, the students must ensure before the perspective of employer for online education.
8. **Cannot be alternative to traditional method of education:** Interaction between students and teachers, classroom experience has their own role in teaching learning process. Distant learning can not fulfill this need and experience.

Conclusion

The electronic media, new electronic equipment, teleconferencing facility, etc. have provided ample scope for distance education to emerge as a strong alternative, especially in India. The key to effective distance education is focusing on the needs of the learners, the requirements of the content and the constraints faced by the teacher, before selecting a delivery system.

However, its success depends on the integrated efforts of students, faculty, facilitators, support staff and administrators.

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Distance Education: A Support to Education

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ABSTRACT: *Es Formal Education in schools, colleges and universities, cannot help to achieve goals of universal, cannot help to achieve goals of universal education for the citizens of a democracy. It has been alleged that "Formal education serves the privileged few." The present Indian educational system is more in the direction of perpetuation of inequality. It is middle class oriented the urban areas and the middle and upper class are its beneficiaries. The great masses of the people have had little or no schooling. For universalisation of education the government is preparing blue-prints for opening new schools in the line of non-formal system. The citizens, of today must continue to learn and grow. Thus, there is tremendous need for open learning through distance education system. Correspondence courses in Open University and open schools have been started to widen the horizons of education. These open new frontiers of knowledge and democratize the teaching-learning process in general. Non-formal systems are being utilized for supplementing and enriching the traditional as well as formal educational systems. As education is a lifelong process, the non-formal educational techniques supplement the formal education to complete the educational process through distance education system. The present paper will present the role of distance education in enhancing learning of students and various modes helping in distance learning to get education. It also present lacking areas of distance education and why students don't prefer it in learning.*

Keywords: *Distance Education, Correspondence Education, Learners, Educators, Teachers*

1. Introduction

To break all the barriers the future education should neither have any boundaries nor follow and rigidities to impart knowledge. Distance education system emerges to meet all these challenges. It takes the society its cherished goal of egalitarianism by breaking all the barriers between 'haves' and 'have-nots' of the society. It is a major component of non- formal education. In the facilities of education starting from school to university level distance education is an innovative dimension. Also called correspondence instruction or education through correspondence, it is popularly known as Distance Learning or Distance Education. All these concepts have the same meaning. As an effective alternative to formal education, it helps in bringing equalization of educational opportunities.

Characteristics of Distance Education

- **A Self Learning Method:** The student has to depend more on his own initiative and motivation than anything else in Distance Education.
- **No Class Room Teaching:** Class room teaching is absent in Distance Education and instruction is imparted to distance or off-campus students
- **By Post:** Distance education is quite innovative and flexible as heading materials are sent to the students by post.
- **Cheaper:** Through it standard is not lower in anyway. Distance education is less expensive in comparison with the formal system of education.
- **Effective:** Distance education is psychologically as well as sociologically sound and effective. As the learner is to make progress according to his own capacity, nothing is imposed from outside and everything is achieved by him.
- **Democratic:** Distance education is democratic in nature because all the people of the country are able to fulfill their academic aspirations and satisfy unfulfilled desires of knowledge through this system.
- **Close Contact:** There is one a kind of close relationship between the teacher and pupils as contact – courses and study centers are provided in the correspondence education.
- **Programmed Instruction:** The courses of distance learning are sequenced according to the principles of programmed instruction which are beneficial for the learners to grasp the fundamental and make progress according to his own pace.
- **Certificates:** On Successful completion of their studies through distance learning the students are given certificates.

- **Promotion of Standards:** Distance education helps to promote the aesthetic, cultural and intellectual standards of the people.

Role of Distance Education in Enhancing Learning of Students

The Indian Education Commission, 1963-66 has pointed out, "There must be a method of taking education to the millions who depend upon their own effort to study, whenever they can find time to do so. We consider that correspondence or home-study courses provide the right answer for these situations." Due to the effective utilization of various media, methods and materials by the efforts of the educationists, curriculum planners and researchers in the programme. Distance education system is becoming more successful today. Not only for eradicating mass literacy but also for meeting the ever-increasing demand for higher education Distance Learning is necessary. It is becoming helpful as:

- (a) To provide an effective alternative to wider opportunities especially in higher education:** There are different categories of potential learners. While some have been able to enter any institution of higher learning others who just need additional knowledge in a particular discipline. Still others are in need of refresher courses to cope with the latest development in their profession. All of these need distance learning or correspondence education.
- (b) To provide an efficient and less expensive education:** Due to increasing population and limited resources of our educational planners provision of universal schooling is beyond the means of our country. In a developing economy it is difficult to divert huge sums of money to match the required level of expansion for traditional schooling. Hence, Distance education is the only practical alternative in India.
- (c) To provide educational facilities to all qualified and willing persons:** Correspondence courses seek to provide educational facilities to all qualified and willing persons unable to join regular university and other courses due to various reasons. In India there is an incessant search for an alternative system and that system is distance education.
- (d) To provide opportunities of academic pursuits to educated citizens seeking to improve their standard of knowledge:** Due to personal and professional responsibilities many learners, both young and adult, cannot afford to join the face-to-face system of education. For such type of persons, provisions are made through distance education whose objective is to provide opportunities to improve the standard of knowledge and learning through continuing education while in employment.
- (e) To provide educational facilities to individuals looking upon education as a lifelong activity:** Distance education facilities are needed for those individuals for whom education or to acquire knowledge in a new area is a life-long activity. Because life-long education is emphasized for all stages of life. The National Policy on Education 1986, (NPE-1986) says, "Life-long education is a cherished goal of the educational process. This presupposes universal literacy, Opportunities will be provided to the youth, housewives, agricultural and industrial workers and professional to continue the education of their choice, at the pace suited to them. The future thrust will be in the direction of open and distance learning.

Modes of Distance Education for Students and Educators

Distance education is usually used in case if you wish to continue your education but lack good institution and thus helps you in completing your education from your home and you can also choose the course based on your own choice. The various modes that are being used for distance education are as follows:

1. Distance Education via Video Conferencing

Distance education institutions often employ video conferencing for educating the students. For this motive, video conferencing software with high quality like Cloud Meeting are being used, and this ensures your with flawless communication and enhances the experience of both students and the faculty. Thus, in distance education video conferencing plays a vital role. But, you may not be aware about the benefits of learning via Cloud Meeting. Getting in touch with educators- Usually, Traditional classroom lacks various resources but these resources can be expanded greatly with the help of amazing video conferencing tools. This helps to connect with experts or educators outside the classroom to explore their experience from any part of the world. Communication with neighbouring schools also helps and assists many e-schools to communicate with each other. Since, this communication with other school students will help students to gain different insight and perspective about varied things. It also fetches and helps you to know how to collaborate with other people and improves your interaction skills. Enhances Personal learning Experience- Video conferencing enhances one-to-one interaction with faculty and paves a way for the teachers to plan their

lessons. Students can attend their missed classes via Video Conferencing and helps them to stay update. All this benefits prove that these distance learning is immensely useful for the students to enhance their knowledge.

2. Synchronous and Asynchronous Distance Education

Literally, Synchronous indicates "at the same time" and similarly Asynchronous indicates not at the same time. Synchronous Distance education demands live communication by online or tele conferencing or else by sitting in a classroom. Asynchronous distance education possess cluster of weekly deadlines. Synchronous distance education is usually less flexible and unsettles student's life to a larger extent. It also facilitates larger sum of interaction between professors and students. Asynchronous distance education provides students with the freedom to work as per your own will. Students can have more interaction with other students. In Asynchronous distance education, assignments and projects are focused more because that fetches more time for the students to concentrate on their work. Degree Programs like legal assistant, healthcare administration, educational media design, marketing and advertising functions well in this format.

3. Open Schedule Online Courses

Students are allocated with greatest sum of freedom with open schedule online courses. This comes under the category of Asynchronous learning where students are given with internet based textbooks, email and bulletin boards to finish their course work. Initially, the students are provided with a set of deadlines to complete their work and permitted to work in their own pace. Open scheduled online courses are extremely valuable for the students who love to work independently.

4. Hybrid Distance Education

Hybrid distance education is actually the combination of asynchronous and synchronous learning in which the students are subjected to follow the specific deadline to complete their work. Students are permitted to complete assignments on their own time and submit those assignments via online forum.

5. Computer Based Distance Education

In computer based distance education, students are required to meet in classroom or computer lab at a specified time every week. Students are not provided with an open schedule in this type of distance education.

6. Fixed Time Online Course

In today's scenario, Fixed Time course is the most common types of distance education. As the title indicates that these courses are online but the students need to log-in to their learning site at a designated time. The format of this course remains synchronous because it requires mandatory live chats in some cases.

Disadvantages of Distance Education

- 1. No Interaction with Teachers and Professors:** The worst thing about distance education is you cannot interact with your college professor or teachers. In fact, you cannot even talk to friends and other colleagues that you do in a normal college course. You seriously miss the human aspect because you are only engaging with the technology and machines. You will not be able to socially mingle with your friends and enjoy a normal college life. Moreover, if you have any doubt then you have to clear yourself without taking help from your teacher or friends.
- 2. Lack of Seriousness, Competition and Learning Environment:** Sometimes you cannot replace a real college environment with a virtual college environment on your computer. In distance education you lack a seriousness that is present in a classroom when lecture is given by the professor. Moreover, here you are alone and you do not have anybody to compete because you are alone. Without any competition you tend to learn less. Therefore the overall learning environment in a distance education is lot different than a regular college.
- 3. Job Markets Do Not Accept Online Degrees:** This is could be quite dangerous if you are totally relying on distance education for a degree. You might get a degree but that is not going to be recognized by privates companies in the job market and the same problem in **government jobs**. Still employers prefer a degree from a regular college over online or distance education. They think that distance education is

still not a serious form of education. Therefore, if you think you will get a job with an online degree then you might be wrong.

4. **Not All Courses Are Available and Can be Learned through Distance Education:** Moreover, online courses or distance education has some serious limitations when it comes to offering courses. You want to do specialization or major in a particular subject then it might not be available for you. Moreover, there are certain courses in which practical demonstration is more important than lectures on videos. So you cannot learn such courses.
5. **Format of Courses Not Suitable for Everyone:** Format of online courses is not suitable for everyone. Sometimes you will not understand anything what is taught through an online video. Certain students could never understand what they are trying to teach you. So this is another limitation of distance education.
6. **Internet Availability and Affordability:** Finally, this is sad reality that everyone cannot afford a computer and an Internet connection because you need these things for distant learning. All the lectures and conferences that would be given would through a webinar and you need a high speed internet connection. Many people cannot afford it. So they cannot join a distance education college because of their financial condition.

Conclusion

Although distance learning offers more people an opportunity to attain higher education, it is not all advantages and benefits. Distance learning has costs, requires compromises and self-motivation is essential for success. However, when you acknowledge and understand these disadvantages, they are easily overcome.

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Predictors of Academic Achievement Among Residential Secondary School Students

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ABSTRACT: This study investigated the Predictors of Academic Achievement among Residential Secondary School Students among Morarji Desai Residential School Students in Shimoga District. The research employed a survey method and the data was collected through a set of questionnaires. Five hundred and seventy students were selected using purposive sampling technique. They responded to Five instruments: Comprehensive Anxiety of secondary school students was measured with the help of a Comprehensive Anxiety Test developed by A.K.P. Sinha and L.N.K. Sinha, Adjustment of secondary school students was measured with the help of Adjustment inventory for school students by A.K.P Sinha and Singh, School Environment of secondary school students was measured with the help of a School Environment rating scale by Karuna Shankar Mishra, Study Habit Inventory and Academic achievement test was developed and validated by Investigator. Both descriptive and inferential statistics were used to analyze the data in the study using SPSS. The statistical techniques used were Descriptive Statistics, Two-way Analysis of Variance (ANOVA), Pearson Product Moment Correlation (r) and Multiple Linear Regression. 60.1 percent of the variation in Academic Achievement of secondary school students accounted for whatever is measured by School Environment (X_1), Anxiety(X_2), Adjustment (X_3) and Study Habits(X_4) taken together. Additionally, it was found that Study Habit was the best predictor of Academic Achievement and that School Environment, Adjustment and Anxiety were other significant predictors.

1. Introduction

Student Academic Achievement, evidenced by test performance, is one of the most important outcomes by which school effectiveness is judged (Haertel, James, and Levin, 1987). Examining the role of school boards in improving student achievement, Lashway (2002) stated: Student Achievement is the ultimate measure of educational value. Teachers, administrators, and policymakers now routinely preface their action plans with the reminder that success is defined in terms of what students learn. Hoffer (2000) came to a similar conclusion. Educational psychology has generated a prolific array of findings about factors that influence and correlate with academic achievement

A substantial amount of research has examined the role of students' Study Habits and their attitudes to study on academic performance. The study of Osa-Edoh and Alutu (2012) which examined the usefulness of imbibing in the students' study habit as a means of enhancing their academic performance revealed a high correlation between Study Habits and student's academic performance. This suggests that it is only when students imbibe or cultivate proper Study Habits that their academic performance can be improved upon. The purpose of the study was to assess whether the following Study Habits i.e. Time Scheduling, Concentration, Listening Note Taking, comprehension and Exams will have a significant relationship with students' Academic Achievement and whether these Study Habits will predict the Academic Achievement of the students.

In the modern days Education system Adjustment plays a very important role in every individual learner the achievement of student work is main depends how student control and maintains the Adjustment in every situation. Adjustment is some type of disorder. Now-a day's most of the students facing different type of Adjustment. Some has Adjustment about their environment, about their family member, about their position in college, about friends, about love and affectionate about their peer groups. They are always living in imagination. They are always thinking about unnecessary things because of their Adjustment. They do not concentrate in any work properly, it will effect on their academic achievement and failure in their life. The purpose of the study was to assess whether the following Adjustment i.e. emotional Adjustment, Social Adjustment and educational Adjustment will have a significant relationship with students' Academic Achievement and whether this School Adjustment will predict the Academic Achievement of the students.

Need and Importance of The Study

Even though there are many factors which may influence an individual's academic achievement, in this study it has been decided to find out relationship of four factors, namely Study Habits, School Environment, Anxiety and Adjustment of students of Morarji Desai schools with their Academic Achievement.

Numbers of researches have been conducted to see the relationship between School Environment and Academic Achievement, Study Habits and Academic Achievement, Adjustment and Academic Achievement and Anxiety and Academic Achievement. However, there are no researches related Morarji Desai Schools. All the students studying in Morarji Desai Residential Schools are provided with free Education, food, accommodation, uniforms, text books, study materials and medical facilities. This is precisely the reason why the present study is undertaken to find out the Academic Achievement of Morarji Desai Schools students in relation to their Study Habits, School Environment, Anxiety and Adjustment. The results of the study will have far-reaching use for teachers in general and guidance counselors in particular. The results of the study would also enable to know the factors that affect or help the Academic Achievement of students

Objective of the Study

To study the difference in the contribution of predictor variables (School Environment, Anxiety, Adjustment and Study Habits) in predicating the criterion variable (Academic Achievement) of Secondary School Students.

Hypothesis of the Study

There is no significant difference in the contribution of predictor variables (School Environment, Anxiety, Adjustment and Study Habits) in predicating the criterion variable (Academic Achievement) of Secondary School Students.

Research Method

The problem to be investigated for the present study concerns with contribution of predictor variables (School Environment, Anxiety, Adjustment and Study Habits) in predicating the criterion variable (Academic Achievement) of Secondary School Students. 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

Independent variables are the cause and the dependent variable are the effect. In the present investigation three independent variables were taken up with one dependent variable. The independent variables in respect of the present study are Study Habits, Anxiety, School Environment and Adjustment and the dependent variable is Academic Achievement.

Sampling Design

In the present study purposive sampling Technique was used by the researcher. The Sample Drawn for the present study consists of the students of IX standard studying in Morarji Desai Residential Schools in Shimoga District. A Purposive sample of Five hundred and Seventy (N=570) was drawn from fourteen schools with 630 student population. Out of Five hundred and seventy (N=570) students 268(47.01%) were boys and 302(52.98%) were girls.

Tools used for the study

The investigator made a careful selection of the available standardized tools which could be validly applied to the sample of students selected for study. All the tools selected were those that were developed for the use with pupils of secondary classes. Care was taken to assure that the tools had accepted levels of validity and reliability.

1. Study Habits Inventory for Secondary and Higher Secondary Students developed by the Investigator.
2. Academic Achievement Test in Kannada, English, Hindi, Mathematics, Science and Social Science Subjects developed by the Investigator
3. Comprehensive Anxiety Test (2008) by A.K.P. Sinha and L.N.K. Sinha
4. Adjustment Inventory for School Students [AISS] (2002) by A.K. P Sinha and K.P.Singh
5. School Environment Inventory (2005) by Karuna Shankar Mishra

Statistical Techniques Used

The hypotheses were tested by analyzing data by applying appropriate descriptive and inferential statistics.

- Descriptive statistics, Mean and standard Deviation were used for the different variables in the study.
- **Co-efficient of Correlation:** This statistical technique has been employed to verify hypotheses pertaining to correlational studies. It has been used to estimate the significance of the relationship between the two variables.
- **F-Ratio:** The analysis of variance has been employed to verify hypothesis pertaining to 'Interactional study.' This statistical method has been used with a view to estimate the main effects and the interactional effects of independent variables on dependent variables.
- **Regression:** A statistical procedure in which more than one predictor variable is correlated with a target variable as well as with the other predictor variables in order to form a linear model using a weighted sum of the predictor variables to predict values of the target variable.

Analysis and Interpretation of the Data:

To achieve the above-mentioned hypothesis, the multiple linear regression procedure applied and the results are presented in the following table

Table 1: Summary of ANOVA for Regression

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	786592.928	4	196648.232	212.684	.000
Residual	522401.423	565	924.604		
Total	1308994.351	569			

Table 1 shows that, the effect of School Environment (X_1), Anxiety(X_2), Adjustment (X_3) and Study Habits(X_4) was found to be significant ($F=212.684, p<0.01$) on Academic Achievement of Secondary School students at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, School Environment (X_1), Anxiety(X_2), Adjustment (X_3) and Study Habits(X_4) are the significant Predictors of Academic Achievement of secondary school Students.

Table 2: Regression co-efficient of secondary school students (Model Summary)

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.775	0.601	0.598	30.40731

Table 2 shows that, the coefficient of multiple determination of R^2 is 0.601. It can be therefore, be said that nearly 60.1 percent of the variation in Academic Achievement of secondary school students accounted for whatever is measured by School Environment (X_1), Anxiety(X_2), Adjustment (X_3) and Study Habits(X_4) taken together. The SEest for the regression equation is 30.40731. This means that each time the regression equation for the sample is used to predict a Academic Achievement; the chances are predicted Academic Achievement will not miss the actual Academic Achievement of secondary school students by more than ± 30.40731 .

Table 3: Multiple linear regressions School Environment, Anxiety, Adjustment and Study Habits on Academic Achievement of secondary school students

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-148.709	18.638		-7.979	.000
School Environment	0.903	0.101	0.254	8.944	.000
Anxiety	-0.600	0.109	-0.151	-5.516	.000
Adjustment	1.301	0.220	0.177	5.910	.000
Study habits	0.800	0.050	0.496	15.924	.000

From the results of above table 3, we observed that the followings:

The effect of School Environment(X_1) was found to be positive and significant on Academic Achievement of secondary school students (Regression co-efficient= 0.254, $t=8.994$, $p<0.01$) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, School Environment(X_1) is a significant predictor of Academic Achievement of secondary school students.

The effect of Comprehensive Anxiety (X_2) was found to be negative and significant on Academic Achievement of secondary school students (Regression co-efficient= -0.151, $t= -5.516$, $p<0.01$) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Comprehensive Anxiety (X_2) is a significant predictor of Academic Achievement of secondary school students.

The effect of Adjustment (X_3) was found to be positive and significant on Academic Achievement of secondary school students (Regression co-efficient= 0.177, $t=5.910$, $p<0.01$) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Adjustment (X_3) is a significant predictor of Academic Achievement of secondary school students.

The effect of Study Habits (X_4) was found to be positive and significant on Academic Achievement of secondary school students (Regression co-efficient= 0.496, $t=15.924$, $p<0.01$) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Study Habits (X_4) is a significant predictor of Academic Achievement of secondary school students.

The relative contribution of School Environment, Comprehensive Anxiety, Adjustment and Study Habits on Academic Achievement of secondary school students are presented in the following table.\

Table 4: Relative contributions of predictor variables on criterion variable (Academic Achievement) of secondary school students.

Independent Variable	β	r	$\beta \times r$	% of contribution
School Environment (X_1)	0.254	0.481	0.122174	12.2174
Anxiety(X_2)	-0.151	-0.314	0.047414	4.7414
Adjustment(X_3)	0.177	0.487	0.086199	8.6199
Study Habits(X_4)	0.496	0.694	0.344224	34.4224
Total			0.600011	60.0011

Table 4 shows that, the total contribution of all the independent variables on Academic Achievement of Secondary School students was found to be 60%, in which the contribution of School Environment (X_1)= 12.21%, Anxiety(X_2)=4.74%, Adjustment (X_3)=8.619% and Study Habits(X_4) is about 34.42%.Therefore we conclude that, The Study Habits(X_4) is the First Contributor/predictor followed by School Environment (X_1), Adjustment (X_3) and Anxiety(X_2) on Academic Achievement of Secondary School students.

The regression equation developed for the contribution of predictor variables (School Environment, Anxiety, Adjustment and Study Habits) in predicating the criterion variable (Academic Achievement) among Secondary School Students($N=570$) i.e.,

$$Y = -148.709 + 0.254(X_1) - 0.151(X_2) + 0.177(X_3) + 0.496(X_4)$$

Y= Academic Achievement

X_1 = School Environment

X_2 =Comprehensive Anxiety

X_3 =Adjustment

X_4 =Study Habits

Findings

- School Environment (X_1), Anxiety(X_2), Adjustment (X_3) and Study Habits(X_4) are the significant Predictors of Academic Achievement of secondary school Students. ($F=212.684$, $p<0.01$).60.1 percent of the variation in Academic Achievement of secondary school students accounted for whatever is measured by School Environment (X_1), Anxiety(X_2), Adjustment (X_3) and Study Habits(X_4) taken together.
- Academic Achievement of Secondary School students was found to be 60%, in which the contribution of School Environment (X_1) = 12.21%, Anxiety(X_2) =4.74%, Adjustment (X_3)=8.619% and Study

Habits(X_4) is about 34.42%. Therefore we conclude that, The Study Habits(X_4) is the First Contributor/predictor followed by School Environment (X_1), Adjustment (X_3) and Anxiety(X_2) on Academic Achievement of Secondary School students.

- The regression equation developed for the contribution of predictor variables (School Environment, Anxiety, Adjustment and Study Habits) in predicating the criterion variable (Academic Achievement) among Secondary School Students($N=570$) i.e., $Y = -148.709 + 0.254(X_1) - 0.151(X_2) + 0.177(X_3) + 0.496(X_4)$.

Conclusion

The study habits have a significant influence on academic achievements and according to the importance of study habits on academic achievement and educational progress that finally effect on academic and career future, so it is essential to consider and planning to improve methods and study habits of students. According to researchers, the people's study habits are teachable and learnable and several steps can be taken in this field. In case of class room situation, the teacher or the educational authorities should encourage proper study habits in the students. The negative attitude of the part of the teacher discourages the students from developing good study habits. If students are properly guided in learning as to how to study effectively, they can undoubtedly make a better on achievement in various situations they have to face in the educational institutions. It will go a long way on reducing frustration among student. Low achievers should be encouraged by teachers to have a better study pattern to meet the demand of present time. Class room activities of teacher should be organized on the basis of theories of effective learning and management principles to provide appropriate motivation to students.

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Significance of Learning Science at Elementary Education

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ABSTRACT: *It is important for young learners to establish a solid foundation in learning science. In addition to the inherent pleasure students can find exploring these subjects and the self-confidence built by mastery, this essential academic preparation opens doors to financial literacy, science career paths and healthy decision-making. Elementary students benefit from quality science education across a variety of measures, and the impact of that enrichment is demonstrated both in terms of subject-specific and general learning, immediately and over time. Science learning in early childhood correlates over the long term with school readiness and academic achievement, in addition to the more immediate effects of wonder and engagement with the world.*

1. Introduction

The challenges students face in learning science have been documented in much of the existing literature. For example, Burbules and Linn (1991) reported that students perceive science as a hard discipline. Nonetheless, constructivists have challenge the content of science curriculum, the teaching approaches, and students' interactions in the process of learning science. For a long time and in spite of all these efforts, minimum progress was noticed at a large scale. For instance in 1991, Burbules and Linn pointed out that after more than a decade, the majority of the science education curriculum still remained behaviourist.

There has been ongoing debates on whether science education is going in the right direction or not. As Wenger stated, students are "born of learning but they can also learn not to learn". Arguing against the ideas of pupils being passive receptacles of acquiring knowledge for science, educational researchers tried to affirm new identities for learners by emphasizing the students' active participation in the construction of knowledge. For instance, Pope and Gilbert (1983) considered students as autonomous researchers, while Burbules and Linn (1991) mentioned the term practicing scientists as ways to underscore this point. Gil-Perez et al. (2002) took a more moderate view, considering students as novice researchers.

Causes of Failures in Science Education

Science education has often been accused of distorting the scientific process mentioned that teachers still are more interested in "what to teach" than "how to teach". Roth, McRobbie, Lucas, and Boutonné, (1997) tried to explore causes of failing of high school students in science classrooms to understand teachers' situations. Rothe et al. identified five main categories of deficiencies: a) lack of theoretical background, (b) providing inadequate contexts from other science courses, (c) interference from other demonstrations that had only superficially similitudes with the required solutions, (d) inability to represent a coherent representational framework (e) lack of favorable situation to test descriptions and explanations.

Science laboratories are viewed as being different from those in scientific community because scientists use data-collection and analysis in real time. Also, the complexity of data involved in science education is of great concern. How much data should students use in order not to oversimplify the building of a theory but also not to let students be overwhelmed by it? Therefore, building an interdisciplinary path in science is an important goal.

Constructivism Perspectives in Science Education

The constructivism has been reviewed as being the most major contributor in the developing of educational theory in the last two decades. The main idea behind constructivism is that "understanding is in our interactions with the environment...We cannot talk about what is learned separately from how is learned". Matthews (2002) mentioned that "although constructivism started as a theory of learning, it became a theory of teaching, a theory of education, a theory of the origin of ideas, and a theory of both personal knowledge and scientific knowledge. He also pointed out the polyvalent domains, directions and values that constructivism had influenced such as learning, teaching, education, cognition, knowledge, science, social,

ethical, political or even our worldview. Therefore, constructivism is a major contributor to change the way students can learn and acquire new knowledge.

Piaget and Vygotsky are considered the main pioneers in developing the constructivist theory, though they had wide different opinions about the role of teaching, role of playing, and the role of errors (Pass, 2004). In Piaget's books about child development, young children's ways of inquiry and acquiring knowledge are presented as different radically from those of adults. Also, in the process of teaching, for Piaget, the teacher is only a diagnostician, not an involved person in instruction, while for Vygotsky the teacher might play such an an important role. For Piaget, the interactions with peers are appreciated as producing better experiences than interactions between students and teacher. As to the role of playing, for Piaget the role of playing was only acceptable at an early age while for Vygotsky the role of playing was deemed to provide great experiences at different age levels.

Science Learning Applies To Everyday Life

Likewise, early science education equips students with fundamental skills to navigate the subject throughout school and beyond.

Skills in measurement and comparison not only contribute to science literacy, but they also build capacity across the curriculum. Process skills like observing, investigating, describing, predicting and experimenting aren't just vital to scientific thinking, but contribute broadly to academic achievement across the board. What students learn in the classroom has applications in the kitchen, the garden, the garage and the rest of the physical world.

These subjects also lend themselves to new forms of investigation in the classroom. Project-based learning gives students opportunities to solve problems, work cooperatively, experiment and explore. Hands-on learning connects theory and practice while reinforcing practical applications. These are skills elementary students will hone, refine and add to as they continue their education and topics and methods become increasingly sophisticated. The curiosity and creativity they develop will help sustain attention, grit and perseverance to attend to problems and work out solutions.

Learning to Cultivate Understanding

Young learners have so many questions about the world and how it works. Science education provides a framework for how to find answers. Science gives deep attention to the quality and interaction of the things that surround us. Understanding those relationships has applications in the arts, policy and civic life. Preparing students to understand science gives them tools to understand, analyze and impact the communities where they live.

Elementary Teachers Play a Key Role

Teachers of elementary students help shape the attitudes those students will carry forward into their math and science education, and those teachers have the opportunity to cultivate a love of these subjects while pre-empting beliefs that math is hard or not everyone can do science.

The National Science Foundation's Science and Engineering Indicators 2014 report finds, "Teacher quality is one of the most important factors influencing student learning. Students' achievement in mathematics and science depends in part on their access to high-quality instruction in those subjects."

Creativity in class structure promotes innovative thinking in young students. When you put a spotlight on project-based learning – which is common in science you provide opportunities for authentic growth and development.

Teaching science in elementary grades opens the door for teachers and students to become tomorrow's movers and shakers. Young children with a strong foundation in science, technology, engineering and mathematics will go on to play an integral role in our nation's global competitiveness and economic stability. Teachers can foster critical thinking through problem solving in elementary science education and provide students with an academic edge over the competition.

Opportunities to Learn Mathematics and Science in Preschool Classrooms

Despite existing data on the importance of science in preschool classrooms, a small body of research suggests that preschoolers' opportunities about these domains may be limited. These findings are notable, given empirical evidence that young children's opportunities to learn mathematics and science are associated with subsequent learning gains, motivation to learn, and feelings of competency.

La Paro and colleagues (2009) studied 240 prekindergarten and 730 kindergarten classrooms in six states. Their findings indicated that, on average, preschoolers spent 6% of time in mathematics, 7% in science and 14% in literacy activities, with time devoted to science decreasing and time devoted to mathematics and literacy increasing as these children moved to kindergarten (to 3%, 11%, and 28%, respectively). Importantly, there was considerable variability among classrooms. Early and colleagues (2010) reported that 8% of preschoolers' time was spent in global mathematics activities and 11% in global science activities. Similarly, Connor, Morrison, and Slominski (2006) investigated 156 preschoolers' classroom experiences and found large amounts of variability across and within classrooms. On average, preschoolers spent about four minutes per day on mathematics and three minutes per day on science whereas approximately 15 minutes were devoted to language and literacy. It is important to note, however, that mathematics and science instruction were not the primary focus of any of these studies, and these topics were thus not examined in-depth.

Conclusion

Science education is one of the most important subjects in school due to its relevance to students' lives and the universally applicable problem-solving and critical thinking skills it uses and develops. These are lifelong skills that allow students to generate ideas, ponder decisions intelligently and even understand the evidence behind public policy-making. Teaching technological literacy, critical thinking and problem-solving through science education gives students the skills and knowledge they need to succeed in school and beyond.

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Knowledge about Inclusive Education among Secondary School Teachers

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ABSTRACT: *The aim of this paper is focused on finding Knowledge of secondary school teachers about Inclusive education with some suggestive recommendations. The research employed a survey method and the data was collected through the questionnaire. One hundred and twenty secondary school teachers from Government and Private Schools were selected using random sampling technique in Shivamogga taluk. They responded one instrument: knowledge about Inclusive Education developed by the researcher. Both descriptive and inferential statistics were used to analyse the data in the study using SPSS. Findings revealed 30% of secondary school teachers having good knowledge about Inclusive education, 37% of teachers have moderately knowledge about Inclusive education and remaining 33% of secondary school teachers having low knowledge about Inclusive education. There is no significant difference between male and female teachers' knowledge about inclusive education and teachers from government schools are more knowledge about inclusive education than teachers from private schools. There should be provide proper training to teachers for implementing inclusive settings in the normal classroom and also provision of teaching and learning materials might be helpful for active involvement of secondary school teachers in the process of school development in creating awareness towards diversity in an inclusive environment.*

1. Introduction

Education for all with quality and equality has a high priority in our countries. In this way teachers are of central importance and should develop specific skills and vision to contribute to this goal. The concept of integrating children with special needs in regular schools was introduced in many countries in 1960's. In 1970's witnessed new initiatives in the field of Integrated education, with awareness and services for children with special needs becoming more approachable. Further thrust was applied to this sector when the United Nation's General Assembly declared 1981 as the international year of disabled individuals, with equalization of opportunities and broad participation of the disabled being the main destinations.

There are estimated 25 million children out of school in India (MHRD 2003 statistics, cited in World Bank, 2004) many of whom are marginalized by dimensions such as poverty, gender, disability and caste. While many educational programme have attempted to reach out these previously excluded children those with disabilities are often forgotten, emphasizing their invisible status in a rigidly categorized society. So, for giving education to special needy children, Inclusive education is extremely good approach in the field of education.

Inclusive education stands for improvement of schools in all dimensions to address the educational needs of all children were first made in the Sargent report in 1944 and again in 1964 by the Kothari commission (Julka, 2005). Despite this, the change has been slow, with segregation in special school dominating the scene until recently. There is no need of reinforcing the fact that teacher education remains a really weak connection with regard to equipping teachers to be groomed for an Inclusive classroom environment. The teacher education diplomas and degrees offer "Education of children with exceptional needs" as an optional discipline, in lodge to train instructors to key out and diagnose the impairment. Even so, it makes them a holistic view with regard to dealing with diversity or challenge negative attitudes.

The national policy on Education (1986) included a full chapter on education of the handicapped and formulated guidelines for action. The NPE strongly emphasized the need for the expansion of integrated education programmes. The centrally sponsored scheme of integrated education for disabled children which was introduced in 1974 got a fillip as a result of NPE. Therefore, efforts for inclusion were persistently made through these national documents emphasizes the need for services for persons with disabilities.

"Inclusive Education refers to the educational practice base on the philosophical opinion that all learners, those with disabilities and those without, have a right to be trained together in age appropriate class groups, and that all will benefit from training in regular classrooms of community schools. Within these settings, teachers, parents and others work collaboratively using appropriate and sufficient resources to interpret and enact the regular curriculum in a flexible manner in conformity

Need and Importance of the Study

According to Heiman (2004) "students can be included in mainstream classes based on a multidimensional diagnosis including psychological and educational tests. The student usually receives additional academic support from a exceptional education teacher in regular classrooms or in a resource room'. Educational perspectives of Inclusive education mean, "Inclusive schooling is the practice of including everyone irrespective of talent, disability, socio- economic background, or cultural origin-in supportive mainstream school and classrooms where the needs of all the students are satisfied".

Inclusive classroom without hurdles so as enables children with limited needs to cope up with day -today situations and troubles associated to learning efficiently as normal children. In this regards the researcher feels the need to examine awareness of secondary school teachers towards Inclusive education. To offer such educational facilities the capacity building in terms of training the in -service teachers and also pre-serving teachers with regard to the development of competencies related to Inclusive education. In this regard the need for knowing the existing levels of awareness of secondary school teachers towards Inclusive education is felt. Many special needs children who are included in mainstream schools need support to survive and win in the Inclusive learning environment.se would be in the form trained teachers, barrier- free and enriching learning environment. For this, it is necessary to study awareness of secondary school teachers towards Inclusive education.

Review of Related Literature

- Singh R.P and Prabha (1987) studied the educational facilities provided in schools of Bihar for Inclusive education for physically handicapped children. The revealing of the present study is facilities given by the government were not available in schools, the available facilities were not accessible for student; school are using only 33% of resources. And no schools have separate resource centre.
- Machado, Rodney.E (1996) conducted a study on the full inclusion movement which over view background of the movement towards full inclusion of special education student into regular classrooms. Including legal issued and successful educational practices. The study revealed that full inclusion dose not benefit all student of approximately 400 teachers surveyed, 41% felt that inclusion was not working.
- Peltier, Gary L. (2008) studied that effect of inclusion a non – disabled children. Research indicates that Inclusive education promotes and enhances all students 'social growth within Inclusive classrooms and dose not negatively affect typical students' academic growth.
- Julie (2010) studied the pre- service teacher's attitude towards inclusion in non-traditional classroom. The revealed that experiences in outdoor settings can influence pre-service teacher's attitude towards inclusion of students with special needs as well as make them aware of the various role that teacher assume.

It may be concluded from the above studies that inclusive education is an important area of research. Any amount of research in this area is not sufficient. It was intended that the present study would throw more light on existing partially answered problems and will provide some more insight to the problems to awareness.

Objectives of the Study

- To measure and analyse the different levels of knowledge about Inclusive Education among Secondary School Teachers.
- To Study the difference in knowledge about Inclusive Education among Secondary School Teachers with respect to Gender, Locality and Types of Schools.

Research Hypotheses

- There is no significant difference in knowledge about Inclusive Education among Secondary School Teachers with respect to Gender
- There is no significant difference in knowledge about Inclusive Education among Secondary School Teachers with respect to locality.
- There is no significant difference in knowledge about Inclusive Education among Secondary School Teachers with respect to Type of Schools.

Variables

- Knowledge about Inclusive Education
- Gender (Male and Female)
- Locality (Rural and Urban)
- Type of Schools (Government and Private)

Key Terms Used for the Study

Inclusive Education: It is a concept that shows 'Zero discrimination between abled and disabled children in the schools.

Knowledge: Existing Information of Secondary School Teachers with regard to Inclusive Education.

Research Method

The descriptive survey method was used in the present investigation. The design adopted in the study was causal comparative design. The design did not entail any experiment or the manipulation of any independent variable.

Sample

120 Teachers were selected as sample of the study, the sample was chosen according to Gender, Type of School and Locality in which the teachers. The researchers have used stratified random sampling technique to select the schools and these schools consist of different type of locality namely urban and rural schools.

Instrumentation

Awareness towards Inclusive Education scale was developed by the Researcher. Scale contains 32 items related to measure the Awareness towards Inclusive. All the items are multiple choice types. These are scored by awarding one mark for each correct/right answer and zero mark for wrong answer. The item to item correlation for that the cronbach's alpha technique was employed. The item validity was computed based on cronbach's alpha Corrected Item-Total Correlation. The reliability test was found to be 0.805.

Statistical Techniques Used for the Analysis of Data

Both descriptive and inferential statistics were used by investigator to analyze the data. Quartile Deviation and t-test were used to analyze the data.

TREATMENT OF THE DATA:

The Statistical Package of the Social Sciences (SPSS) version 23.0 was used to analyse the data. Both descriptive and inferential statistics were used to describe and summarize results.

Major Findings of the Study

Major Findings of the study are as follows.

- 30% of secondary school teachers having good knowledge about Inclusive education, 37% of teachers have moderately knowledge about Inclusive education and remaining 33% of secondary school teachers having low knowledge about Inclusive education.
- There is no significant difference between male and female teacher's Awareness towards Inclusive Education.
- There is a significant difference in knowledge about Inclusive Education among Secondary School Teachers with respect to Type of Schools. Teachers from Government Schools are more knowledge about Inclusive Education than Teachers from Private Schools.
- There is a significant difference in knowledge about Inclusive Education among Secondary School Teachers with respect to Locality. Teachers from Rural Schools are more knowledge about Inclusive Education than Teachers from urban Schools.

Conclusion

There is a need to enrich knowledge and awareness of Inclusive education among the secondary school teachers. And at that place is more impending need for moulding their attitudes and convincing them about the possibilities of Inclusive education through practical implications.

- Conducting training programmes to mainstream educators

- Conduct an impact study to detect out the attitudinal change and knowledge gain of the surveyed secondary school instructors.
- Surveying physical learning environment in the selected mainstream schools.

Inclusive education is an arrangement of pedagogy where students with particular education needs, including disabilities are developed in the neighborhood school in a regular classroom setting with non-disabled peers and are provided with supports and education. Thus, the knowledge offered by the present work can be applied to alter/ amend the existing patterns. Inclusive education is an arrangement of educational opportunities for children with especial needs in normal school where normal children are learning and enable them to become full citizens of society.

Preparing teachers at the secondary school level to teach in Inclusive setting is all-important. If our schools are to truly teach all students in Inclusive, collaborative and diverse settings and awareness of Inclusiveness at the secondary school level as well as practices, that prove to prospective teachers the possibilities and promise of an Inclusive environment.

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Mental Health and Teacher Effectiveness of Teachers at Higher Education Level

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ABSTRACT: *The present study descriptive in nature and survey method was followed. The study focuses on comparison of the mental health and teacher effectiveness of teachers with respect to gender and types of colleges. The study also assess the relation between mental health and teacher effectiveness. It is found from the study that a positive low correlation was found between mental health and Teacher effectiveness. No significant difference was found between male and female teachers with respect to mental health and teachers' effectiveness. A significant difference was found among teachers from Government, Aided and Unaided with reference to the mental health. The teachers from aided colleges found to possess higher level of mental health when compared to teacher from government and unaided colleges.*

1. Introduction

In the educational process, a good and effective teacher occupies a place of tremendous importance. (NPE,1986). The quality of teacher determines the quality of education. The success of all efforts in education depends upon the educational qualifications and professional competencies of the teacher.

The modern technological world demands well balanced, well equipped and resourceful teachers for effective schooling, for national prosperity and productivity. Only effective teachers can materialize policies and plans of education in the classrooms at grassroots level. In order to perform his role effectively, a teacher should be healthy both physically and mentally to lead satisfied profession effectively.

Teaching is a profession; it requires conscious organization of learning activities and deliberate creation of a conducive and supporting learning environment. It is a creative and adventurous profession where passion cannot be an option. Teachers with a passion for teaching are those who are committed, enthusiastic, and intellectually, emotionally and spiritually energetic in their work with children, young people and adults alike. This passion is essential to achieve high-quality in teaching.

The present digitalised poses new challenges to the teachers which may affect their health both physically and mentally. Health is always one of the most important areas where focus is necessary for all times. Consequently the concept of health has been extended beyond the proper functioning of the body; it includes controlled emotions, a sound and efficient mind. In simple words it means that mind and body both are working efficiently and harmoniously (Kaur, 2007).

Good health depends on the state of the mind and body. Each influences one upon the other. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. Mental health stands for the health of the mind i.e., the wholesomeness of mind, analogous to the wholesomeness of the body as implicit in physical health. Accordingly, mental health is concerned with the health of one's mind and its functioning in the same way as the physical health is concerned with the health of one's physical organs and their functioning.

WHO defines mental health as, mental health is the condition where a person can identify his or her ability, can cope with natural pressures of life which is beneficial to society. In general, person is able to make decision and participate collectively. On this basis, mental health is based on welfare and well- being for individuals and society. (World Health Organization, 2004)

The role of teacher in education is central. The teacher is the point of contract between the educational system and students. It is therefore quite accurate to say that school effectiveness depends directly on the effectiveness of its teachers. Maximizing the teacher effectiveness is a major goal of education. Teacher effectiveness means perfection or the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning in the life span of a teacher. This concept of effectiveness as the height of maturity and learning indicates that as the teacher grows with experience and learns more and more he is able to perform his best in the process of education.

Anand (1983) reports, "effectiveness is considered to be the finest trait of a person. As an attribute, it represents his personality in the best form".

Teacher effectiveness is an area of research concerned with the quality of education. Teacher effectiveness is assessed utilizing three types of criteria, presage, process and product.

2. Need and importance of the study

The aim of education is to discover and develop each individual's abilities and full moral excellence in order to serve society better. It is a well accepted fact that the quality of the nation depends upon the quality of the education imparted to its citizens which in turn depends upon the 'quality of its teachers'. However, a teacher with innumerable degrees and high profile personality cannot be considered as an effective teacher. The modern technological world demands well balanced, well equipped and confident teachers to build and enlighten the nation in the world. In order to perform his/her role effectively a teacher should be well balanced, as the teacher at higher education level has to deal with the students who are able to question, think logically and rationally. Hence, the teacher should be equipped well, confident and maintain better mental health which lead to effective teaching.

In this background the study was taken up to find out the relationship between mental health and teacher effectiveness.

3. Statement of the problem

The study purports to assess the relationship between quality of work life, mental health and teacher effectiveness of teachers at higher education level. Hence the study is entitled as, "Mental Health and Teacher Effectiveness of Teachers at Higher Education Level".

4. Objectives

The study was undertaken with the following objectives.

- To study the correlation between the mental health and teacher effectiveness.
- To compare the mental health of teachers at higher education level with reference to the following groups of variables.
 - Male and female.
 - Government, aided and unaided colleges.
- To compare the teacher effectiveness of teachers at higher education level with reference to the following groups of variables.
 - Male and female.
 - Government, aided and unaided colleges.

5. Method of the study.

The study is descriptive survey in nature. Following the proportionate stratified random sampling technique the colleges were selected. 54 teachers were selected randomly from the selected colleges. Mental Health and Teacher Effectiveness were the main variables with gender and types of colleges as background variables. In order to measure the mental health, Mental Health Inventory Constructed by Jagadish. S and Srivastava A.K., (1995) (reliability 0.73.) and to measure the teacher effectiveness Teachers Effectiveness Scale constructed by the researcher was utilized (reliability 0.71).

6. Hypotheses

To achieve the objectives of the study the following hypotheses were formulated.

1. There is no significant relationship between following variables of teachers at higher education level.
 - Mental health and teacher effectiveness.
2. There is no significant difference between mean scores of mental health of teachers at higher education level with reference to the following groups of variables.
 - Male and female.
 - Government, aided and unaided colleges.
3. There is no significant difference between mean scores of teacher effectiveness of teachers at higher education level with reference to the following groups of variables.
 - Male and female.
 - Government, aided and unaided colleges.

7. Data Analysis and Interpretation.

Collected data was analyzed, tabulated, interpreted and

Table 7.1: Correlation between Mental Health and Teacher Effectiveness.

Sl no.	variables	N	r -value	Remark
1	Mental health	54	0.246	Perfect positive correlation
2	Teacher effectiveness			

The above table reveals a positive low correlation between Quality of work life and Teacher effectiveness. It means that there is a significant correlation between Quality of Work Life and Teacher Effectiveness.

7.2: t-test and ANOVA details for the difference between/among male and female teachers, teachers from government, aided and unaided colleges with respect to mental health and teacher effectiveness.

Variable	Group of variable	N	Mean	SD	df	t-value	Remarks
TE	Male	32	179.15	16.74	52	0.591	NS
	Female	22	176.59	13.90			
MH	Male	32	132.53	11.24	52	0.40	NS
	Female	22	133.86	13.06			
TE	Govt	13	178.84	15.56	2	0.678	NS
	Aided	21	180.61	16.12	51		
	Unaided	20	175.00	15.21	53		
MH	Govt	13	130.84	11.054	2	4.809	S
	Aided	21	138.85	13.89	51		
	Unaided	20	128.45	6.77	53		

The above table reveals the following points.

- The obtained t-value for the male and female teachers with respect to mental health and teacher effectiveness is less than the table value. Hence the null hypothesis is accepted and it implies that there is no significant difference between the male and female teachers with respect to mental health and teacher effectiveness.
- The obtained f-value for the teachers from the government, aided and unaided colleges with respect to teacher effectiveness is less than the table value. Hence the null hypothesis is accepted and it implies that there is no significant difference between the teachers from the government, aided and unaided colleges with respect teacher effectiveness.
- The obtained f-value for the teachers from the government, aided and unaided colleges with respect to mental health is significant at 0.01 level. Hence the null hypothesis is rejected and alternative hypothesis was accepted. It means that there is a significant difference between the teachers from the government, aided and unaided colleges with respect mental health.

8. Findings

- A low positive correlation was found between mental health and Teacher effectiveness.
- No significant difference was found between male and female teachers with respect to mental health and teacher effectiveness of at higher education level.
- No significant difference was found among teachers from Government, Aided and Unaided with reference to the teacher effectiveness.
- A significant difference was found among teachers from Government, Aided and Unaided with reference to the mental health. Teachers from aided colleges found to possess higher level of mental health in comparison to government and unaided colleges.

9. Educational implications

It is evident from the study that the teachers from aided colleges found to possess higher level of mental health when compared to teacher from government and aided colleges. This implies that the teachers in the aided colleges may not have the fear of frequent transfers, have job security and periodical revisions in the pay scale, cooperative authority may support them to maintain balanced mental health. It is also necessary

to provide safety needs, salary increase and job security for teachers from the unaided colleges to enhance the mental health of the teachers. In order to achieve the aim of higher level of teacher effectiveness and mental health among the teachers from different background it is essential to provide all the necessary programmes and training, organization of health camps, support from guidance and counselling to the teachers is the need of the hour.

10. Conclusion

As the success of all efforts in education depends upon the teachers it is essential to take necessary actions to maintain mental health of teachers and quality training (in-service and pre-service) to prepare effective teachers for the national development.

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Impact of Human Rights Education Package on Human Rights Awareness of Prospective Teachers

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1. Introduction

Every individual dreams of a life in an euphoric society where he could lead his/her life with dignity. UNESCO recognizes this need to guarantee dignity to every person, as human rights and considers it as natural rights entitled to every human being born on this earth. This right for dignified life in today's world which advocates equality and peace has been denied to majority of the population resulting in conflicts all over the world. Bringing awareness of these basic rights is a necessary tool that ensures people demand for these rights.

The Universal declaration of human rights of 1948 is the first milestone of an international movement for human rights. Human rights refer to the fundamental freedoms and basic liberties without which men, women and children cannot live with respect and dignity. Basic to human rights are the values of non-discrimination and equality, which contribute to building a culture of peace in society.

Human rights indicates the rights of all human beings. Human right is that privilege which is universal and is based upon the principles of equality and dignity and Human rights education provides protection from discrimination, and violation of human rights.

Knowledge of freedom and rights is considered a fundamental tool to guarantee respect for the rights of all. Inculcating human rights education and awareness is the only guarantee of demonstrating our commitment to human dignity, promotion of an adequate standard of life to everyone and finally for the promotion of world peace and prosperity for all. (UNESCO).

Human Rights Education

Human Rights Education has gained great significance today. The Universal Declaration of Human Rights states that 'education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms'. Human rights education has been at the heart of UNESCO's work for International Understanding, Cooperation and Peace.

Human rights education (HRE) is viewed as a way to bring coherence to a fragmented and globalized world. Issues of gender equity, cultural diversity, interfaith dialogue, prevention of violence, elimination of stereotypes (racial, ethnic, religious, or based on gender and/or sexual orientation), may all be approached from a human rights perspective through the principles of respect, tolerance and recognition. Human rights education (HRE) provides knowledge about both human rights values and the mechanisms that protect these values. It provides the tools for people to apply human rights in their daily lives to combat discrimination, intolerance and other human rights violations.

Since the Indian society has traditionally been a value-based and spiritual society, inculcation of certain values through the process of education is considered as essential for promotion of respect for human dignity. This basic principle has been accepted and reflected through all the three Curriculum Frameworks for school education formulated so far in the country by the National Council of Educational Research and Training (NCERT). The effectiveness of the implementation of these policies and programmes ultimately lies in the hand of the teachers who need to be trained in providing education to the future citizens who could live a life of dignity and peace and let their fellow beings to live a life of dignity and peace.

Human Rights Education Package (HREP) for prospective teachers focused on education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:

- The strengthening of respect for human rights and fundamental freedoms;
- The full development of the human personality and the sense of its dignity;
- The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;

- The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
- The building and maintenance of peace;
- The promotion of people-centered sustainable development and social justice.

HREP incorporates content, strategies, activities, and pedagogy for Human Rights Education and aim at promoting knowledge on human rights. This helps in developing awareness of the rights and responsibilities of prospective teachers as responsible individuals of the society.

Human Rights Awareness

The main reason for occurrence of incidents of exploitations is the lack of awareness among large masses about their basic human rights (Vishal Sood & Arti Anand, 2012). Awareness of human rights empowers every human being to demand for their rights, take part in the public sphere and live a dignified life.

2. Need and Significance of the Study

In today's pragmatic world, materialistic values have engulfed human rights values among individuals in the society. Human rights are inherent and form the attributes of the human personality. Human rights hold up the inspiring vision of a free, just, and peaceful world and set minimum standards for how both individuals and institutions should treat people. They also empower people to take action to demand and defend their rights and the rights of others.

In order to cultivate a universal culture of human rights, a global understanding and Implementation of HRE is essential. In the 21st century Human rights education can address the challenges of endowing individuals with knowledge and abilities to lead a life of dignity. Prospective teachers can act as a pivotal tool to cultivate human right values in children who are the future citizens. Children taught by teachers who value human rights would indirectly inculcate such values in children and empower them to defend against oppression and exploitation. Creating awareness of human rights among the prospective teachers trickles down to the grassroots and empowers every human child to demand for their rights in the public sphere.

The World Programme for Human Rights Education (2010 to 2014) looks at higher education as a target group, and emphasizes research in this area. HRE is different from other key parts of the curriculum, since it is characterized by partnerships between ministries of education, schools, non-governmental organizations, human rights institutions, human rights museums, *teacher training institutions* and the media. Prospective teachers should be aware of human rights, since they trickle it down to the young children in the society who would involve in different social, political roles and responsibilities.

With this view, the investigator aims to develop a Human Rights Education Package to enhance the human rights awareness level of prospective teachers.

3. Review of Related Literature

According to Pandey (2005) human rights are not taught as a separate subject instead various values related to human rights have been integrated in all subjects and in all stages of curriculum.

Padmavathy R.D. & Pratima Pallai (2015) studied Human Rights Awareness of University Students. The study revealed that post graduate students irrespective of gender, place of residence, stream/faculty and type of family have average level of human rights awareness.

Jaskiran Kaur Dayal A & Sukhwant Kaur (2015) took up a comparative study on Human Rights Awareness among Teachers working in P.S.E.B. and C.B.S.E. Affiliated Schools. They found that the teachers of C.B.S.E schools were more aware as compared to those of P.S.E.B schools. Male teachers of C.B.S.E were found to be more aware about human rights

Ashraf, S. (2013) conducted a study on Human Rights Awareness among Prospective teachers. The investigator found that Prospective teachers have average level of human right awareness. There is significant difference between the level of human right awareness among B.Ed and D.Ed teacher trainees.

4. Methodology of the Study

4.1 Objectives

The following are the objectives of the study:

- To develop Human Rights Education Package (HREP)
- To find the level of Human Rights Awareness among prospective teachers in general and with respect to gender and stream

- To find whether HREP enhances Human Rights Awareness among prospective teachers
- To find whether there is interaction effect of treatment and gender on Human Rights Awareness of prospective teachers
- To find whether there is interaction effect of treatment and stream on Human Rights Awareness of prospective teachers

4.2. Hypotheses

The following hypotheses are framed in pursuance with the objectives of the study:

- ✓ There is no significant difference in the pre and post mean scores of Human rights awareness of prospective teachers of experimental group
- ✓ There is no significant interaction effect of treatment and gender on Human rights awareness of prospective teachers
- ✓ There is no significant interaction effect of treatment and stream on Human rights awareness of prospective teachers

4.5. Operational Definition of Key Terms

- **Human Rights Education Package (HREP):** is defined as a set of educational and pedagogical learning methods to bring awareness among prospective teachers and to train them in their human rights. HREP aims to provide information about the international or regional human rights norms, standards, and systems and to give people the skills and attitudes that lead to the protection and support of human rights.
- **Human Rights Awareness:** In this study it refers to the level of knowledge an individual has towards his/her rights and rights of other on the following three dimensions:
 - ❖ Knowledge of documents related to human rights
 - ❖ Knowledge and Understanding about concepts related to human rights
 - ❖ Understanding of situations involving human rights violation / non-violation

Human rights awareness will be represented by the scores on Human rights awareness test by Vishal Sood and Arti Anand, (2012)

- **Prospective Teachers:** Indicates the teacher trainees pursuing B.Ed course in Colleges of Education

4.6 Variables of the Study

The following are the variables of the study:

Independent Variable

- Treatment – Implementation of Human Rights Education Package

Dependent Variables

- Human Rights Awareness of Prospective teachers

Moderate Variables

- ❖ Gender, Locality & Stream

4.7. Sample of the Study

Teacher trainees studying in all the ten B.Ed Colleges of Mysore City form the population of the study. Two B.Ed colleges were randomly selected from Mysuru City and teacher trainees undergoing B.Ed course in these two colleges formed the sample of the study. 100 teacher trainees (50 in each of the selected colleges) studying in two B.Ed colleges were selected as the sample of the study.

4.8 Design of the Study

The research study was experimental in nature. Pre-test Post-test Single Group Design was adopted. Totally hundred teacher trainees (two groups of fifty teacher trainees from two colleges) from two randomly selected B.Ed Colleges were included for the experiment. The study was conducted in three stages:

Stage 1: Development of Human Rights Education Package

Stage 2: Implementation of HREP and Collection of Data

Stage 3: Analysis of Data and Report writing

4.9 Tools used for Collection of Data

The following tools were used for collection of data related to the variables of the study:

- ❖ **Human Rights Awareness Test:** This test developed and standardized by Vishal Sood and Arti Anand, (2012) was used to measure Human Rights Awareness of prospective teachers. This test consists of fifty statements for which the prospective teachers had to select one of the three alternatives viz., true, undecided and false. The intrinsic consistency of the test ranged from 0.67 to 0.73 and the test has high reliability.

4.10 Statistical techniques used for analysis of data

The following statistical techniques were used for data analysis to verify the different hypotheses formulated for the study.

Descriptive Statistics

❖ **Percentage Analysis**

- Percentage Analysis technique was adopted to find the percentage of prospective teachers possessing high, average and low level of Human Rights Awareness.

Inferential Statistics

- ❖ **t-test:** t-value was used to find if significant difference exists in Human Rights Awareness and Self-Confidence of male and female prospective teachers. It was also used to find the significant difference in pretest and post test scores w.r.t. Human Rights Awareness and Self-Confidence.
- ❖ **Anova:** This statistical technique was adopted to find if significant difference exists in Human Rights Awareness and Self-Confidence of prospective teachers from Arts, Science and Commerce stream.

5. Major Findings of the Study

1. Majority of prospective teachers 33% and 35% possess below average and average level of human rights awareness respectively. They also reveal that 12% and 4% of the prospective teachers possess high and extremely high level of human rights awareness respectively. Only 9% of the prospective teachers were found to possess low human rights awareness and 7% of them were found to possess above average level of human rights awareness. None of them were found to possess extremely low level of human rights awareness.
2. The mean value of posttest scores of human rights awareness were found to be greater (mean=72.94) than the pretest scores (mean=52.24), it is concluded that the human rights awareness package is effective in enhancing human rights awareness among the prospective teachers.
3. There is no significant interaction effect of treatment and gender on human rights awareness of prospective teachers.
4. There is no significant interaction effect of treatment and stream on human rights awareness of prospective teachers.

6. Educational Implications of the Findings

The Following are the educational implications of the findings of the study:

- From this investigation it is found that the human rights awareness of majority of the teacher trainees is at an average level. Therefore there is a strong need to develop their human rights awareness level through various programmes which will help them to understand the human dignity, values and rights.
- It also indicates lack in certain dimensions like Knowledge of human rights related documents, understanding about human rights concepts, Understanding of situations involving human rights violation/non-violations. Value and awareness model of human rights education is to be incorporated as a separate subject.
- There is a need to offer more effective and planned human rights courses in teacher training programs to ensure promotion of human rights awareness among prospective teachers.
- Seminars and workshops related to Human rights should be arranged.
- The process of introducing the study of human rights in colleges of education should begin with the teacher educators.
- Prospective teachers should be made to organize various activities like exhibitions, speech, debates, role plays to sensitize the general public and students to human rights.
- Colleges of Education should exhibit films and videos on violation of human Rights in world history.

- Present teacher training curriculum should be examined to identify areas where themes and elements of human rights education already exist. Human rights education is to be considered as a part of the core curriculum of teacher education.
- Co-curricular activities could be organized for teacher trainees to promote Human rights awareness and self-confidence among them.
- Teacher educators in Colleges of Education should create an atmosphere that reflects respect for human rights to develop right values, attitudes, knowledge, and patterns of behaviours so that it is integrated into the personal experiences of prospective teachers.
- In-service training is to be provided to teacher educators so that concepts of human rights are clarified and training in methodologies to be adopted to inculcate human rights education in prospective teachers is provided.
- Observation of international days related to human rights should be mandatory in colleges of education for promoting awareness and observation.
- Social media could be effectively used to develop human rights awareness among prospective teachers.

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Reaching the Unreached Through Distance Education in the Present Scenario

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1. Introduction

Audrey Azoulay, director-general of UNESCO, said in UN's first-ever International Day of Education, to celebrate how education can lead to peace and development said that "Education is a human right, a public good, and a public responsibility". Education is the most powerful force in our hands to ensure significant improvements in health, to stimulate economic growth, to unlock the potential and innovation we need to build more resilient and sustainable societies."

It is the aspiration of most of the people to attain the best education in life. In the present scenario educate every one is the aim and dream of our country. Over the years, individuals, institutions, business, industry and the military have continuously sought for alternative means to education as well as higher education as they strive to cope with lifestyles and changing demands of the economies and societies they live in.

Through Distance Education it is possible to fulfil the dream of providing best education to everyone who aspires for it. Distance education is the education of students who may not always be physically present in the classroom for learning. Traditionally, this usually involved correspondence courses wherein the student corresponded with the institution via post. Distance Education is passing through a period of significant transformation and expansion. Today it involves online and mobile education also. In distance education the learner is at a distance from the teacher for most of the time during teaching learning process. Distance education offers *flexibility* and *autonomy* to the students to study when and where they wish and at a pace to suit their circumstances.

In distance education system both asynchronous and synchronous learning are possible. Asynchronous learning refers to those situations of learning when learners and teachers are not involved in the learning activity at the same point of time. Internet courses are a form of asynchronous learning network. Here, the students and teacher interaction is separated by time. Synchronous learning environments are those in which teacher and learners communicate to each other in real time even though they are separated by space. Examples are satellite delivery, teleconferencing, video conferencing, audio conferencing etc. These provide for real time communication between teacher and students and learning activities that are parallel to those available in face-to-face environments.

In distance education system the students have to study independently and they do not receive immediate feedback as compared to their counterparts in the formal system. Normally, they do not have easy access to library facilities. Alongside we see the developments in information and communication technology and the use of communication technology in Distance Education system. Open Universities have become important mode of transferring disciplinary knowledge base to the ever-increasing number of aspirants in various fields of education through distance mode. In distance mode, education is provided at any stage and to any group of learners. The learner is left free to determine his pace, place and course of learning. In this mode of education, knowledge is imparted to the learners through Self Learning Material (printed materials), radio broadcast, audio cassettes, video devices, audio conferencing, teleconferencing, online learning, mobile learning, personal contact programmes and weekend counselling etc. These are used as mediated communication to solve the problem of distance and make their learning more effective.

People could not get education at the period when they were to be educated because of lack of funding for education, having no teacher, or having untrained teacher/s, no classroom, lack of learning materials, the exclusion of children with disabilities, distance from home to school, the expense of education, poverty etc. There are large numbers of individuals in our country who are untouched and unreached by education in more than one ways. Through Distance Education it is possible to reach the unreached.

Unreached due to distance: India has a multiplicity of geographical contexts. There are people living in geographically remote areas like islands, hilly areas, places that cannot be reached by normal means of

transportation etc. For them education is not reached. Because of the use of different media in Distance Education like radio broadcast, mobile learning, Self Learning Material etc it has the advantage of reaching these unreached.

Among different electronic media available today, educational radio broadcast can play a vital role in distance education in reaching the unreached due to distance for its easy accessibility, cost effectiveness, ability to reach the masses, overcome distance, ability to promote thinking and imagination, ability to cater to people of all ages and help in direct instruction for definite target groups.

Presently distance education uses emerging technologies to enhance traditional way of learning. That is distance learning on the web, also referred to as online learning, online distance learning or e-learning is increasingly becoming the logical way to learn. This has been made possible by the evolving information and communication technology. Telecommunication networks are providing learning opportunities for non-traditional populations of learners and individuals isolated by distance or geographical barriers.

Mobile learning represents a way to address a number of our educational problems. Devices such as smart phones and tablets enable innovation and help students, teachers, and parents gain access to digital content. Mobile devices are essential tools to improve learning for students and these in the hands of students have the potential to dramatically improve educational outcomes. Wireless technology is a way to provide new content and facilitate information access wherever a student is located. It enables, empowers, and engages learning in ways that transform the learning environment for students inside and outside of the institution.

Unreached due to Mode of Education:

Mode of transmission is normally textual and aural mode in formal schools, colleges and universities. Differently abled individuals such as visually challenged, hearing impaired, etc who have no other choice but to learn through the same kind modalities of chalk-talk-perform which any other student of education goes through. Distance Education provides an opportunity to reach these students by way of designing its instruction in alternate ways to cater to students with differential learning needs in terms of mode of education. In Distance Education you can prepare specific material such as brail or audio cassettes, radio programmes, television programmes etc to reach the unreached due to mode of education.

Unreached due to lack of individualisation:

In the formal classrooms particularly in higher education in which the number of students in a class would be too large, it is not possible to provide individual attention to the learners in a cohort. Each individual learns according his/her own pace, rate and way of learning. In formal education system instruction is not individualized and also learner-centred. Even though they are in the classroom they are unreached. Because of individual differences and lack of individualized instruction many a students leave a programme mid-way, fail, dropout, etc. Particular type of material used in Distance Education is primarily meant for catering to the individual needs of the learner. These materials are individualized materials and they are called Self Learning Materials (SLMs).

Self Learning Materials (SLMs) provided to the learners are designed for distance learners to learn on their own. SLMs includes all the text prepared to stimulate independent study. They depend heavily upon the Self Learning Materials provided by the institution. Self Learning Materials are Self explanatory i.e. the content could be presented in a style so that the learner can go through the material without much external support. They are self contained which is made self sufficient so that a learner need not hunt for additional sources of information. It covers all information required by the learner while keeping away all that is not necessary. Self-directed i.e. the study materials perform the role of a teacher namely guide, instruct, moderate and regulate the learning process. They are self motivating in the sense the study material not only arouse curiosity of the learners, relate knowledge to familiar situations, make learning meaningful but also provide appropriate reinforcement to sustain the interest and encourage learners to study further.

Unreached due to life context

Large numbers of women, particularly home makers are deprived of education particularly higher education. They are deprived of education because their circumstances of life do not permit them to go to formal education. However education can reach to their homes through distance education. It may be through state or national open universities, through internet, on-line learning or e-learning, on-line courses, Massive Open Online Courses (MOOCs), etc. Massive Open Online Courses (MOOCs) offer large-scale interactive participation and open access through the World Wide Web or other network technologies. These are recent developments in distance education.

In the present scenario, the Internet or the networking opens up a way of exponentially the physical limits of the open universities by giving students and teachers access to other students and teachers, experts and resources around the world. It is possible to give the distance learners the best they deserve through Internet. Internet is a network of computer networks. It is a network of networks, that is, it connects many Local Area Network (LAN) and Wide Area Network (WAN). Internet is a global collection of people, who are linked through cables and telephone lines, making communication possible with each other for specific purposes.

The Internet opens up way to e-learning. E-learning is used interchangeably in wide variety of contexts. E-learning or electronic learning can be used effectively in distance education for offering some of the programmes or providing some of the course materials and other required information. E-learning is defined as a planned teaching / learning experience that uses a wide spectrum of technologies, mainly internet to reach learners. Developments in Internet and multimedia technologies are the basic enablers of e learning. The three key components of e-learning are content, technologies and services. Through e-learning and on-line learning it is easy to reach the unreached women folk.

Using satellite, computers, telephone, the Internet, interactive video conferencing and audio, distance learners can participate and share many different types of experiences that would not ordinarily be made available to them. Through distant learning technologies, students can interact with one another, interact with their instructors and easily consult experts at remote locations. Online distance learning is very flexible. One may have to spend 30 minutes to 40 minutes a day whichever is most convenient to him/her.

Unreached due to Numbers: There are limited numbers of seats for different programmes in formal education system. In distance education number of seats is not fixed. Usually distance education is provided by National and State Open Universities. To cater to the requirements of the students Open Universities establish several regional centres and study centres at various places. Through a large number of study centres spread over the entire country or state, higher education can be received by the individuals who could not get admission because of limited seats. These study centres provide weekend counselling, contact programmes, library facilities, information, audio video cassettes etc. To cater to the needs of the learners in distance education and to provide for interaction with the teachers and learners and provide training in different study centres different types of technologies such as audio cassettes, audio CDs, radio lessons, radio counselling, audio conferencing, are used. Apart from these, in order to improve the quality of distance education and enhance students' learning multimedia network providing video clips, animations, Internet, on-line learning, e-learning, audio-video conferencing, video conferencing etc are used.

Distance education provides opportunity to everyone who is unreached in other systems of education. Distance education makes each and every one enjoy the access to education. Open and Distance Education (ODE) is designed basically to provide accessible and affordable education to all especially those who were denied education in earlier life due to one or the other reasons.

Distance education is being used by those involved in the educational process. From high school to higher education, military and government to continuing education, corporate training to lifelong learning, distance education is being used for several purposes; to reach the unreached and also advanced students, reach learners in different geographic locations rural areas as well as cities, for course enrichment, staff development, cost-saving and to offer just-in-time training to individuals and employees in remote locations.

Conclusion

Through Distance Education it is possible to reach the all untouched and unreached.

Through Distance Education it is possible to build a better future for all those who aspire for quality education in our country and in turn see them build a better future for the world.

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Professional Development of Teachers

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ABSTRACT: *The role of a teacher is changing day by day to meet the expectations of the global society. A new age teacher should be well prepared knowledge worker who can synthesize information, identify and solve problems, troubleshoot, create new innovative and creative ideas in their given fields, work in groups, leadership qualities, mentor and make positive contributions to civil society and to be tech savvy and try for optimal utilization of all resources both tangible and intangible. A teacher should be aware of prognostic tests or baseline tests and critical competencies. They must do need analysis and set the instructional objectives. They must integrate life skills, values and attitudes, work experience and clubs seamlessly in the curricular design. They must identify differentiation strategies keeping in mind the MI endowed with blooms taxonomy. They should write comfortably anecdotal records and collate the information for grading and give right descriptors. Teacher should help the students to maintain portfolios and monitor them periodically. Schools should give a lot of connotation to teacher training. This avowed goal is more pertinent today as it was earlier. Teachers should be conversant with domain knowledge, delivery mechanism and most importantly the technology integration.*

Keywords: *Need analysis, goal setting, integration of life skills, rubrics for evaluation, portfolio, Technology in education*

Objective

A profound attempt is made in this paper to

- Explore the areas of development required for the modern era teacher which can elevate him/her from a facilitator to a mentor.
- Extrapolate the importance of integrating technology and teaching.
- Expertise the teachers for the betterment of the students

Introduction

In this period of drastic changes that occur day by day in all the walks of life, teachers should keep on updating their knowledge as well as skills elated to teaching. At the outset, let's discuss about the factors which force the teachers to have professional training.

- Changes in the child psychology
- Knowledge explosion in the world
- Development of modern science and technology
- Latest trends in teaching learning process

Teachers can enhance their skills and knowledge by indulging themselves in reading books, browse online, interviewing parents and observing the routine of the children. Learning should reflect in the terms of behavioral changes in the learner. Different strategies for different learners should be adopted by a teacher to achieve the objectives. For this, apart from pre service training like B.Ed., in-service training is also required. The following may contribute to the professional development of the teachers.

- Need Analysis
- Goal Setting
- Lesson Planning
- Evaluating
- Integrating Technology and Teaching

Need Analysis

A teacher should be well equipped to analyze the needs of every child before setting the learning objectives. Swot Analysis is one tool that helps a teacher to understand the needs of the students.

S- Strengths

W- Weaknesses

O- Opportunities

T- Threats

Strength and Weakness are internal factors having contradictory effects, Positive & Negative respectively. Opportunities & Threats are external factors having contradictory effects, Positive & Negative respectively. Though SWOT analysis is carried out in a different way in the professional front a cumulative observation of the student activities will give an overall idea of the strengths and weaknesses of the children. Based on this a teacher can understand the needs of the students. Maslow's Hierarchy of needs in turn helps the teacher to understand the psychological, social and personal needs of a child.



Source: <https://www.coachilla.co/blog/the-new-hierarchy-of-needs>

Goal Setting

Goals of education cannot be generalized. Goals or objectives have to be set according to the needs of the children. One should set SMART GOALS.

- S - Specific
- M - Measurable
- A - Achievable/Attainable
- R - Realistic
- T - Tangible

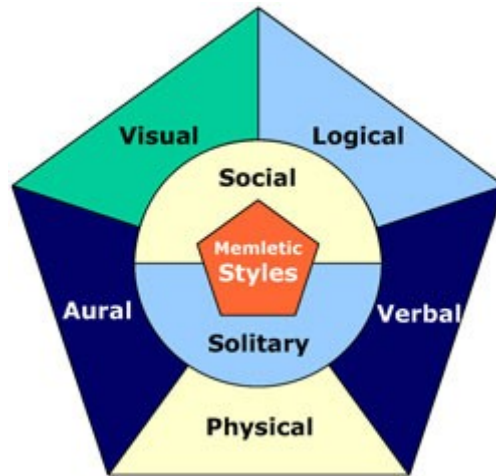
Refining goals as a teacher and setting realistic goals will result in holistic development of a child. The 12 brain mind learning principles given by Renate Nummela Caine, Geoffrey Caine, Carol McClintic and Karl Klimek gives a deep description of the brain functions which helps the teachers engage children in powerful learning for a future that matters.



Source: 12 Brain Mind Learning Principles

Lesson Planning

Lesson plan is a vital tool which a teacher uses to achieve the objectives of learning to the fullest. Before planning, an educator should understand different learning styles of a child. There are seven learning styles specified,



Source: <https://www.learning-styles-online.com/overview>

- **Visual (Spatial)** - Pictures, images & spatial understanding.
- **Aural (Auditory-Musical)** - Sound and music.
- **Verbal (Linguistic)** - Texts, words, both in speech and writing.
- **Physical (Kinesthetic)** - Action, Body, hands and sense of touch.
- **Logical (Mathematical)** - Logic, Analytical, reasoning and systems.
- **Social (Interpersonal)** - Learn in groups/teams or with other people.
- **Solitary (Intrapersonal)** - Work alone and use self-study.

Unlike traditional teaching which uses mainly linguistic and logical methods, the idea of seven learning styles paves way for quicker and quality learning.

Evaluating

Classroom assessment and evaluation are highly concerned with qualitative judgments that are used to improve students' knowledge and learning. Assessment and evaluation also give teachers useful information about how to improve their teaching methods. The idea about multiple intelligences provide teachers with a framework for varied assessment, teachers should take advantage of the many different multiple intelligences checklists available for students. The results from these checklists provide a starting point for teachers in determining the individual requirements and preferences of their students. By paying attention to MI theory, teachers can tap into skills and talents that are often overlooked. Students can be provided with opportunities to shine and build their self-esteem through a deeper understanding of themselves as learners.



Source: <https://www.identifor.com/about/mi>

Integrating Teaching and Technology

The systematic and effective use of Technology in Education has changed the face of education and it has created more educational opportunities. Both teachers and students have benefited from various educational technologies, teachers have learned how to integrate technology in their classrooms with advanced techniques and students are getting more interested in learning with technology. The use of technology in education has removed educational boundaries, both students and teachers can collaborate in real time using advanced educational tools and techniques.

Though no technology can replace a teacher, technology can definitely improve the teaching strategies of a teacher. A perfect blend of technology and traditional methods can be the best adopted method for 21st century teachers. The following advancements can be used by teachers,

- Digital Classrooms
- Digital Libraries
- Video Conferencing
- Online Tests
- E-Portfolio
- Language Lab

Conclusion

The curriculum setters have accepted dynamic and flexible approach in teaching learning process which demands the teachers go on updating their ideas on the aims and objectives of the latest curriculum and syllabus. We need teachers to be game changers to develop self-learners. Teachers of present era should have head full of knowledge, hand knowing the work and a heart full of love.

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A Descriptive Study of the District Rural Development System

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ABSTRACT: *The central government has implemented various incentive schemes for the purpose of development of rural areas and also rural economy. The government have been started various schemes through Gram Panchayat, Panchayat Samitee, and Gilha Panchayat, such as Assured Employment Program, Indira Awas Yojana, Million well plan, Jawahar Rozagar Yojana, Rural House Scheme, To provide market of artisans in rural areas, Jawahar Gram Samrudhi Yojna, and Swarnajayanti Gram Yojana Yojna.*

1. Introduction

The Central Council is implementing some of the schemes that are planning various schemes of rural development. However, the Zilla Parishad Development System has been set up by the Zilla Parishad to make the Center's scheme more efficient. The existence of the system established under the Public Trust system is completely independent and the central scheme of implementation is the main function of this system.

Design of District Rural Development System

District Rural Development Mechanism has a District Level Vigilance & Monitoring Committee, which is the President and Co-Chairman of the District. The members of the committee are the members of Legislative Assembly and Vidhan Parishad in the District and President of Zilla Parishad and representatives of NGOs of Panchayat Samiti, the District Collector and District Collector nominated by Project Director and Chairperson There are nominally each representative of nominated communities, tribes, women and minority communities. District Rural Development Agency is an institution which works for eradicating poverty in the rural areas at the district level. This institution receives funds from the Central Government and the State Government in the ratio of 75:25.

Objectives of the study

1. Deep Drilling of District Rural Development Mechanism.
2. To look into the work of District Rural Development Mechanism in rural areas.

District Rural Development System was established on 10 September 1981 by the Bombay Society Registration Act 1950. Rural poverty eradication is done by Swami Jayanti Village Self Employment Scheme, Jawahar Gram Samrudhi Yojana, Indira Awas Yojana etc. It is a rule that all members of the scheme should be made every fifteen months after the annual general meeting. All the schemes are reviewed in this meeting, and the Regulatory Board was formed to review and control the administration from time to time. Zilla Parishad Chief Executive Officer is the Chairman of the Governing Board and Project Director is Member Secretary. Integrated Rural Development Program the Central Government took this program to develop rural areas from 1978-79. The main objective of this program is to remove poverty in rural areas. In 1978, the implementation of this scheme started in Maharashtra as a pilot. After the 1980's, it was made state-wide and nation-wide. Through this program, the government successfully tried to provide employment to women and scheduled tribes.

Assured Employment Program

This scheme was started on August 15, 1993 for the purpose of providing employment to the people of tribal and agitation prone areas of rural areas. The main objective of this scheme is to remove seasonal unemployment in rural areas. With every gram panchayat working more and more in the field of work, removing seasonal unemployment of the people is expected to be built along with permanent property.

Indira Awas Yojana

There is a scheme implemented by a district rural development system, which is part of Jawahar Employment Plans. To provide employment to the homeless in the rural areas, giving employment is also the root cause of this scheme. The nature of the scheme is to provide the eligible family with the government

house for this purpose, Rs 21000 by the Center and seven thousand five hundred rupees from the state government for grants and 15 to 500 rupees are given for the construction of the house. Besides, additional assistance of Rs 3500 for light, sewage, road and water is provided; 12 thousand additional subsidy is given for maintenance and repair.

Million well plans

This scheme was implemented as part of Jawahar Rozgar Yojana. This is also known as Jeevyadharah Vihir Yojana. Under this scheme, the farmers of Scheduled Castes are provided 100% subsidy on 100% subsidy to dig the wells in their fields, as well as equipment required for irrigation are provided under integrated rural development and tribal applications such as electric pumps, diesel pumps etc. To get the benefit of this scheme, the application form for various forms needs to be filled. Under this scheme, the amount of subsidy will be paid by the installment as per the progress of work of wells.

Jawahar Rozgar Yojana

Unemployment and seasonal unemployment in rural areas have become a serious problem for the country. As a result, due to the urbanization of the people of rural areas, there has been an increase in the number of cities and there have been many problems. Several legislative schemes were implemented to overcome this problem, but they did not succeed in saying that. On 28th February 1989, the then Prime Minister Rajiv Gandhi undertook an ambitious program of redistribution of rural areas by announcing the Jawahar Rozgar Yojana in the Lok Sabha. The scheme has been given to the Gram Panchayats and since April 1, 1989, this scheme has been implemented throughout the country. With this scheme, the grampanchayat gets direct subsidy and they have been able to implement favorable development works of the village. The aim of this scheme is to develop a living below poverty line as well as to develop a livelihood under poverty line, as well as to develop a livelihood property at village level.

Rural Housing Scheme

In order to promote housing in rural areas, this scheme is implemented by the District Rural Development Authority. Grants are provided to the household for those who have a little financing and can repay their loans. The aim of the plan is to eliminate the homeless. The central government gives 75 percent of the funds for this scheme, and the state government takes part in 25 percent of the expenditure. Under this scheme, a grant of Rs 10,000 will be given to the household for the benefit of the scheme; the family must be above rural areas and above poverty line. The use of materials has been encouraged to save on costs and maintain environmental balance. To construct these houses, toilets and free of cost in the house, 60 percent of the total house slaughter houses are provided to the beneficiaries of Scheduled Castes and Scheduled Tribes.

To provide market of artisans in rural areas

Governments in rural areas have implemented many schemes for women to make financial development through self-employment. Rural artisans take advantage of these schemes and make many derivatives, but they are not able to bring their goods to the market. As a result, the Pune Zilla Parishad organized a village festival to provide market for women and artisans in rural areas. In view of the overwhelming response received from this program, it has been decided to open permanent shops to make these manufacturers available for permanent market in the urban areas. Apart from all the Zilla Parishads, if there is a right market, if the program is implemented, the signals for self-employed will definitely increase.

Jawahar Gram Samrudhi Yojna

The Central and State have implemented a number of schemes to develop the village level by making basic facilities in the rural areas. In addition to creating sustainable assets, the main objective behind the creation of a human day was on this plan, but in the modern era it is necessary to set up basic facilities in rural areas in a planned manner. Jawahar Gram Samrudhi scheme has been started from April 1, 1999, with the change in the fundamental nature of the scheme. The Gram Panchayat has been implemented so that the problem of village level problem is more gram panchayat. This scheme is prepared by the approval of the Gram Sabhas, prepared by Gramsambha and the Gram Panchayat and Panchayat Samiti have been sent to the District Rural Development Authority for approval. After approval, the program is implemented. For this scheme, 77.5% of the cost has to be made to create durable assets of social and basic nature. So, 22.5 percent of these castes and Scheduled Tribes There is a need for a separate form of community. It is mandatory to show the

wages and labor costs of 60:40 for this scheme. For this scheme, 75 percent funds are provided from the center and 25 percent from the state.

Swarnajayanti Gram Yojana Yojna

The government has implemented so many schemes to eliminate poverty of the people in rural areas, but these schemes have not succeeded due to non-coordination of these schemes. As a result, the Government started Swarnajayanti Gram Yojana Yojana on April 1, 1999 to eradicate poverty. Therefore, Integrated Rural Development Program, TriSem, plan for providing improved weapons for rural artillery, Ganga Kalyan Yojana has been closed, and it has been included in Swarnajayanti Gram Yojana Yojana. According to this plan, the aim of the scheme is to bring 30% of the total households below the poverty line to the poverty line and to provide stable and permanent income to the poor by establishing small scale industries in rural areas. The beneficiaries of this scheme will be called self-employed, and self-employed under this scheme will be 40% of the scheduled castes and 40% female and 20% disabled.

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Justifying the Need for Adapted Physical Education in Indian Perspective: A Review

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ABSTRACT: *Physical education is essential for both able bodied as well as individuals with special needs. Physical education is an integral part of education aiming at overall development of individual through the means of physical. The health and social benefits that all children receive from physical activity may be even more important for students with disabilities. Children with disabilities are often inactive and socially isolated during physical education. Most of the research on physical education teachers of children with disabilities indicates they feel their professional preparation is inadequate. Hence, they lack the ability to effectively accommodate children with disabilities into their general physical education classes. In view of the present review it is concluded that there are innumerable benefits of adapted physical education in an inclusive set up for children with unique needs. The challenges have to be met with comprehensive approach and positivity.*

Keywords: *physical education, inclusion, adapted, health, fitness*

1. Introduction

Physical education is essential for both able bodied as well as individuals with special needs. Physical education is an integral part of education aiming at overall development of individual through the means of physical. Physical education for individuals with unique abilities is by large neglected in India. Hence such individuals face a lot of difficulties in their future to carry out day today activities.

Physical activities, sports and games help in enhancing physical fitness. During the past decade the importance of physical activity has received considerable public attention. The various benefits of engaging in regular physical activity have been well documented in the literature (Chaddock-Heyman, et. al., 2014; Janssen and LeBlanc, 2010). Although it is difficult to organize such activities for individuals with unique needs, an attempt can be made through adapted physical education.

For any child, physical education should mean more than watching from the sidelines or keeping score. The health and social benefits that all children receive from physical activity may be even more important for students with disabilities. Research shows that for students with disabilities, physical activities can control or slow progression of a chronic disease, improve muscular strength, and control body weight as well as improve psychological well-being (US Government Accountability Office (2010).

Benefits of physical education

Physical education is responsible for developing the psychomotor, affective, and cognitive domains of learning in a play or movement exploration setting (Anderson, 1989; Rink, 2009). The three major benefits of physical education are: Physical improvements, Mental improvements in confidence and wellbeing; and Behavioral Improvements in Attention, Relationships, and Academics.

Scientific research has demonstrated repeatedly that physical education can enhance academic performance and cognitive function. However, for children with special needs, it's valuable for so many reasons, from providing an opportunity to build collaborative and social skills, to teaching individuals how to focus on specific goals and overcome obstacles. Parents and teachers are encouraged to find creative ways to implement reasonable accommodations to ensure that all students with special needs can be successful in physical education and the school environment.

Adapted physical education

Physical education is considered an important vehicle for the promotion of physical activity, psychosocial development, and teaching dance, games, and sports skills. Unfortunately, children with disabilities are often inactive and socially isolated during physical education (Martin, 2014). Adapted physical education has received much prominence in Western countries where as in India it is completely neglected.

The main goals of adapted physical education is promoting physical activity. The focus of adapted physical education has largely been skill development and/or modification of traditional sports and games. It has been reported that the adapted physical education has not been widely advocated or accepted. Most of the current APE textbooks focus on the modification of games, sports and behavior to ensure the success of children with disabilities within the classroom and physical activity environment.

Status in other countries

In the United States, Public Law 108-446 (Individuals with Disabilities Education Act, 2004) has provided legal definitions of physical education. Accordingly, Physical education services, specially designed if necessary, must be made available free and appropriate to every child with a disability. At the policy level, in England and Wales, the National Curriculum established that all students are entitled to a “broad and balanced curriculum”, including PE (Department for Education and Employment/Qualifications & Curriculum Authority, 1999).

Research reviews on adapted physical education

Jing and Ha (2012) analyzed empirical studies on inclusion in physical education over the past 20 years and then propose recommendations for future research. Findings indicated that, although students with disabilities can gain benefits from social interactions in inclusive PE, social isolation of students with disabilities also exists.

Greguol, Malagodi, and Carraro (2018) analyzed the attitudes of Physical Education teachers towards the inclusion of students with disabilities in regular classes. The results showed that teachers are generally optimistic about the inclusion of students with disabilities in their classrooms, although the lack of support received by the school is highlighted as an important barrier in the process.

Bolt (2017) synthesized findings from physical activity interventions on children and adolescents with Down syndrome. findings indicate that comparing children and adolescents with Down syndrome with their typical developing peers limits our ability to draw firm conclusions on the positive effects of physical activity interventions.

Gut (2008) addressed whether students identified with disabilities are better served in an adapted physical education class or included in a regular physical education class; and did improving a student’s knowledge and skill level in games played during physical education classes increase the student’s participation and social interaction with other students in the class? Results indicate that knowledge of the rules and knowing the skills needed to play the game did not increase their desire to socialize with typically developing peers. Skill level did increase as a result of practicing the skill.

Challenges of adapting inclusive physical education

Similar to all curriculum areas, when considering the inclusion of students with disabilities, physical education faces many new kinds of challenges and opportunities. Most teachers find that including children with disabilities in PE is challenging because of the need to change activities and adapt how they are implemented and evaluated. Many physical education teachers report that they lack knowledge on disability conditions and have limited experiences in teaching children with disabilities.

Most of the research on physical education teachers of children with disabilities indicates they feel their professional preparation is inadequate. Hence, they lack the ability to effectively accommodate children with disabilities into their general physical education classes.

Children with disabilities can participate in physical education in two ways:

- In regular physical education programs, with or without accommodations (adaptations)
 - In specially designed developmental adapted physical education, a special educational instructional service
- Undoubtedly, physical education has to be extended to children with disabilities of all ages and sex. Although it has got immense benefits, following are the challenges for its effective implementation.

- 1) Inclusion of concepts in preservice teacher training with hands on experience.
- 2) Graduate and Post graduate degrees in Adapted Physical Education.
- 3) Government initiatives to make adapted physical education mandatory.
- 4) Attitude of school authorities towards needs of special children.
- 5) Parents attitude towards physical activities.
- 6) Infrastructural and equipment availability.
- 7) Appreciation for their physical capabilities.

Conclusion

In view of the present review it is concluded that there are innumerable benefits of adapted physical education in an inclusive set up for children with unique needs. The challenges have to be met with comprehensive approach and positivity.

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A Study on the Awareness of Teacher Trainees Towards Inclusive Education

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ABSTRACT: *Globally schools are becoming more inclusive in practice to provide meaningful learning experiences to students with disabilities in the least restrictive environment. In India, the concept of inclusive schools is gaining importance to provide equal opportunities of education for all. Aim of schools in India is to include students with special needs in the regular classrooms. Researches so far have documented that teachers with positive attitudes toward inclusion are more likely to modify their instruction and curriculum to meet individual needs of students and have a more positive approach to inclusion. It is the responsibility of teacher training programmes to prepare teachers who can meet expectations of implementing inclusive education programme effectively. The present study was aimed to explore the views of teacher trainees undergoing two-year Bachelor of Education (B.Ed.) programme about inclusion and their readiness to teach in inclusive classrooms. In this study, the researcher through a questionnaire has tried to know the awareness of Inclusive education among 51 B.Ed teacher trainees studying in their second year of the teacher training programme in a college of education, Shikaripura. Some suggestions and recommendations for improvement of teacher education programmes vis-a-vis inclusion have also been given.*

1. Introduction

There is no standard definition for Inclusive Education but UNESCO Salamanca declaration had given comprehensive idea about Inclusive Education to the world. "UNESCO Salamanca Statement and Framework for Action (1994) proclaimed as under: Every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. Every child has unique characteristics, interest, abilities and learning needs. Educational system should be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs. Those with special educated needs must have access to regular schools which should accommodate them within a child-centered pedagogy, capable of meeting these needs.

Inclusion encourages bringing all students together under one roof without lowering the academic standards. In India, recommendations to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944, and again in 1964 by the Kothari Commission (Julka, 2005). Even though the National Policy of Education (1986) emphasized the integration of children with special needs in the regular curriculum, a clear roadmap to implement such plans were not mentioned in the policy. A major landmark in the history of special education and rehabilitation in India reached with the enactment of the Persons with Disabilities (PWD) Act in 1995. The major emphasis of this act was the inclusion and full participation of students with disabilities in regular schools. Another important legislative breakthrough was reached when, a comprehensive Plan of Action for Children and Youth with Disabilities (2005) advocated inclusive education and envisaged making all school "disabled-friendly" by 2020.

Research studies highlight that one of the most significant factors for implementing successful inclusion of students with special needs is the perception of the general education teachers regarding inclusion. Researches also highlight that many school teachers do not favour inclusion because they feel unprepared to meet the demands and responsibilities of students with disabilities Shahazadi (2000). According to Scruggs and Mastropieri's (1996) meta-analysis of 28 studies conducted from 1958 to 1995, show that teachers overwhelmingly approve the idea of including all students in their classrooms. It is equally important to observe that one third of the teachers in these studies revealed that they felt ill prepared in requisite skills needed to meet the needs of students with disabilities and also felt that they lacked time and resources needed for successful instruction in inclusive settings.

Teachers who lack training in appropriate strategies for working with students with disabilities often feel negatively toward students with disabilities, thereby lessening the likelihood of success for students with disabilities. The success of inclusion can only be made a reality if both teacher educators and staff

development programs share the responsibility in helping to train and continue to educate our future and current general education teachers.

Statement of the Study

“A study on the Awareness of Teacher Trainees towards Inclusive Education”

Objectives of the Study:

The objectives of the study

- To study the awareness of male and female teacher trainees towards inclusive education
- To study the awareness of arts and science subject teacher trainees towards inclusive education

Hypothesis:

The following null hypotheses have been framed for the present study.

- There is no significant difference between male and female Teacher Trainee’s Awareness towards of Inclusive Education.
- There is no significant difference between Arts and Science subject Teacher Trainee’s Awareness towards of Inclusive Education.

Methodology

For the present study, the investigator has adopted the survey method.

Sample

The study was conducted on a sample of 51 teacher trainees studying in Kumadvathi College of Education, Shikaripura, Shimoga District.

Analysis

- **Objective 1** - To study the awareness of male and female teachers trainees towards inclusive education
- **Hypothesis 1** - There is no significant difference between male and female Teacher Trainee’s Awareness towards of Inclusive Education.

Table 1: Shows the Mean, SD and ‘t’ value of awareness of male & female teachers trainees towards Inclusive Education

Category	N	Mean	Sd	‘t’
Male	14	70.67	5.53	1.86 NS
Female	37	74.02	6.32	

To find out the significance the scores of male and female teacher trainees awareness towards inclusive education were calculated. It was found that the obtained ‘t’ value is lesser than the table value at 0.05 level. Hence the value was found not significant. The null hypothesis there is no significant difference between male and female teacher trainees awareness towards inclusive education was accepted. The result indicates that the awareness of the male and female teacher trainees do not differ significantly from each other. In other words, those male and female teacher trainees cannot be differentiated on the basis of their awareness towards Inclusive Education.

- **Objective 2** - To study the awareness of arts and science subject teachers trainees towards inclusive education
- **Hypothesis 2** - There is no significant difference between Arts and Science subject Teacher Trainee’s towards Awareness of Inclusive Education.

Table 2: Shows the Mean, SD and ‘t’ value of awareness of Arts&Science Subject teachers trainees towards Inclusive Education

Category	N	Mean	Sd	‘t’
Arts	30	71.82	6.14	0.248 NS

Science	21	72.26	6.32	
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To find out the significance of the scores of arts and science subject teacher trainees awareness towards inclusive education were calculated. It was found that the obtained 't' value is lesser than the table value at 0.05 level. Hence the value was found not significant. The null hypothesis there is no significant difference between arts and science subject teacher trainee's awareness towards inclusive education was accepted. The result indicates that the awareness of the arts and science subject teacher trainees do not differ significantly from each other. In other words, the arts and science subject teacher trainees cannot be differentiated on the basis of their awareness towards Inclusive Education.

Suggestions

In the light of the results obtained in the present study, the following suggestions can be made:

- It is important to explore their readiness to implement inclusive education programmes in their schools.
- It may be suggested that practical experiences and exposure are required to be added in the curriculum regarding inclusive education in order to strengthen content knowledge in the teacher training program at the B.Ed. Level. This would not only help to reduce the gap between theory and practice but would also make the program more meaningful and relevant for the teacher trainees.
- College need to provide necessary support to enhance the meaningful learning experiences of regular teacher trainees towards inclusive education. For this, regular visits to the inclusive school need to be scheduled in the curriculum.
- In addition, participation of the trainees in the teaching-learning process of children with special needs requires to be introduced as a regular feature of the instruction related to inclusive education. The teacher trainees require to be shown videos, recordings of clippings of children with special needs in inclusive settings.
- Discussions, debates awareness programs, interaction with the children with special needs require to be made regular features in the practicum and internship programs in the Colleges of Education.
- Most of the time, teacher educators themselves do not possess positive attitude towards inclusive education either due to lack of proper training or awareness, which influences the attitude of teacher trainees towards inclusion. For this, in-service awareness and training programs need to be organized regularly for teacher educators.
- The College should use institutional visits special institutions for disabled students like CBR network and other nearby special schools. By giving such opportunity the teacher trainee's will get hands on experience how to handle these students in regular classroom situation.

Conclusion

Overall analysis showed that teacher trainees demonstrated neutral awareness towards inclusive education. Hence, it is a need of an hour to organize awareness building and sensitization programme on inclusive education. There is an immediate need to promote positive awareness programme among pre-service teachers about inclusive education because they have to accept both the strength and weakness of children with disabilities. It helps them to understand their abilities and channelize it in a proper direction.

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Value, Inclusive and Integrated Education

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ABSTRACT: *Inclusive and integrated Education aims towards promoting equal participation of all students with in the conventional educational system. Inclusive education primarily focuses on mainstreaming students with disabilities in the general education settings and works on the principle of Integration. Inclusion in education involves the process of increasing the participating of students in curriculum, value and validity of qualify of education. Inclusion involve restructuring the cultures, policies and practices in schools so that they respond to the diversity of student in their locality. Inclusion, is concerned with the learning and participation of all students vulnerable to exclusionary pressures not only those with impairments or those who are categorized having special educational needs.*

Lack of flexibility in curriculum, inability to fend for them and thus being bullied by others in the class and not getting adequate attention form the teacher are common issues. All these may result in the child not getting a fair inclusive education. As a result, the number of children with special needs receiving higher education is on the decline.

The Government of India has created numerous policies around special education since the country's independence in 1947. Although the government of India has attempted to create policies that are inclusive for people with disabilities, their implementation effects have not resulted in an inclusive system on education, not have they reached their goal of "Education for all" across the country. The government of India needs to bridge the gaps in their education system to build a strong system of inclusive education in India.

1. Introduction

Education is the way where the individuals are trained to develop an overall development of the personality. Each child has a right to education. The constitution of India ensures equality, freedom, justice and dignity of all individuals. The general philosophy of inclusive education is to provide a good teaching practice, a healthy relationship between teachers and students; it helps the child to get a good education, to get development in different areas. All children are different in their own way. An education system should provide an equal opportunity for each child to learn in a good environment. The differences may be in quality of learning, speed of learning or the ability to learn or an inability to learn in normal way. The mainstream education system. Whatever are the differences the education system should prove an equal opportunity for each child to learn. Swarup (2000) reports that all children can do well when a classroom environment is adjusted according to the needs of a child. Inclusive education should be flexible; its principle should be education in the regular classrooms whenever possible. It is education for all, individualized teaching, learning in integrated areas, emphasis on learning, child-centered, holistic, equalization of opportunities for all, curricular change, planning to the child's level of learning.

Objectives of value and inclusive and integrated education

- To evaluate the standard and effeteness of inclusive and integrated education.
- To analyses the problems faced by the institution while initiating the inclusive education system
- To study the advantages and disadvantage of inclusive and integrated education
- To study the need and importance of inclusive and integrated education.

Meaning of Inclusive Education

At the heart of any institution is the learning site community, comprising various stakeholders, namely, learners, educators and other staff, community members, etc. Stakeholders bring to the community their unique characteristics, skills and knowledge, as well as beliefs and values based on their cultures. They interact and participate within the context of the common task of teaching and learning. Inclusive education is the framework that aims at ensuring that all stakeholders can participate in a meaningful way in this common task, contribute in different ways, and be valued and respected as equal members of the community of the educational institution (DoE, 2002.) As a catalyst for change, inclusive education provides not only for

institutional improvement, but also for an increased awareness of human rights and a reduction in discrimination.

- Accepting and respecting that all learners are different in some way and have different but equally valued learning needs
- Capacitating education structures, systems and learning methodologies to meet the needs of all learners
- Acknowledging and respecting differences among learners, whether due to age, gender, ethnicity, language, class, disability or HIV status
- Changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners

Difference between integrated and inclusive education

Special Education	Integrated Education	Inclusive Education
High Cost	Cost not so High the child is seen as a problem and not the system	Is all about effective learning by oil children Including children with disability.
Charity oriented	She is considered to be different from others	based on the social model of disability
Teacher Effectiveness limited to the group	she cannot learn It Is her/his problem	emphasises quality of education
May have low Self- esteem	based on the medical model of disability	not mere placement In education
Special Educator Special Curriculum Special methodology	views a child with disability with clinical blinders needing remedy	considers that If the child It not learning then the system needs to be blamed

Special Education	Integrated Education	Inclusive Education
Limited Opportunities for Participation	Selected Regular School	Child Remains as She is, Rights Recognised and Actualised
Special School	Regular Resource Teacher, Specialist	Equal Opportunities for Participation
For Special Children like the Visually Impaired	Curriculum and Methodology Subject Centred	Teacher Effectiveness In Including all in the Learning Process
	Teacher Effectiveness Unchanged- Limited to other Children	Curriculum and Methodology Child Centred Constructive
	Rights Recognised not Realised	Teacher Effectiveness In Including all In the Learning Process
	Selected Regular Child Brought near Normal School	School — She would naturally go to the Neighbourhood

Challenges of Inclusive Education and Training for Distances Learning

Although not exhaustive, the following are some of the key challenges of inclusive education and training within distance learning.

1 Creating an Inclusive Ethos

A foundation for all learning and development is the creation of an inclusive ethos for the education institution, that is, a secure, accepting, collaborating and stimulating teaching/ learning community in which everyone is valued. An inclusive ethos is concerned with developing inclusive values, shared among all stakeholders. The principles, derived within an inclusive institutional ethos, guide decisions about policies and moment-to-moment practices. Without addressing the issues of institutional cultures, a sustainable change is not likely to occur.

2 Producing Inclusive Policies

Inclusion must be central to the development process and permeate all policies, so that they provide a framework for enhancing the learning and participation of all stakeholders within the community of the institution. Policies related to behaviour management, assessment procedures, organisation of support, curriculum, professional development, etc. need to reflect the institution's responsibility, both for the teaching/learning development of all learners, and support for educators and the institution

3 Evolving Inclusive Practices

Institutional practices need to reflect the inclusive cultures and policies of the site of learning. They are concerned with ensuring that face-to-face and distance learning activities encourage the participation of all learners. Inclusive practices should also promote the creativity of educators with a view to improving their skills and knowledge, making space and time for sharing, supporting and participation.

4. Overcoming Barriers to Teaching and Learning in an Inclusive Education and Training System

Barriers to learning are a new theory of knowledge that must be imposed on any framework of thinking that relates to teaching and learning. Barriers may be located within the learner, within the site of learning, within the education system and within the broader social, economic and political context. These barriers manifest themselves in different ways, and become obvious only when learning breakdown occurs, or when learners "drop out" of the system. Sometimes, it is possible to identify permanent barriers in the learner or the system. These barriers can be addressed through enabling mechanisms and processes.

5. Negative Attitudes to and Stereotyping of Difference

Negative and harmful attitudes towards differences in our society remain a critical barrier to learning and development. Discriminatory attitudes resulting from prejudice against people on the basis of race, class, gender, culture, disability, religion, ability, sexual preference and other characteristics manifest themselves as barriers to learning when such attitudes are directed towards learners in the education system.

6. An Inflexible Curriculum

Admittedly, one of the most significant barriers to learning for any learner is an inflexible curriculum. Consequently, barriers within the curriculum must be identified and addressed, so that it is accessible to and relevant for all learners, irrespective of their learning needs. This means that the curriculum must be sensitive and responsive to the diverse cultures, beliefs and values of learners.

7. Accessible Learning Materials

To ensure that learners are active participants in the learning and teaching process, distance learning institutions must ensure that teaching and learning materials are evaluated to ensure that the full range of diverse learning needs of all learners is accommodated. Learners must also be provided with learning materials in formats that meet their individual needs. Equally important, the language used must be user-friendly and be understood by the majority of learners. In addition, when planning their learning material, distance learning institutions must be sensitive to the cultural diversity of their learners.

Education of Children and Youth with Disabilities - Policy Perspective

There has been a considerable shift in the understanding of disability, from earlier medical interpretations of seeing disability as a deficit within the individual to that of viewing it in the context of a Human Rights issue.

The National Policy on Education (NPE), 1986 and the Programme of Action (1992) gives the basic policy framework for education, emphasizing the correcting of existing inequalities. It stresses on reducing dropout rates, improving learning achievements and expanding access to students who have not had an easy opportunity to be a part of the mainstream system. The NPE, 1986 envisaged measures for integrating the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

The 93rd Amendment of the Constitution of India has made education a fundamental human right for children in the 6-14 years age group thereby making it mandatory for all children to be brought under the fold of education. This includes children with disability.

India is a signatory to the Salamanca Statement and Framework for Action on Special Needs Education (1994) that emphasizes access to quality education for all. The Statement endorses the need for fundamental policy shifts required to promote the approach to inclusive education, namely enabling schools to serve all children, particularly those with special educational needs by implementing practical and strategic changes. The Government of India has enacted the legislation Persons with Disabilities (Equal Opportunities and Full Participation) Act, 1995 (PWD Act) to achieve amongst other things, the goal of providing access to free education in an appropriate environment to all learners with disabilities till s/he attains the age of eighteen years. The Act endeavours to promote the integration of learners with disabilities in mainstream schools. The National Curriculum Framework for School Education (NCERT, 2000) has recommended inclusive schools for learners with special educational needs by making appropriate modifications in the content, presentation and transaction strategies, preparing teachers and developing learning friendly evaluation procedures.

Barriers and Suggestions for Implementing Inclusive Education

While we cannot neglect the importance of inclusive education it remains unanswered why the practice of inclusive education is presenting problems. It appears that it is both at the level of government policy but rather at the level of implementation. While the policy states that all children should go to school - and governments are enforcing this rule - in many cases quality learning is not taking place, which is contradictory to the ethos of inclusive education. The reasons for the non-implementation of the inclusive education in India, is because of various barriers which according to Johan (2002) are both external and as well as internal. The external barriers are confronted before coming to and getting enrolled in schools, which includes physical location of schools, non-avail ability of school, social stigmatization or economic conditions of the learners.

1) Attitudinal Barriers:

It has been noted that disabled students suffer from physical bullying, or emotional bullying. These negative attitudes results in social discrimination and thus leads to isolation, which produces barriers to inclusion. Regarding disabled children some regions still maintain established beliefs that educating the disabled is pointless. It is sad to note here that these barriers are caused by society, which is more serious to any particular medical impairment. The isolation which results from exclusion closes the doors of real learning. The negative attitudes often develop due to lack of knowledge. Along with information about disability or condition, their requirements must be provided to peers, school staff and teachers as well. Increasing interactions between learners with special needs and community through organization of fairs, meetings etc. It is also very important to counsel the parents of these learners, especially in rural areas about the importance of providing education for developing self-reliant individuals. There is also a need to shift in perspectives and values so that diversity is appreciated and teachers are given skills to provide all children, including those with different learning needs, quality education.

2) Physical barriers

Along with the attitudinal barriers which are faced by the learners on the daily basis, another important barrier is the physical barriers, which includes school buildings, playgrounds, washrooms, library etc. Apart from this, the majority of schools are physically inaccessible to many learners because of poor buildings, particularly rural areas. Since most schools are not equipped to respond to special needs, poses blockage for learners in physically getting into school. For example, many of the students require a personal assistant for such basic activities as taking lunch in recess, personal care, remedial education efforts)

3) Inappropriate Curriculum as a barrier

In any education system, the curriculum is one of the major obstacles or tools to facilitate the development of more inclusive system. Curriculum includes the broad aims of education and has its implications on transactional and evaluation strategies. In our country of diversity, curriculum is designed centrally, hence which leaves little flexibility for local adaptations or for teachers to experiment and try out new approaches. This results in making the content inaccessible and demotivating. Therefore, the design and development of specific learning and teaching materials and teaching arrangements should take cognizance the needs, interest, aspirations and uniqueness of the learners. Elliot (2002) reports on changes being attempted in American schools where students 'learn social skills and group work in environment that celebrates diversity.

4) Untrained Teachers as Barrier

For implementing the inclusive education successfully, it is important that teachers must have positive attitudes towards learners with special needs. But, because of lack of knowledge, education, understanding, or effort the teachers give inappropriate substitute work to the learners, which eventually leads to learners dissatisfaction and poor quality of learning.

Another important feature of the schools is high teacher-student ratios (average 1:45) and where it is expected that learners of diverse abilities have to be taught together. At the first place, there is a scarcity of trained teachers to deal with the diversity and secondly, it is very wrong to assume to deal with 45 learners with diversity.

5) Organisation of the Education System

In our country, there are different types of schools such as private, government; public schools are developing inequality by offering differential levels of facilities and support. Those having an access to private schools have higher possibility of success as compared to those who go to government schools. Therefore, it is important like many developed countries, the common school system policy must be place properly. There is also a lack of information within many systems and often there is not an accurate picture of the number of learners excluded from the school system. Very often this leads to a situation where these learners do not have equal opportunities for further education or employment.

Benefits of Inclusive education

- Families visions of a typical life for their children can come true: All parents want their children to be accepted by their peers, have friends and lead "regular" lives. Inclusive settings can make this vision a reality for many children with disabilities.
- Children develop a positive understanding of themselves and others: When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of different abilities and cultures play and learn together.
- Friendships develop: Schools are important places for children to develop friendships and learn social skills. Children with and without disabilities learn with and from each other in inclusive classes.
- Children learn important academic skills: In Inclusive classrooms children with and without disabilities are expected to learn to read, write and do maths with higher expectations and good instruction children with disabilities learn academic skills.
- All children learn by being together: Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their own pace and style within a nurturing learning environment.

Reality of Inclusive Education

- Segregation does not work: Whether children are separated based on race, ability or any other characteristics, separate education is not an equal education. Research shows that typical children and children with disabilities learn as much or more in inclusive classes.
- All children have the right to be with other children of their own. age: A child with disabilities does not have to perform at a certain grade level or act exactly like the other children in their class to benefit from being a full-time member in general education.
- Parents have been and continue to be the driving force for inclusive education: the best outcomes occur when parents of children with disabilities and professionals work together Effective partnerships happen when **there is** collaboration, communication and most of all TRUST between parents and professionals.

Challenges in Inclusive Education

There are a number of issues and challenges faced to implement Inclusive education. The United Nations Educational, Scientific and Cultural Organization(2005) says that he major one's being that when Inclusive education has to be implemented in the main stream, it has to be accompanied by changes in the organization of the ordinary school, its curriculum and teaching and learning strategies. This lack of organization change has proved to be one of the major barriers to implementation of inclusive policies. The

implementation can be successful only when there is a shift and change at the system as well as societal level (UNESCO, 2005). The inclusive education is not only a technical or organizational change but also a movement with clear philosophy.

Another major determinant is the attitudes of the teacher who has to play a very important role in the implementation of inclusive education. Das (1999) opines that a lack of knowledge about disability, negative attitude towards persons with disabilities and a resistance to change are major barriers impeding inclusive education.

The effectiveness of any program depends upon the people involved, and in this the teachers, parents and the students themselves determine the success or failure of implementing the programme. Therefore it is important that the teachers, parents and students should have a positive attitude towards implementation of the programme, for it to become successful. A number of research studies have shown that the attitudes, which are largely negative, place limitation on students with special needs and inhibit the responsibility of their success (Das, 1999). Studies by Mastopieri and Scruggs (2004); Jha(2002); Singh (2001); and Alur (2001) have shown that the majority of regular education teachers had a negative attitude towards inclusion. The studies indicate that the majority of teachers, who were participating in inclusive program, had a strong negative feeling about inclusion.

Classroom Management

Even though the focus of a special education teacher's job is the special needs students in the class, he is also responsible for helping the general education teacher manage the classroom. Other students must listen to and respect the authority of the special education teacher. He also helps set the classroom rules and routines, working with the teacher to create a classroom climate that benefits students with special needs. It is also a special education teacher's job to be aware of individual students' behavior plans and provide discipline accordingly. ?

Other Responsibilities.

Special education teachers often have responsibilities that other teachers do not. These teachers must regularly review and develop Individualized Education Plans -- or IEPs — and hold meetings to discuss these plans with parents, administrators, counselors and other individuals involved in the education of a child with special needs. They must regularly administer skills tests and other assessments to determine the progress of special needs students or to determine whether students who are not currently enrolled in a special education program need their services. It's the special education teacher's job to make sure that laws such as the Individuals with Disabilities in Education Act are precisely followed and correct any possible violations.

Conclusion

Teachers and schools should provide a high quality education to ensure that future citizens are equipped with the skills and knowledge that they will need to succeed. Our education system must ensure that every child receives the benefits of education as a member of a regular class in a regular school.

Schools that have adopted an inclusive culture have demonstrated the benefits that it provides for all children in the establishment of a healthy society that respects and supports different talents, strengths and capabilities. Regular classroom should be the first option for placement for all students that lays the foundation for a successful move to full inclusion.

Inclusive education is a better way to help all students succeed. The involvement and co-operation of education, parents and community leaders is vital for the creation of better and more inclusive schools. Schools of the future need to ensure that each student receives the individual attention, accommodation and supports that will result in meaningful learning.

Every child has unique characteristics, interests, abilities and learning needs Education systems should be designed and educational programmes implemented to take into account the wide diversity of their characteristics and needs. Those who have special educational needs have access to regular, schools which should accommodate them within a child-centered pedagogy capable of meeting these needs.

Value, inclusive and integrated education are interrelated to each other .The children with various forms of disability are integrated to normal education system in inclusive education. Maximum benefits of inclusive and integrated education still needs to be achieved because available resources are not utilized properly the properly. The present education system should see into the various aspects of inclusive and integrated education so that the present education will be benefitted to a maximum extent. The government should

release more funds to under take more research work on inclusive education and integrated education for the benefit of modern education system.

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Biological-Science Inquiry Model of Teaching: An effective approach in Enhancing Scientific Creativity and Scientific Process Skills among Students

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ABSTRACT: *The current research study examined the students learning outcomes level with biological inquiry that combines cognitive learning theories with active and self-directed learning characteristics. The study also aims in finding out the influence of biological science inquiry model in nurturing scientific creativity and skills of biology. Sixty students were selected using random sampling technique to form control and experimental group, a parallel group design was used. A significant difference was observed between experimental group and control group with respect to post test scores of scientific creativity ($t=5.104$, $p<0.05$) of students, similar findings were observed with respect to gain of pre and post test scores of skills of biology ($t=4.5006$, $p<0.05$) of students at 5% level of significance. Generally, the findings indicated that the nurturing factors of the model Viz: Scientific creativity and skills of biology were the most significant factors in explaining the variance of Achievement in Biology. This study is to contribute to the ongoing debate on enhancing teaching and learning strategies through innovation and changes in the contemporary period of new world order, thus globalization and technology. Science teacher education should be emphasized since the success or failure of the method will very much depend on the competence, enthusiasm and confidence of the teacher.*

Keywords: *Biological Science Inquiry model, scientific creativity and skills of biology.*

To enhance thinking skills, we need to use tested models of teaching and make strong investment in staff development that is required for any innovation to succeed.

- Bruce joyce

1. Introduction

Science education occupies a very eminent place in curriculum both at school and university stages of education in India. Continuous advances in scientific and technological research has led to the growth and greater application of science in contemporary society. Accordingly science becomes a priority area in education, both at the compulsory education level as well as the level of specialization. Science education is supposed to perform a two-fold task. Jawaharlal Nehru, the first prime minister of India strongly advocated the sciences education. In any science education program life science has its own important place and it has a direct bearing on the welfare of the society.

Today, educators and researchers understand that most people learn best through personal experience and by connecting new information to what they already believe or know (National Research Council [NRC], 1996; American Association for the Advancement of Science [AAAS], 1993). Excellent teaching and quality textbooks aren't enough. Students need to personally construct their own knowledge by posing questions, planning investigations, conducting their own experiments, and analyzing and communicating their findings. Also, students need to have opportunities to progress from concrete to abstract ideas, rethink their hypotheses, and retry experiments and problems (NRC,1996; AAAS, 1990, 1993; National Council of Teachers of Mathematics [NCTM], 1991;Rosenshine, 1995; Flick, 1995). In short, students construct their own knowledge by actively taking charge of their learning one of the primary tenets of inquiry.

Joseph Schwab (1966) believed that students should view science as a series of conceptual structures that should be continually revised when new information or evidence is discovered. Earlier, Schwab (1960) had described two types of inquiry: stable (growing body of knowledge) and fluid (invention of new conceptual structures that revolutionize science). Schwab considered that science should be taught in a way that was to be consistent with the way modern science operates. He also encouraged science teachers to use the laboratory to assist students in their study of science concepts. He recommended that science be taught in an inquiry format. Besides using laboratory investigation to study science concepts, students could use and read reports or books about research and have discussions about problems, data, the role of technology, the

interpretation of data, and any conclusions reached by scientists. Schwab called this “enquiry into enquiry” (Duschl & Hamilton, 1998).

From a science perspective, inquiry oriented instruction engages students in the investigative nature of science. There is evidence that inquiry based instruction enhances student performance and attitudes about science David Haury (1993). Students who participate in inquiry-based programs develop better laboratory and graphing skills, and learn to interpret data more effectively in a creative way. The purpose of this research was to examine pre-university students' understanding of teaching biology in an inquiry-based learning environment. The research also aimed to determine the influence of inquiry-based biology teaching courses on participants scientific creativity. In this context, it can be accepted that the creativity is an important aspect of scientific skill. The problem solving, creating hypotheses, designing experiments, and technical innovation require a special type of scientific creativity. The human being is creative in a special field. For instance, while an individual is creative in chemistry, he or she may not be creative in painting (Liang, 2002). Therefore, it is generally necessary to separate the scientific creativity from creativity (Lin et al., 2003).

Methodology

The purpose of this research was

1. To examine the effectiveness of Biological science inquiry model of teaching on the scientific creativity of Pre-University students.
2. To determine the influence of Biological science inquiry model of teaching on skills of biology among Pre-University students.
3. To compare the influence of Biological science inquiry model of teaching on scientific creativity among the boys and girls Pre University students.
4. To compare the influence of Biological science inquiry model of teaching on Skills of biology among the boys and girls Pre University students.

Hypotheses

Based on the above objectives the following hypothesis have been formulated

1. There is no significant difference between the mean scores of scientific creativity among the experimental group and control group.
2. There is no significant difference between the pre test mean scores of skills of biology among the experimental group and control group.
3. There is no significant difference between the mean scores of scientific creativity among the boys and girls Pre university students of experimental group.
4. There is no significant difference between the mean scores of skills of biology among the boys and girls Pre university students of experimental group

Experimental design:

The pre-test post-test experimental model with control group was used in the research. When random assignments cannot be made, true experimental research cannot be done. In its place, quasi-experimental research is used, which embodies the characteristics of experimental research, except for random selection and assignment of participants (Charles, 1998:308). Therefore, the semi-experimental model was used since the students' score averages were used in creating the control and experimental groups. While teaching the concepts to the students at the experimental group science course, the training was performed using supportive activities which made them use scientific process skills and to develop their scientific creativities (by means of open-ended experiments based on problem solving in addition to general experiments). •

Development of Tools: The Scientific Creativity Scale developed by Hu and Adey (2002) was used, and the items inadaptable to Indian culture were replaced. The scale items were evaluated for continuity, flexibility, and originality that determine scientific creativity levels.

Skills of Biology Test: It is an examination administered to determine how much a person has learned, or how much knowledge a person has or acquired the skills. An skill test is a test of developed skill or knowledge. The most common type of skill test is a standardized test developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction. In the present study researcher has developed tool with new approach has been adopted in which the test items were selected from PU college biology subjects on the basis of their skill related loading.

Data Analysis

The analysis of data, the answers given to the scales by the students were evaluated by means of the statistical techniques such as mean, Standard deviation, Independent Samples t-test, and Paired sample t-test by SPSS 11.0 statistical program.

Interpretation of data and drawing inferences

The averages of pre-test and post-test scientific creativity scores of the groups were compared by using t-test analysis. The results of pre-test SC scores obtained from the control and experimental group before the application are given in table 1.

Table 1: Scientific Creativity Pre-Tests of Experimental and Control Groups

	Number (N)	Mean	Standard Deviation	t	Significance Level
Pre-test (experimental)	30	18.30	5.99	1.00	p > 0.05 Not significant
Pre-test (control)	30	17.65	5.58		

According to the results given in Table 1, there is no significant difference between the Scientific Creativity levels of the experimental and control groups before the application. This result shows that the SC levels of both groups were close to each other before the application of the model of teaching. The results of SC scale scores obtained after applying the scale again after the application are given in table 2.

Table 2: Scientific Creativity Scale Post-Tests of Experimental and Control Groups

	Number (N)	Mean	Standard Deviation	t	Significance Level
Post-test (experimental)	30	21.85	4.88	5.11	p < 0.05 Significant
Post-test (control)	30	14.30	4.45		

As seen in Table 2, there is a significant difference between total Scientific Creativity scores of the experimental and control groups after the application according to the significance level of at 0.05 level. Looking at the averages to determine what the difference is, it is seen that there was a significant difference in favor of experimental group.

Table 3: Skills of Biology Pre-Tests of Experimental and Control Groups

Groups	N	Mean	S.D.	t Value	Significance level
Pre-test (experimental)	30	16.58	4.32	0.1216	Not significant at 0.05 level
Pre-test (control)	30	15.89	4.45		

The obtained t-value is 0.1216, which is lesser than the theoretical value 2.00 at 0.05 level of significance with df 59. A non-significant difference was observed between experimental and control group before the intervention of Biological Science Inquiry Model of teaching.

Table 4: Skills of Biology: Post-Tests of Experimental and Control Groups

Groups	N	Mean	S.D.	t value	Significance level
Post-test (experimental)	30	22.58	4.67	4.7607	Significant at 0.05 level
Post-test (control)	30	17.76	4.88		

The obtained t-value is 4.7607 which is greater than the theoretical value 2.00 at 0.05 level of significance with df 59. So gained t-value is significant. Hence, "There is a significant difference between the mean scores of skills of biology among the experimental group and control group after teaching Biological science inquiry model method of teaching".

Inferences

After the study was completed, the effects of the Biological science inquiry model of teaching on the students' scientific creativity and skill process of science was investigated. The results obtained for each sub-problem are as follows:

1. When Scientific Creativity scores were compared for both groups, the increase on the scientific creativity of the students given Biological Science Inquiry model of teaching constituted a significant difference compared to the students in the traditional group.
2. A significant difference was observed between experimental group i.e. teaching with BSIM instruction and control group i.e. teaching without BSIM instruction with respect to post test scores of skills of biology ($t=4.7607$, $p<0.05$) of students at 5% level of significance. It means that, the post test scores of skills of biology are significantly higher in experimental group i.e. teaching with BSIM instruction as compared to control group i.e. teaching without BSIM instruction.

Conclusion

It can be said that Biological Science Inquiry model of teaching improves scientific creativity and skills process of science. Scientific creativity is an educable or a learned skill in some activities rather than an innate or an extraordinary understanding skill. In addition, Biological Science Inquiry model of teaching can be used for improving students' scientific creativity. What we have done in this research is centered on "inquiry" as "science standards for all students" with the intention of presenting "a vision of a scientifically literate populace". It identifies the characteristics of inquiry techniques for quality teaching/learning, explores the inquiry training model phases, stated the current inquiry in a science classroom and advantages and disadvantages of inquiry method of teaching/learning. Since no method of teaching/learning is problem free (Davis, 1976).

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Learning Disabilities

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ABSTRACT: *Learning disability is an umbrella term for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation. Kids with learning disabilities aren't lazy or dumb. In fact, most of them are just as smart as everyone else. Their brains are simply wired differently. This difference affects how they receive and process information. Simply put, children and adults with learning disabilities see, hear and understand things differently. This can lead to trouble with learning new information and skills, and putting them to use. The most common types of learning disabilities involve problems with reading, writing, math, reasoning, listening, and speaking. It can be tough to face the possibility that one's child has a learning disorder. No parents want to see their children suffer. One may wonder what it could mean for their child's future, or worry about how their kid will make it through school. Perhaps one is concerned that by calling attention to their child's learning problems he or she might be labeled "slow" or assigned to a less challenging class. They just need to be taught in ways that are tailored to their unique learning styles. By learning more about learning disabilities in general, and one's child's learning difficulties in particular, one can help to pave the way for success at school and beyond. The aim of inclusive education is to include all children with special educational needs bring into mainstream schools. However there are many challenges that have to be overcome for their education to be meaningful. This paper focuses primarily on inclusion of students with learning disability into the mainstream.*

Keywords: *Inclusive Education, Learning Disabilities, mainstream, strategies of learning.*

1. Introduction

Inclusive education is an approach that seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people with or without disabilities being able to learn together through access to pre-school provisions, school and communities' educational setting within an appropriate network of support service. This is possible only in a flexible education system that assimilates the needs of the diverse learners and adapts itself to meet these needs.

Learning disabilities look very different from one child to another. One child may struggle with reading and spelling, while another loves books but can't understand math. Still another child may have difficulty in understanding what others are saying or communicating. The problems are very different, but they are all different types of learning disorders.

It's not always easy to identify learning disabilities. Because of the wide variations, there is no single symptom or profile that one can look into as proof of a problem. However, some warning signs are more common than others at different ages. If one is aware of what they are, one will be able to catch a learning disorders early and quickly take steps to get their child the help.

Learning disabilities are often grouped by school-area skill etc. If one's child is in school, the types of learning disorders that are most conspicuous usually revolve around reading, writing or math.

Types of Learning Disabilities:

1. Dyslexia: Learning disabilities in reading

There are two types of learning disabilities in reading. Basic reading problems occur when there is difficulty in understanding the relationship between sounds, letters and words. Reading comprehension problems occur when there is an inability to grasp the meaning of words, phrases, and paragraphs.

Signs of reading difficulties include problems with letter and word recognition, understanding words and ideas, reading speed and fluency, and general vocabulary skills.

2. Dyscalculia: Learning disabilities in math

Learning disabilities in math vary greatly depending on the child's other strengths and weaknesses. A child's ability to do math will be affected differently by a language learning disability, or a visual disorder or a

difficulty with sequencing, memory or organization. A child with a math-based learning disorder may struggle with memorization and organization of numbers, operation signs, and number facts like $5+5=10$ or $5 \times 5=25$. Children with math learning disorders might also have trouble with counting principles (such as counting by 2s or counting by 5s) or have difficulty in telling time.

3. Dysgraphia: Learning disabilities in writing

Learning disabilities in writing can involve the physical act of writing or the mental activity of comprehending and synthesizing information. Basic writing disorder refers to physical difficulty in forming words and letters. Expressive writing disability indicates a struggle to organize thoughts on paper. Symptoms of a written language learning disability revolve around the act of writing. They include problems with neatness and consistency of writing, accurately copying letters and words, spelling consistency, organization and coherence of writing.

4. Other types of learning disabilities and disorders

Reading, writing, and math aren't the only skills impacted by learning disorders. Other types of learning disabilities involve difficulties with motor skills (movement and coordination), understanding spoken language, distinguishing between sounds, and interpreting visual information.

a. Dyspraxia: Learning disabilities in motor skills

Motor difficulty refers to problems with movement and coordination whether it is with fine motor skills (sketching, writing) or gross motor skills (running, jumping). A motor disability is sometimes referred to as an "output" activity that is related to the output of information from the brain. In order to run, jump, write or sketch something, the brain must be able to communicate with the necessary limbs to complete the action. Signs that child might have a motor coordination disability which includes problems with physical abilities that require hand-eye coordination, like holding a pencil or buttoning a shirt.

b. Aphasia/Dysphasia: Learning disabilities in language

Language and communication learning disabilities involve the ability to understand or produce spoken language. Language is also considered an output activity because it requires organizing of thoughts in the brain and calling upon the right words to verbally explain something or communicate with someone else. Signs of a language-based learning disorder involve problems with verbal language skills, such as the ability to retell a story and the fluency of speech, as well as the ability to understand the meaning of words, parts of speech, directions, etc.

Causes for Learning disability

- ❖ Heredity
- ❖ Problems during pre-natal, perinatal and post natal stage
- ❖ Physical health Problems
- ❖ Attention problems
- ❖ Family problems
- ❖ School problems
- ❖ Behavior problems

Identification of Learning Disabled Children

Identification of learning disabled children may be done easily in two ways.

1. Non-Testing devices

In these devices we may include techniques like observation, rating scale, check list, interview etc. By employing these devices we try to identify the learning disabled in relation to their general personality and characteristics. We can also seek the opinion of the parents and teachers regarding the learning disabilities, mental level and scholastic potential.

2. Testing devices

Types of testing devices are Standardized diagnostic tests, Ability tests or process tests, Achievement tests and daily assessment system.

Tips for parents dealing with learning disabilities

- **Keep things in perspective:** Remember that everyone faces obstacles. It's up to parent to teach their child how to deal with those obstacles without becoming discouraged or overwhelmed. Don't let the tests, school bureaucracy, and endless paperwork distract one from what's really important—giving child plenty of emotional and moral support.
- **Become own expert.** One can do their own research and keep abreast of new developments in learning disability programs, therapies, and educational techniques. One may be tempted to look to others—teachers, therapists, doctors—for solutions, especially at first. But parents are the foremost expert on their child, so take charge when it comes to find out the tools he or she needs in order to learn.
- **Be an advocate for child.** Embrace as a proactive parent and work on child's communication skills. It may be frustrating at early times, but by remaining calm and reasonable, yet firm parents can make a huge difference for their child.
- **Remember that parents' influence outweighs all others.** Every child will follow their parents. If one approaches learning challenges with optimism, hard work, and a sense of humor, their child is likely to embrace their perspective or at least see the challenges as a speed bump, rather than a roadblock. Focus energy on learning what works for their child and implementing it to the best.

Tips for teachers

Being a vocal advocate for one's child will be challenging. Teacher needs superior communication and negotiation skills, and the confidence to defend child's right to proper education.

- **Clarify one's goals.** Before parents' meetings, write down what parents want to accomplish. Decide what is most important, and what one is willing to negotiate.
- **Be a good listener.** Allow parents to explain their opinions. If you don't understand what someone is saying, ask for clarification.
- **Keep the focus.** The school system is dealing with a large number of children; everyone is only concerned with their child. Help the meeting stay focused on one's child. Mention one's child's name frequently, don't drift into generalizations, and resist the urge to fight larger battles.
- **Stay calm, collected and positive.** Go into the meeting assuming that everyone wants to help. If one says something they regret, simply apologize and try to get back on track.
- **Don't give up easily.** If one is not satisfied with the school's response, try again.

Conclusion

All children with learning disabilities need love, encouragement, and support. Such positive reinforcement can help to ensure that they emerge with a strong sense of self-worth, confidence, and the determination to keep going even when things are tough. In searching for ways to help children with learning disabilities, remember that one has to look for ways to help themselves. As a parent one's job is not to "cure" the learning disability, but to give their child the social and emotional tools he or she needs to work through challenges. In the long run, facing and overcoming a challenge such as a learning disability can help one's child to grow stronger and more resilient.

Always remember that the way one behaves and respond to challenges has a big impact on their child. A good attitude won't solve the problems associated with a learning disability, but it can give one's child hope and confidence that things can improve and that he or she will eventually succeed.

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Levels of Student Satisfaction in Distance Learning Programme of Undergraduates

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1. Introduction

Most of the students perceive distance learning as of poor quality. Therefore, the researcher is conducting this study to find out whether it's only student satisfaction or is there anything in reality, concerning the poor performance of the distance learning students and how student satisfaction could be measured in distance learning. The distance learning in this study refers to the use of the Internet, audio and video lectures along with correspondence of the instructors as a medium of instruction as well as a source of information etc., Consistent with this rationale, the main purpose of this study is to examine the relationship between student satisfaction and the following variables of the distance learning environment: Instructors' performance, course evaluation, student-instructor interaction, Physical Environment, Technology, Flexibility, Task Orientation and Personal Involvement.

Institutions of higher education have necessarily been concerned with student success and satisfaction. While students must be sufficiently independent and self-disciplined in pursuing distance learning, institutions are not free of responsibility. Faculty and administrators must consider many factors in helping students overcome barriers to effective and efficient implementation of distance education courses, curricula and programs.

Need and Importance of the Study:

The purpose of this study is to contribute to expanding knowledge on distance learning programme through determine students` satisfaction with learning programs;

- Develop a valid instrument for measuring student satisfaction.
- Identify and confirm factors influencing student satisfaction.
- Evaluate the level of the overall student satisfaction.
- Explore whether satisfaction differs according to gender, course and Study Center.

This is precisely the reason why the present study is undertaken.

- This Study will provide some insights about the associated factors influencing the Students Satisfaction.
- The results of the study will have far- reaching consequences as they are very helpful for administrators in general and coordinators in particular.
- The results of the study would also enable them to know the factors that affect or help the Students Satisfaction in distance learning programme.
- The recommendations of the study might be helpful to the policy makers in the direction of evolving new policies.

There is lack of sufficient research in the case of Distance Education in Karnataka as to what associated factors correlates/affect Satisfaction in Distance learning Programme among students enrolled in Kuvempu University Directorate of Distance Education.

Objective of the Study

- To find out the Levels of Student Satisfaction in Distance Learning Programme of Undergraduates with respect to their demographic variables viz, Gender, Course and Study Centers.

Research Design

The descriptive survey method was applied in the present investigation. It identifies the current status of the research study. It involves interpretation, comparison, measurement, classification, analysis, evaluation and induction. In the present research, descriptive method of research was utilized by the researcher.

Variables

Independent variables are the reason and the dependent variable is the result. The dependent variable are Students’ Satisfaction in Distance Learning and the moderate variables are Gender, Courses and Study Center.

Sampling Design

The researcher was used Random sampling method in the Present study. The Researcher was selected 09 Study centres out of 73 Study Centers from Kuvempu University Directorate Distance Education across Karnataka. Out of 9 study centres Researcher selected 8 study centres from Four Divisions of Karnataka via, Bangalore, Mysore, Gulbarga and Belgaum by lottery method (researcher selected two study centres from each division) and one of the main campus of Kuvempu University Directorate of Distance Education.A Convenience sample of 480 students selected from undergraduate students was drawn from nine Study centres, enrolled in distance education in Kuvempu University in the academic year 2015-16.

Tools used for the Study

The investigator constructs his own tools for Students Satisfaction in Distance Learning Programme, Caution was needed to ensure that the tool was accepted levels of robustness and reliability.

Statistical Techniques used

The hypotheses were tested by analyzing data by using appropriate descriptive and inferential statistics.

Analysis and Interpretation of the Data

Objective 1: To find out the Levels of Student Satisfaction in Distance Learning Programme of Undergraduates with respect to demographic variables viz, Course, Study Center and Gender.

Table 1: Table shows Number and percentage of Levels of Satisfaction in Distance Learning Programme of Undergraduate students with respect to their Course.

Course		Levels of Satisfaction in Distance Learning Programme			Total
		Highly Satisfied	Moderately Satisfied	Low Satisfied	
B.A.	Frequency (N)	56	54	50	160
	% within Course	35.0%	33.8%	31.3%	100.0%
	% within level	49.1%	26.7%	30.5%	33.3%
	% of Total	11.7%	11.3%	10.4%	33.3%
B. Com	Frequency (N)	32	73	55	160
	% within Course	20.0%	45.6%	34.4%	100.0%
	% within level	28.1%	36.1%	33.5%	33.3%
	% of Total	6.7%	15.2%	11.5%	33.3%
B.Sc.	Frequency (N)	26	75	59	160
	% within Course	16.3%	46.9%	36.9%	100.0%
	% within level	22.8%	37.1%	36.0%	33.3%
	% of Total	5.4%	15.6%	12.3%	33.3%
Total	Frequency (N)	114	202	164	480
	% within Course	23.8%	42.1%	34.2%	100.0%
	% within level	100.0%	100.0%	100.0%	100.0%
	% of Total	23.8%	42.1%	34.2%	100.0%

The above table-1 reveals that, 23.8% having Highly Satisfied, 42.1% having moderately satisfied and remaining 34.2% of the Undergraduate students' having low satisfied with the Distance Learning Programme. 35.0%, 20.0% and 16.3% of the B.A., B. Com and B.Sc. Students' are Highly Satisfied in Distance Learning Programme respectively. 31.3%, 34.4%% and 36.9% of the B.A., B.Com. And B.Sc. Students' are Low Satisfied in Distance Learning Programme respectively. 33.8%, 45.6%and 46.9%of the B.A., B.Com. and B.Sc. Students' are Moderately Satisfied in Distance Learning Programme respectively.

With regard to the distribution of Undergraduate students with different courses and percentage in different degrees of satisfaction with Distance Learning Programme reveals that, out of the total percentage, Students' from B.A., Course 11.7%, 10.4% and 11.3% of the Students' are High, Low and Moderately Satisfied in Distance Learning Programme respectively. Students' from B. Com Course is 6.7%, 11.5% and 15.2% of High, Low and Moderately Satisfied in Distance Learning Programme respectively. Students' from B.Sc., Course 5.4%, 12.3% and 15.6% of the Students' are High, Low and Moderately Satisfied in Distance Learning Programme respectively.

Table 2: Table shows Number and percentage of Levels of Student Satisfaction in Distance Learning Programme of Undergraduates with respect to their Study Center

Study Center		Levels of Satisfaction in Distance Learning Programme			Total
		Highly Satisfied	Moderately Satisfied	Low Satisfied	
Kudde	Frequency (N)	62	34	24	120
	% within study centre	51.7%	28.3%	20.0%	100.0%
	% within level	54.4%	16.8%	14.6%	25.0%
	% of Total	12.9%	7.1%	5.0%	25.0%
Others	Frequency(N)	52	168	140	360
	% within study centre	14.4%	46.7%	38.9%	100.0%
	% within level	45.6%	83.2%	85.4%	75.0%
	% of Total	10.8%	35.0%	29.2%	75.0%
Total	Frequency (N)	114	202	164	480
	% within study centre	23.8%	42.1%	34.2%	100.0%
	% within level	100.0%	100.0%	100.0%	100.0%
	% of Total	23.8%	42.1%	34.2%	100.0%

The above table-2 reveals that, 23.8% having Highly Satisfied, 42.1% having moderately satisfied and remaining 34.2% of the Undergraduate students' having low satisfied with the Distance Learning Programme. Number of Undergraduate Students' falls under moderately satisfied level.

51.7% and 14.4%of the KUDDE and other study centres Undergraduate students' having Highly Satisfied in Distance Learning Programme respectively. 28.3% and 46.7% of the KUDDE and other study Centers Undergraduate students' having Low Satisfied in Distance Learning Programme respectively. 20.0% and 38.9% of the KUDDE and other study Centers Undergraduate students' having Moderately Satisfied in Distance Learning Programme respectively. With respect to the distribution of Undergraduate Students' with different study Centers and percentage in different degrees of satisfaction with Distance Learning Programme reveals that out of the total percentage, Students' from KUDDE 12.9%, 7.1% and 5.0% of the Students' are High, Moderately and Low Satisfied in Distance Learning Programme respectively. Students' from the other study Centers 10.8%, 35% and 29.2 % of the Students' are High, Moderately and Low Satisfied in Distance Learning Programme respectively.

Table 3: Table shows Number and percentage of Satisfaction in Distance Learning Programme of Undergraduate Students' with respect to their Gender.

Gender	Levels of Satisfaction in Distance Learning Programme			Total
	Highly Satisfied	Moderately Satisfied	Low Satisfied	

Male	Frequency (N)	53	91	83	227
	% within Gender	23.3%	40.1%	36.6%	100.0%
	% within level	46.5%	45.0%	50.6%	47.3%
	% of Total	11.0%	19.0%	17.3%	47.3%
Female	Frequency (N)	61	111	81	253
	% within Gender	24.1%	43.9%	32.0%	100.0%
	% within level	53.5%	55.0%	49.4%	52.7%
	% of Total	12.7%	23.1%	16.9%	52.7%
Total	Frequency (N)	114	202	164	480
	% within Gender	23.8%	42.1%	34.2%	100.0%
	% within level	100.0%	100.0%	100.0%	100.0%
	% of Total	23.8%	42.1%	34.2%	100.0%

The above table 4.3 reveals that, 23.8% having Highly Satisfied, 42.1% having moderately satisfied and remaining 34.2% of the Undergraduate Students' are low satisfied with the Distance Learning Programme. Number of Undergraduate Students' fall under moderately satisfied level.

23.3% and 24.1% of the male and female undergraduate students' having Highly Satisfied in Distance Learning Programme respectively. 40.1% and 43.9 of the male and female Undergraduate students' having Moderately Satisfied in Distance Learning Programme respectively. 36.6% and 32% of the male and female Undergraduate Students' having low Satisfied in Distance Learning Programme respectively. With respect to the distribution of Undergraduate Students' with different courses and percentage in different degrees of satisfaction with Distance Learning Programme reveals that out of the total percentage, Students' from male 11%, 19% and 17.3 % of the Students' are High, Moderately and low Satisfied in Distance Learning Programme respectively. Students' from female 12.7%, 23.1% and 16.9 % of the Students' are High, Moderately and low satisfied with Distance Learning Programme respectively.

Major findings of the study

- Undergraduate students with different courses and percentage in different levels of Satisfaction in Distance Learning Programme reveals that out of the total percentage, 11%, 19% and 17.3% of the male Students are High, Moderately and low Satisfied in Distance Learning Programme respectively. 12.7%, 23.1% and 16.9 % of the Female Students are High, Moderately and low satisfied in Distance Learning Programme respectively.
- Undergraduate students with different courses and percentage in different levels of satisfaction in distance learning programme reveals that out of the total percentage, Students from B.A., Course 11.7%, 10.4% and 11.3% of the Students are High, Low and Moderately Satisfied in Distance Learning Programme respectively. Students from B.Com., Course 6.7%, 11.5% and 15.2% of the Students are High, Low and Moderately Satisfied in Distance Learning Programme respectively. Students from B.Sc., Course 5.4%, 12.3% and 15.6% of the Students are High, Low and Moderately Satisfied in Distance Learning Programme respectively.
- Undergraduate students with different study centres and percentage in different levels of Satisfaction in Distance Learning Programme reveals that out of the total percentage, Students from KUDDE 12.9%, 7.1% and 5.0% of the Students are High, Moderately and Low Satisfied in Distance Learning Programme respectively. Students from Other study Centres 10.8%, 35% and 29.2 % of the Students are High, Moderately and Low Satisfied in Distance Learning Programme respectively.

Educational Implications

- Distance learning environments cannot be effective and thrive without considering students' needs and preferences. Getting student feedback about the Distance learning environment is essential for the successful design and carrying out of this environment.
- Distance learning environments should be carefully planned to maximize students' satisfaction with these environments. Distance education teachers and designers should look at the characteristics of a Distance learning environment to develop successful distance delivery courses and to satisfy the expectations of their scholars.

- The survey recommends that provision of administrative support services should be improved upon through the creation of spacious and well-equipped classrooms, science labs and adequate staff should be employed to man the various posts to promote effective delivery of services to pupils.
- Qualified and experienced facilitators should be raised to cover courses in the various centres. The practical implications of this study are that both instructors and course designers should pay attention to, content, design and organization given that learner-content interaction substantially contributes to student satisfaction.
- The university should invest in more effort in the development of class materials for distance programmes and produce it more user friendly for the pupils.
- Facilitators should be prepared periodically and encouraged to continually refer to pupils in a cordial and professional manner, response to needs quickly and constantly encourage in issues relating to their instruction. Teachers should pay attention to students and offer feedback to students in a timely fashion or encourage students to ask questions through different mechanisms.
- University/Study centres to provide Student assessment in a technology-based environment.
- University/Study centres must be provided for quality Resource materials and Laboratory facility for Science Students.
- The university management support or assistance (monitory and technical) should be on a continuous basis for maintaining and improving the Distance Learning Courses.

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Mobile Assisted Learning Package for the Developing Teaching Skills, Vocabulary, Attitude Towards Mobile Phone and Usage of Mobile Phone

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ABSTRACT: *The mobile phone has become one of the fastest growing communication technologies ever. Mobile phone use in public presents an active area of social science research. Studies have examined mobile phone use in many settings, including restaurants, grocery stores etc., and there is a need of exploring the value of mobile phones in the educational setting. How best these mobile devices can be used in bringing about behavioral and attitudinal changes in learners? Mobile learning includes the same benefits as traditional eLearning with the ability to utilize a blended learning approach and the opportunity to access training from nearly any location. The present article describes the newly developed mobile assisted learning Approach package for student teachers of B.Ed. course in terms of developing their Teaching Skill, Vocabulary, Attitude towards mobile phone and Usage of mobile phone. The article suggests that, the package would be useful for student-teachers of B.Ed. level for developing the constructs for which it is prepared.*

Keywords: *Mobile assisted learning Approach package, M-Learning, and vocabulary.*

1. Introduction

M-Learning is often defined as learning that takes place with the help of portable electronic tools (Quinn, 2000). A portable device that supports learning may be freely moved, but learner is mostly stationary, even though they are using a mobile device. Although the device is mobile and portable, the learning as an event cannot be described as mobile. Moreover, when people access information via different tools, there is still much usability, compatibility and accessibility related questions that hinder seamless mobility and m-learning (Mostafa Al-Emran & Khaled Shaalan (2014). The adoption and use of IT in teacher Education have a positive impact on teaching, learning, and research. It will increase flexibility so that teacher educators and pupil teachers can access the information regardless of time and geographical barriers. It can influence the way teaching in the classrooms. It would provide the rich environment and motivation for teaching learning process which seems to have a profound impact on activates of teacher education. So, Information technology plays a vital role in developing various skills among teacher trainees and developing competency among teacher educators. (Somashekhara. M & Jagannath Dange, 2016).

Mobile learning includes the same benefits as traditional eLearning with the ability to utilize a [blended learning](#) approach and the opportunity to access training from nearly any location. Mobile learning also includes additional benefits such as the ability to exchange information and interact with other learners almost instantly. (Mohammad Akram mohammad Alzu'bi & Muhannad Rushdi Nimer Sabha (2016) This increases social learning benefits in this world of technology and electronics as learners communicate and collaborate with one another.

Some researchers characterize mobile learning as an extension of e-learning. For instance, Khawla Saidouni & Amel Bahloul (2016) study revealed that both teachers and students of English have positive attitude towards the effectiveness of Mobile Assisted Language Learning. Likewise, both showed their agreement on the potential of MALL as a promising approach for teaching and learning foreign languages. Mohammed Elfeky & Thouqan Saleem Yakoub Masadeh (2016) also prove the Mobile learning was more effective than the use of traditional teaching methods in helping students enrolled in "Strategies of Teaching and Learning" course to achieve better and develop their English language conversational skills. They also assert the findings of Jabbour (2013) with regard to students' positive attitudes towards Mobile Learning, the enjoyment they had, and the positive learning experience. Wang, et.al. (2009) in relation to the ability of Mobile Learning to convert learners from passive into active ones who were behaviorally, intellectually, and emotionally involved in their learning tasks.

In recent years, the mobile phone has become one of the fastest growing communication technologies ever. Mobile phone use in public presents an active area of social science research. Studies have examined mobile phone use in many settings, including restaurants, grocery stores etc. there is a need of exploring the value

of mobile phones in the educational setting. How best these mobile devices can be used in bringing about behavioral and attitudinal changes in learners?.

Jagannath Dange (2012) found that, the maximum Number of Post graduate students use the mobile phone daily for an hour for personal communication, and Educational communication. The male students' usage of mobile phone for Educational purpose is more than female students, The Science faculty students' usage of mobile phone for Educational purpose is more than Arts faculty students and the students of both Arts and Science faculties had the High awareness regarding the usage of mobile phone for Educational purpose.

The phone of the tomorrow will be the remote control of our life. They will come with better key boards, bigger displays, faster network and that was one pair replacement for the fixed telephone will occupy a greater role in our life.

Many research works have been done in the area of mobile learning to study its effectiveness in the teaching-learning process. Hardly, Couple of studies has been conducted in India and No research has shown interest to study the effectiveness of mobile learning in transacting the content or in developing mobile assisted learning package. Hence, the attempt was made to develop mobile assisted learning package and to find the effectiveness of mobile-learning in teaching-learning process of B.Ed. student-teachers.

Mobile Assisted Learning Package (Malp)

Systematically designed instruction can greatly effect individual development. Such a process of designing assisted for the development of human capabilities is termed as modeling and it should be collection of things wrapped together, which are necessary to communicate instruction and called package. Development of an MAL package should have certain characteristics.

- a) It should help students to learn different teaching skill, vocabulary, attitude and usage of mobile phone.
- b) It should contribute to the human development
- c) It should be based on the knowledge of psychology of learning
- d) It should be, as far as possible, be constructed on the basis of mobile-assisted approach

Learning principles on which MAL was developed

Small steps: The subject matter is arranged in to properly sequenced meaningful segments of information called frames.

Active responding: The learner is kept active by responding to the frames and thus acquiring knowledge step by step

Immediate reinforcement: Provision for immediate reinforcement is made by informing the learner immediately about the correctness of this response.

Mastery criterion: The learner has to achieve a high level performance of the outcome specified for the given step in an instructional sequence as a condition for progress to the next step in the sequence.

Multi-media presentation: Multimedia was effectively used in instruction based on objectives specified and characteristics of learners.

Mobile Assisted Learning Package was developed and consisted of three units viz, Learning, Growth and Development, and Personality. For using the same as treatment in experimental session. The package prepared on different learning theories like, Behaviorist learning, Cognitivist learning, Constructive learning, situated learning, Problem-based learning, Context awareness learning, socio-cultural theory, collaborative learning, Conversational learning, Lifelong learning, Informal learning, Activity theory, Connectivism, Navigationism, Location based learning. with examples comprises suitable attractive pictures and videos Hence mobile assisted learning package has the features of meaningful increment of information, active participation of learning, and at student-teachers' own pace etc.

The content area is carefully selected from B.Ed. syllabus prescribed by Karnataka state. Content was presented based on the different Learning theories which are suitable for Mobile Learning.

By keeping the following points in mind The Mobile Assisted Learning package was developed.

- ❖ Coverage of the important concepts of content.
- ❖ The vocabulary and the language structure of the level of B.Ed. students
- ❖ Providing the basic knowledge of each concept.
- ❖ Presenting the content based on Mobile Assisted Learning principles.
- ❖ Providing extra pictures to understand the content.
- ❖ Addition of ingredients, which may help in the development of Teaching Skill.
- ❖ Addition of ingredients, which may help in the development of Vocabulary.
- ❖ Addition of ingredients, which may help in the development of Usage mobile phone

❖ Addition of ingredients, which may help in the development of Attitude towards mobile phone. The components which are helpful in developing Teaching skill and vocabulary Comprehension, Concentration, Task orientation, Interaction, Drilling, supports, recording and language are incorporated in the package development.

Usage and attitude towards mobile phone components are also incorporated in the package so that learners can inculcate the operating skills.

Evaluation of Mobile assisted learning Package

The package has been designed keeping certain specific objectives in view. Thus the evaluation procedure followed is concerned with performance aspect of learning package. The process of evaluation was built with the developmental process of the package.

After preparation, Mobile Assisted Learning package was given to the B.Ed teachers, Pedagogies and educational experts to receive valuable suggestions on content, methodology and the principles used properly.

The Mobile Assisted Learning package in B.Ed college student teachers was developed on the basis of individualized instruction. The package was prepared and subjected to evaluation. As a part of this process, a rating scale was prepared to be used by experts to give their opinion about the package. The theoretical background of Individualized instruction, principles and forms with Mobile Assisted Learning content was given to six experts with a request to go through the content and Mobile Assisted Learning package and rating scale.

The package was given to panel of judges to judge the following.

- ❖ Whether of content area selected for preparation of Mobile Assisted Learning package is relevant? (In terms of B.Ed. College content, level of students and presentation of concepts in sequence)
- ❖ Whether concepts are within the comprehension of the B.Ed. College student teachers?
- ❖ Whether it possesses all the necessary principles of Mobile Assisted Learning?
- ❖ Whether students able to operate the package?
- ❖ Whether package possesses the important components of developing teaching skill?
- ❖ Whether package possesses the important components of developing vocabulary?
- ❖ Whether package possesses the important components of developing usage mobile phone?
- ❖ Whether package possesses the important components of inculcating Attitude towards Mobile Phone?

The suggestion of judges (both qualitative and quantitative) was made use of in the first revision of the components of the package. Further subsequent revisions were taken upon on the basis of tryouts. Each of the evaluation revision cycle yielded an improved instructional product in terms of acceptability, feasibility, use, and to a little extent effectiveness of learning.

The final form of evaluation is as follows.

One to One Evaluation

As the name implies, the researcher took up this kind of evaluation himself with a student teachers at a time. The students who were typical to those whom the Learning package was intended were selected. Reactions of each student-teachers (to the instructional content, feedback questions, test items, easy package operation) were elicited in terms of clarity and difficulties faced in understanding and operating.

The following out comes were evaluated.

- Whether the instructional package is comprehensible to the students teachers or not?
- Whether it would teach what it intends to teach?
- Whether students' teachers can learn independently?
- Whether there were any errors of communication? Were their gaps in learning?
- Whether the Learning package regulates and holds the motivation?

Small Group Evaluation

This was done with a small group of student-teachers (10 students) of B.Ed. of one of the typical college. The results of small group evaluation provided a rich source of information for revising the Learning package. The package was implemented for Three months duration on the selected small group and findings were evaluated based on the following out comes.

- Whether the Learning package is comprehensible to the student- teachers or not?
- Whether it would teach what it intends to teach?
- Whether student-teachers can learn independently?
- Whether there were any errors of communication? Were their gaps in learning?
- Whether the Learning package regulates and holds the motivation?

Field Try out: The package was tried out with a sample of thirty students of B.Ed. college student-teachers the outcomes were evaluated as did at the stage of one to one and small group evaluation. In this way the Mobile Assisted Learning package has been evaluated.

Conclusion

(MALP) is based on the learning theories Behaviorist learning, Cognitivist learning, Constructive learning, situated learning, Problem-based learning, Context awareness learning, socio-cultural theory, collaborative learning, Conversational learning, Lifelong learning, Informal learning, Activity theory, Connectivism, Navigationism, Location based learning. Mobile assisted learning approach refers to learning with the help of mobile phones. It is a teaching-learning process which is supplemented by mobile phones. Mobile learning is any sort of learning that happens when the learner takes advantage of the learning opportunities offered by mobile phones.

As the Results of the study conducted by Jagannath.K.Dange, (2018) also support the idea that mobile phones provide an alternative source for adult learners to learn vocabulary and cater to the particular needs of adult learners to “learn anytime and anywhere”. Vocabulary learning with mobile phones allows learners to be exposed to the distributed vocabulary items on the regular basis, which can be a complementary approach to massed vocabulary learning, as in the traditional paper-based vocabulary learning. Hence, the developed package can be used effectively at Teacher Education level for the development of vocabulary and other above cited constructs.

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Impact on Patriotism and Social Awareness of Youth Subculture

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ABSTRACT: *The Present study aimed at to Study the impact on patriotism and social awareness of youth subculture. Main Objectives of the study is, to Analyze the levels of impact on youth subculture among undergraduate students in the following aspects viz. Patriotism and Social Awareness. researcher used a simple random sampling technique for selecting students. 50 students from Engineering, Medical, B.Ed. and Law colleges respectively. The total of 200 Undergraduate students are selected from four different Courses. investigator was developed The Patriotism and Social Awareness of youth subculture Inventory. The tool consists of 28 items includes Patriotism and Social Awareness. the tool had accepted levels of validity and reliability. Major Findings are, there is a significant difference in the levels of Patriotism of youth sub-culture with respect to different courses. 29.5%, 41% and 29.5% of the youth students had High, Moderate and Low level of Patriotism respectively. there is a significant difference in levels of Social Awareness of youth sub-culture with respect to different courses. 42.5%, 30% and 27.5% of the youth students had High, Moderate and Low level of Social Awareness respectively.*

1. Introduction

A youth subculture is a [youth-based subculture](#) with distinct styles, behaviors, and interests. Youth subcultures offer participants an identity outside of that ascribed by [social institutions](#) such as [family](#), [work](#), [home](#) and [school](#). Youth subcultures that show a systematic hostility to the dominant culture are sometimes described as [countercultures](#). Youth [music genres](#) are associated with many youth subcultures, such as [hip hop](#), [punks](#), [emos](#), [ravers](#), [juggalos](#), [metalheads](#) and [goths](#). The study of subcultures often consists of the study of the [symbolism](#) attached to clothing, music, other visible affections by members of the subculture, and also the ways in which these same symbols are interpreted by members of the dominant culture.

[Socioeconomic class](#), [gender](#), [intelligence](#), [conformity](#), [morality](#), and [ethnicity](#) can be important in relation to youth subcultures. Youth subcultures can be defined as meaning systems, modes of expression or [lifestyles](#) developed by groups in [subordinate](#) structural positions in response to dominant systems — and which reflect their attempt to solve structural contradictions rising from the wider societal context.

The term scene can refer to an exclusive subculture or faction. Scenes are distinguished from the broad culture through either [fashion](#); identification with specific (sometimes obscure or experimental) [musical genres](#) or political perspectives; and a strong in-group or [tribal](#) mentality. The term can be used to describe geographic subsets of a subculture, such as the Detroit [drum and bass](#) scene or the London goth scene.

- **Patriotism**

Patriotism is no question for the present age youth. They are very much eager to serve their nations till the last breath of the life. Every youngster gets heated up when the situation arises to defend his/ her motherland. Everyone performs and devotes their part in the best possible way to serve their nation.

- **General and social awareness**

The youngsters are well aware of the balancing equations of life. The general IQ and the social awareness make them help in the upliftment of the rural segments of the world. They are the ones who plan and promote the development of the under-developed nations.

Impact on Society

Society definitely plays a very important role in the shaping and re-carnation of the youth. The encouraging environment definitely gives good results. But our society is also lacking the moral values and everyone has become egoistic and self-centred. Nobody cares to appreciate any good values in their vicinity. Everyone is busy in portraying their false face up.

Need and Importance:

One of the smaller sub-fields within sociology is "youth studies." This strikes me as an intriguing area of research, and it seems as though the possible questions for inquiry here have only begun to be tapped. Youth issues have come up in earlier posts, including disaffected youth, engaged youth, and the problem of knowing how young people think.

A variety of factors may contribute to understanding the effect of Globalization on youth and cultural changes in Indian society. For example, the role of Information Technology in the lives of youth such as spreading the internet and broadband determines the access of Indian youth to Global platform in respect of education, employment, culture, fashion, sports and mass media etc. In a similar fashion the Peer pressure is the determining factors in respect of relationship, lifestyle and employment etc.

To begin, why is the category of "youth" an interesting one? Youths are important because they eventually become adults and full participants in all aspects of social life. We would like to understand better what the forces are that influence the psychological and cultural development of young people. It also seems clear that young people of numerous countries embody a shifting set of styles, tastes, vocabularies, and values that are distinct from those of their elders. We would like to understand the pathways of influence through which these styles and values are proliferated. But the youth population is important in its own right. The social movements of Arab Spring were propelled by significant youth movements and activists. The civil rights movement and the anti-war movement in the United States each had major or even preponderant participation by mobilized youth. So the generation of people in their teens and twenties can have major political significance.

Youth culture has been studied through anthropology, sociology, and an academic field called cultural studies (including critical theory and literary criticism), along with psychology and psychiatry. The complexity of youth culture calls for interdisciplinary study.

I find this topic intriguing for two reasons. First, it sheds some light on the dynamic processes through which individuals and cohorts shape their identities. And second, it promises to shed light on important social topics, from disaffection to mobilization.

Technical Terms Used

Youth subculture: A youth subculture is a [group](#) of young people defined by distinct styles, behaviors and interests. Youth subcultures offer participants an [identity](#) outside of that prescribed by [social institutions](#) like [family](#), work, home and school.

Objective of the Study

- To measure the levels of impact on youth subculture among undergraduate students in the following aspects viz.
 - Patriotism
 - Social Awareness

Methodology

The present study is survey type involving descriptive cum comparative research on "A Sociological Study on Impact on Patriotism and Social awareness of youth subculture"

Universe of the Stud

The sample respondents in the survey are in favour of those within the age group 16- 24 years, the student youth, those residing in the Mysore city area and the Hindu youth. These youth sub populations are slightly over represented in the sample. As the locale of the study is Mysore city. As per the data available at present, 06 Engineering Colleges, 4 Medical Colleges, 03 Law Colleges and 14 B.Ed. Colleges are found in Mysore City. Totally 02 Engineering Colleges, 02 Medical Colleges, 02 Law Colleges and 02 B.Ed. Colleges are selected using simple random sampling technique. After selecting the colleges researcher used a simple random sampling technique for selecting students. 50 students from Engineering, Medical, B.Ed. and Law colleges respectively. The total of 200 Undergraduate students are selected from four different Courses.

Tools used in the Study

After the selection of the sample the investigator had to find a suitable tool to measure the Patriotism and Social Awareness of youth subculture. As, no suitable tool could be located to fulfil the objectives of the present study, the investigator was developed The Patriotism and Social Awareness of youth subculture

Inventory. The tool consists of 28 items includes Patriotism and Social Awareness. the tool had accepted levels of validity and reliability.

Statistical Techniques

Percentage Analysis, Quartile Deviation and Chi Squared Test were used for analysing the data.

Analysis of the Data

- To measure the levels of impact on Patriotism of youth subculture among undergraduate students with respect to Course.

Table 1: Table shows levels of Patriotism, Class Interval, Frequency and percentage with respect to Course.

Sl. No.	Patriotism Levels	Class Interval	Frequency (Percentage)				
			Medical students	Engineering students	B.Ed. Students	Law Students	Total
1.	High	45 and above	19(38)	12(24)	18(36)	10(20)	59(29.5)
2.	Moderate	22-44	20(40)	12(24)	26(52)	24(48)	82(41)
3.	Low	21 and below	11(22)	26(52)	06(12)	16(32)	59(29.5)
Total			50(100%)	50(100%)	50(100%)	50(100%)	200(100%)
$\chi^2 = 24.423$, $df = 6$, $\chi^2/df = 4.07$, $P(\chi^2 > 24.423) = 0.0004$							

Above Table 1 Shows that, obtained Chi squared value is 24.423, which is significant at 0.05 level, it means that, there is a significant difference in the levels of Patriotism of youth sub-culture with respect to different courses. 29.5%, 41% and 29.5% of the youth students had High, Moderate and Low level of Patriotism respectively. 38%, 40% and 22% of the Medical College Students having High, Moderate and Low level of Patriotism respectively. 24%, 24% and 52% of the Engineering College Students having High, Moderate and Low level of Patriotism respectively, 36%, 52% and 12% of the B.Ed. College Students having High, Moderate and Low level of Patriotism respectively and Finally, 20%, 48% and 32% of the Law college Students having High, Moderate and Low level of Patriotism respectively. More number of medical college students had high level of patriotism compare with B.Ed., Law and Engineering college students. Less Number of B.Ed. College Students had low level of patriotism compare with Law Medical and Engineering college students.

- To measure the levels of impact on Social Awareness of youth subculture among undergraduate students with respect to Course.

Table 1: Table shows levels of Social Awareness, Class Interval, Frequency and percentage with respect to Course.

Sl. No.	Social Awareness Levels	Class Interval	Frequency (Percentage)				
			Medical students	Engineering students	B.Ed. Students	Law Students	Total
1.	High	40 and above	24(48)	14(28)	19(38)	28(56)	85(42.5)
2.	Moderate	19-39	18(36)	18(36)	16(32)	08(16)	60(30)
3.	Low	18 and below	08(16)	18(36)	15(30)	14(28)	55(27.5)
Total			50(100%)	50(100%)	50(100%)	50(100%)	200(100%)
$\chi^2 = 13.581$, $df = 6$, $\chi^2/df = 2.26$, $P(\chi^2 > 13.581) = 0.0347$							

Above Table 1 Shows that, obtained Chi squared value is 13.581, which is significant at 0.05 level, it means that, there is a significant difference in levels of Social Awareness of youth sub-culture with respect to different courses. 42.5%, 30% and 27.5% of the youth students had High, Moderate and Low level of Social Awareness respectively. 48%, 36% and 16% of the Medical College Students had High, Moderate and Low

level of Social Awareness respectively. 28%, 36% and 36% of the Engineering College Students having High, Moderate and Low level of Social Awareness respectively, 38%, 32% and 30% of the B.Ed. College Students having High, Moderate and Low level of Social Awareness respectively and Finally, 56%, 16% and 28% of the Law college Students having High, Moderate and Low level of Social Awareness respectively. More number of Law college students had high level of Social Awareness compare with B.Ed., Medical and Engineering college students. Less Number of Medical College Students had low level of Social Awareness compare with Engineering, B.Ed. and Law college students.

Findings of the Study

- There is a significant difference in the levels of Patriotism of youth sub-culture with respect to different courses.
- 29.5%, 41% and 29.5% of the youth students had High, Moderate and Low level of Patriotism respectively. 38%, 40% and 22% of the Medical College Students having High, Moderate and Low level of Patriotism respectively. 24%, 24% and 52% of the Engineering College Students having High, Moderate and Low level of Patriotism respectively, 36%, 52% and 12% of the B.Ed. College Students having High, Moderate and Low level of Patriotism respectively and Finally, 20%, 48% and 32% of the Law college Students having High, Moderate and Low level of Patriotism respectively
- More number of medical college students had high level of patriotism compare with B.Ed., Law and Engineering college students. Less Number of B.Ed. College Students had low level of patriotism compare with Law Medical and Engineering college students.
- There is a significant difference in levels of Social Awareness of youth sub-culture with respect to different courses.
- 42.5%, 30% and 27.5% of the youth students had High, Moderate and Low level of Social Awareness respectively. 48%, 36% and 16% of the Medical College Students had High, Moderate and Low level of Social Awareness respectively. 28%, 36% and 36% of the Engineering College Students having High, Moderate and Low level of Social Awareness respectively, 38%, 32% and 30% of the B.Ed. College Students having High, Moderate and Low level of Social Awareness respectively and Finally, 56%, 16% and 28% of the Law college Students having High, Moderate and Low level of Social Awareness respectively.
- More number of Law college students had high level of Social Awareness compare with B.Ed., Medical and Engineering college students. Less Number of Medical College Students had low level of Social Awareness compare with Engineering, B.Ed. and Law college students.

Conclusion

Patriotism plays a very significant role among each and every citizen of a country which counts for the social security and social identity of human beings in general. In contemporary situation the younger generation plays an important role in understanding the role of patriotism in both positive and negative way which has led to the de- development of the society. Hence, there is a need to create more social awareness and conduct more research studies on the concept of patriotism and Youth.

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Effectiveness of Problem Solving Method in Algebraic Expressions on Academic Achievement

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ABSTRACT: *Mathematics is a tool especially suited for dealing with scientific concepts. People particularly students will function effectively, extraordinarily and accelerate as global change. They must understand mathematics and able to use mathematics both in their personal and professional lives. Students having completely understood mathematics and are good in mathematics has significantly enhanced opportunities and options that open door to productivity. Mathematics may be thought of as a highly disciplined mode of thinking. The teachers should help students to appreciate the structure and pattern which underlie mechanical and computational skills. But the teachers are encountering difficulties in order to heighten the interest in students. The present work is an experimental study as it purported to consider the issue of the problem solving method on the academic achievement of the scholars in using algebraic expressions. A two groups (experimental and controlled) pretest and posttest, are the designed used in this study.*

In this survey, the accomplishment of students was found to be satisfactory when the problem solving method is applied in the teaching - learning process. This method is effective in enhancing students' problems solving skills in working out the problems of algebraic formulations and to figure out the daily life problems. In the study it is conceived that the problem solving abilities must be taught to students through planned educational activity. Number of researchers have been guided on problem solving methods, which have shown problem solving in teaching is more effective technique in the scholarship process. The present study is also one of them, which shows the problem solving method is the effective teaching method in comparison with the traditional method. With enhancement of Academic achievement of students through this method. It is shown that teachers professional development also increases by teaching problem solving method.

1. Introduction

Mathematics is a major area of concern especially suited for dealing with scientific concepts. People particularly students will function effectively, extraordinarily and accelerate as global change. They must understand and use mathematics both in their personal and professional lives. Students having completely understood mathematics and are proficient in mathematics have significantly enhanced opportunities and options that open door to productivity. Mathematics may be thought of as a highly disciplined mode of thinking. The teaching of mathematics will provide the pupils and opportunity to develop positive attitudes towards the subject. Pupils will get that awareness and appreciation of mathematical patterns in: their social-cultural environment.

Knowledge of mathematics is essential in order to live meaningfully in these technologically, rapidly growing society. Mathematics across the different level of education indicated that pupils encounter a lot of problems in acquiring mathematical knowledge and skills. It was realized that students at different level displayed inability to handle problems that involved formulation and manipulations of algebraic expressions and equations. Solving algebraic problems has been identified as the greatest problem for most students.

Significance of the Study

The difficulty in understanding of the algebraic expressions and method for finding the correct step of procedure to reach the end solution is complex process for both the teachers and students. Problem solving methodology in algebraic expression is characteristic of a mathematical activity and an important way for developing mathematical knowledge. This method makes the student and teacher in active participation for finding the better solutions of algebraic expressions. The keen point for having problem solving strategy is the student's mistakes in understanding the algebra and their inability to see the structure of the algebraic expressions. The process of problem solving in algebra has not been given the proper recognition in previous days, probably due to the fact that teachers themselves are not comfortable with problem solving. This is due to the lack of training, lack of content knowledge and methods of teaching in algebraic expressions among both teachers and students. Students difficulties in constructing and assign meaning to algebraic expressions have been at the center of this study. Investigator found that while most students know how to manipulate formula, simplify algebraic expression and solve some typical textbook problems

are presented verbally. In this study, the goal was to analyze the causes for difficulties of a secondary school student in constructing and interpreting algebraic expressions and had investigated the results of the problem solving method of his solution strategies. Through this study, the investigator has found the effect of problem solving method on the academic achievement of students.

Scope of the Study

The present study was confined only to VIII Standard English medium students of Government High School in Banavara, Arsikere taluk, in Hassan District of Karnataka State.

Operational Definitions

- **Effectiveness:** Producing the result that is wanted or intended producing a successful result. The power or capacity to produce a desired result
- **Algebraic expressions:** An expression obtained by using any algebraic operations namely addition, subtraction, multiplication, and division is algebraic expression
- **Academic achievement:** Accomplishment or proficiency in a given skill or a body of knowledge
- **Problem solving Method:** According to the **National Council of Teachers of Mathematics (NCTM, 2000)**, problem solving is defined as “Engaging in a task for which the solution is not known in advance”. **Polya (1945)** defines problem solving as the process used to solve a problem that does not have an obvious solution. **Lester (1980)** described problem solving as “a situation in which an individual or group is called upon to perform a task for which there is no readily accessible algorithm which determines completely the method of solutions”.

Variables of the Study

The independent variable of the present study was problem solving method. The dependent variable of the present study was academic achievement.

Objectives:

1. To find the significant difference between the means of scores on pre-test in algebraic expressions of experimental group and control group.
2. To find the significant difference between the means of scores on post-test in algebraic expressions of experimental group and control group.
3. To find the significant difference between the means of scores on pre-test and post-test in algebraic expressions of experimental group.
4. To find the significant difference between the means of scores on pre-test and post-test in algebraic expressions of control group.

Hypotheses

1. There is no significant difference between the means of scores on pre-test in algebraic expressions of experimental group and control group.
2. There is no significant difference between the means of scores on post-test in algebraic expressions of experimental group and control group.
3. There is no significant difference between the means of scores on pre-test and post-test in algebraic expressions of experimental group
4. There is no significant difference between the means of scores on pre-test and post-test in algebraic expressions of control group.

Method of Research

The present study is an experimental study as it aimed to study the effect of problem solving method on the academic achievement of the learners in using algebraic expressions. A two groups (experimental and controlled), pre-test, and post-test, are the designed used in this study.

Experimental Method

In the experimental research the researcher’s analyses describe and observe the educational trends. Events and practice under controlled conditions. Only in experimental search the variable which is not included in the study are controlled.

Experimental Design

The present study is an experimental study as it aimed to study the effect of problem solving method on the achievement level of the learners in using algebraic expression. A two groups (experimental and controlled), pre-test, post-test are the design used in this study.

	Experimental Group	Control Group
Pre-test	✓	✓
treatment	X_1	X_2
Post-test	✓	✓

Pre-test	Administration of achievement test on algebraic expression for both experimental group and controlled group.
Treatment	<p>X_1: Treatment will be given through problem solving method to experimental group.</p> <p>X_2: Treatment will be given through conventional method to control group.</p>
Post-test	Administration of achievement test on algebraic expressions for both experimental group and controlled group.
Collection of data on other background variables	Intelligence level in collecting information using Raven’s progressive matrices intelligence scale.

Sample of the Study

The sample of the study is drawn through purposive sampling technique. The students of standard VIII drawn from the secondary school in Banavara, Arsikere taluk in Hassan District of Karnataka. The sample of the study consisted of 38 students of the standard VIII.

Tools Used for the Study

The achievement test on algebraic expression was constructed by the investigators and used as pre-test and post-test to study the effect of problem solving method. The test is of 25 marks in which the equal weight age is given to the objectives, content and type of questions.

Construction of the achievement test

In the present study, it was decided to use the achievement test as pre-test and post-test to know the effect of problem solving method. It is used for quantitative analysis. The weightage given to the objectives, content and the type of questions were also ensured. The so prepared achievement test has been tryout for 25 students in nearby school. The answer sheets were analyzed and with consulting to the guide, the initial draft of the question paper has been altered and finalized for student achievement test.

Techniques for Analysis of Data

Details of Analysis	Statistical techniques used
Objective no.1 Hypothesis no.1	Mean, standard deviation, t-test
Objective no.2 Hypothesis no.2	Mean, standard deviation, t-test
Objective no.3 Hypothesis no.3	Mean, Standard deviation, t-test
Objective no.4 Hypothesis no.4	Mean, standard deviation, t-test

Analysis and Interpretation of Data

The testing the hypothesis of the study with respect to the objective numbers 1 to 4, four hypotheses have been formulated. The details of the testing of hypotheses are given below.

Testing the Hypothesis -1

To find the hypothesis number -1 i.e., “There is no significant difference between the means of scores on pre-test in algebraic expressions of Experimental group and control group”

Table 1: The Mean, Standard deviation, ‘t’ value of pre-test of Experimental group and control group

	Group	N	Mean	SD	‘t’ value	Remarks
Pre-test	Expt.Group	19	10.05	2.27	0.205*	*Not Significant at 0.01 level.
	Cont. Group	19	9.89	2.24		

The above table reveals that the obtained ‘t’ value 0.205 is lesser to theoretical ‘t’ value of 2.72 at 36 degrees of freedom at 0.01 level of significant. The obtained ‘t’ value was not significant. Therefore, the null hypothesis was accepted, the acceptance of null hypothesis made by the researcher i.e., “there is no significant difference between the means of scores on pre-test in algebraic expressions of Experimental group and control group” i.e., both the group are nearly equal.

Testing the Hypothesis -2

To find the hypothesis number - 2 i.e., “There is no significant difference between the means of scores on post-test in algebraic expressions of Experimental group and control group”

Table 2: The Mean, Standard deviation, ‘t’ value of post-test of Experimental group and control group

	Group	N	Mean	SD	‘t’ value	Remarks
Pre-test	Expt. Group	19	20.26	4.04	8.45*	*Significant at 0.01 level.
	Cont. Group	19	11.05	2.53		

The above table reveals that the obtained value 8.45 is greater to theoretical ‘t’ value of 2.72 at 36 degrees of freedom at 0.01 level of significant. The obtained ‘t’ value was found to be significant. Therefore, the null hypothesis was rejected, the rejection of null hypothesis made by the researcher to formulate alternative hypothesis i.e., “there is significant difference between the means of scores on post-test of Experimental group and control group”. The mean difference 8.45 was found to be favor of the Experimental group on post-test i.e., the Experimental group has shown an improvement after subjecting them to the treatment. From this it could be inferred that the problem solving method on the algebraic expression was effective in bringing improvement. Therefore, it could be concluded that instruction through problem solving method was effective over traditional method of teaching.

Testing the Hypothesis - 3

To test the hypothesis number - 3 i.e., “There is no significant difference between the means of scores on pre-test and post-test in algebraic expressions of Experimental group”

	Group	N	Mean	SD	‘t’ value	Remarks
Expt.Group	Pre-test	19	10.05	2.27	9.04*	*Significant at 0.01 level.
	Post-test	19	20.26	4.04		

The above table reveals that the obtained value 8.45 is greater to theoretical ‘t’ value of 9.04 is greater than the theoretical ‘t’ value of 2.72 at degrees of freedom at 0.01 level of significant. The obtained ‘t’ value was found to be significant. Therefore, the null hypothesis was rejected, the rejection of null hypothesis made by the researcher to formulate alternative hypothesis i.e., “there is significant difference between the means of scores on pre-test score and post-test scores the mean difference 10.21 was found to be in favor of the performance of the group on post-test was differently better than their pre-test. By this, it could be inferred that the problem solving method of teaching was effective in bringing improvement achievement of VIII standard in algebraic expression for the experimental group. Although there is a difference between the pre-test score and post-test scores the mean difference 10.21 was found to be in favor of the performance of the group on post-test was differently better than their pre-test. By this, it could be inferred that the problem solving method of teaching was effective in bringing improvement achievement of VIII standard in algebraic expression for the experimental group.

Testing the Hypothesis - 4

To test the hypothesis number - 4 i.e., "There is no significant difference between the means of scores on pre-test and post-test in algebraic expressions of control group".

	Group	N	Mean	SD	't' value	Remarks
Control Group	Pre-test	19	9.89	2.24	1.506*	*Not Significant at 0.01 level.
	Post-test	19	11.05	2.53		

The above table reveals that the obtained value 1.506 is lesser than the theoretical 't' value of 2.72 at 36 degrees of freedom at 0.01 level of significant. The obtained 't' value was found to be not significant. Therefore, the null hypothesis was accepted, the accept of null hypothesis made by the researcher i.e., "there is no significant difference between the means of scores on pre-test score and post-test scores in algebraic expression of control group i.e., the test scores are nearly equal.

Findings of the Study

1. There is no significant difference between the means of scores on pre-test in algebraic expressions of experimental group and control group.
2. There is a significant difference between the means of scores on post-test in algebraic expressions of experimental group and control group.
3. There is a significant difference between the means of scores on pre-test and post-test in algebraic expressions of experimental group.
4. There is no significant difference between the means of scores on pre-test and post-test in algebraic expressions of control group.

Discussion

In this study, we described that the problem solving method used as a method of teaching solutions to algebraic expression has been found to be effective in improving student's problem solving skills over the use of traditional method. The focus of problem solving method in this study enables the students to solve the routine and non-routine problems in algebraic expressions. The findings will serve as a reference for educators in improving the learning and teaching of mathematics in general, problem solving method on algebraic expression in particular.

Educational Implications

In this study, the achievement of students was found to be satisfactory when problem solving method is used in teaching-learning process. This method is effective in enhancing student's problems solving skills in solving the problems of algebraic expressions and to solve the daily life problems. In the study it is believed that the problem solving abilities must be taught to students through planned teaching. The findings of the present study have the following implications on the present educational context.

1. Teaching and learning mathematics should not only emphasize basic knowledge and skills. Students should be exposed and taught problem solving directly through teaching and learning activities in the classroom.
2. The problem solving topic should be included in the mathematics curriculum.
3. If problem solving is used a teaching methods, the teacher needs more experience about how to present problems and give students time to read, analysis, remember previous experiences related before thinking to expect and solve and also they must finish teaching plan on time.
4. The teacher could deal with textbook including organizing information, selecting the suitable problems and modifying them for lessons, transforming the problems to daily life problems and connecting between mathematical concepts and skills.
5. The students should be given sufficient practice sessions to learn and mastery the ability to present solutions in a logical way.
6. The student should possess the ability to express mathematical ideas effectively that can be upgraded if the assessment procedures have and importance on the methods of solution and problem solving process.
7. Problem solving skills should develop the students to deduce new concept and build their mathematical knowledge.
8. Problem solving strategy gives students chance to discover the value of mathematic; they make connections among mathematics thorough daily life problems and applications.

9. The student learns to make word problems and to express how they gave understood clear and give examples from life expressing algebraic expressions.

Conclusion

Problem solving method of teaching has many advantages which revolutionized the theory and practice of teaching. A number of researchers have been conducted on problem solving method, which have shown problem solving in teaching is more effective technique in the learning process. The present study is also one of them, which shows problem solving method is the effective method in comparison with the traditional method, with enhancement of academic achievement of students through this method. It shown that teacher's professional development also increases by teaching problem solving method.

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A Study of the Implementation of Integrated Education Programme in Selected Schools of Mysore City

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ABSTRACT: Education for all is one of the cherished goals of national development. Concerted efforts are afoot to universalize primary education in order to realise this goal. Providing equal access to educational facilities to the challenged children in the significant age group 6-14 years is the latest development in the policy of educating all. It is constitutional commitment that all children must be given need-based education. The terms "Inclusive Education" and "Least Restrictive Environment" are now used worldwide to describe the growing trend towards educating all children with disabilities, along with their normal peers and increasingly in their local school. It provides an equal opportunity to the challenged children and prepares them for life, like other members of the society. It also advocates that the challenged children are as important for their healthy growth and development as their normal peers. Integrated Education for the Disabled Children has been introduced in Karnataka State Since 1981. In this direction, challenged children are made to study in normal schools like other normal children by providing same educational experiences as of other children. In the present Study, it is aimed to evaluate the implementation of Integrated Education Programme in primary schools of Mysuru City. The scheme was introduced with a view to providing educational opportunities for children with disabilities and to facilitate their retention in the school system. The present study attempts to explore the effectiveness of implementation of Integrated Education Programme.

For the present study, Investigator selected 30 IEDC primary schools of Mysore City. In order to study the effectiveness of IEDC programme, an opinionnaire for teachers and an interview schedule for parents of the challenged children were used. After collecting all the information required, the statement of answers was prepared. Answers given to each question were classified and analyzed in terms of percentage and conclusions were drawn. Based on the results, IEDC programme in Mysore City has been successful to a great extent. The analysis of data shows that in general, schools have not encountered difficulties in implementing the programme.

1. Introduction

Education for all is one of the cherished goals of national development. Concerted efforts are afoot to universalise primary education in order to realise this goal. Providing equal access to educational facilities to the challenged children in the significant age group 6-14 years is the latest development in the policy of educating all. Earlier their education was considered as a social welfare activity and continued to be the part of Ministry of Social Welfare Departments. Even the Kothari Commission suggested, in passing, that education of challenged children be organised as far as possible, in common schools. The same sentence then found a place in Education Policy Resolution of 1968. Even the NPE, 1968, 1986 and PROGRAMME OF ACTION 1992 and 1995 emphasised the need for educating the challenged children in regular schools, developing integrated programmes of education.

Integration was the term used widely in the 1970s and 1980s. The terms "Inclusive Education" and "Least Restrictive Environment" are now used world-wide to describe the growing trend towards educating all children with disabilities, along with their normal peers and increasingly in their local school (Chute et al 1996, Powers, 1996 a). Integrated Education promotes a healthy social relationship between the normal and challenged children at all levels and reduces the physical and psychological distance between them, through equal participation in social activities. It provides an equal opportunity to the challenged children and prepares them for life, like other members of the society. It also advocates that the challenged children are as important for their healthy growth and development as their normal peers.

Integration is a practical solution to provide education to all and helps the children with special needs to grow like normal children. It is an economical system and resolves psychological problems of these children (Sharma, 1988).

The policies of the Government of India in the last four decades opened up avenues for integrated education, now referred to as inclusive education, to provide education to every child in need. Today the term 'Inclusive Education' is used worldwide. It means that all students in a school, regardless of their strengths or

weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff. The federal Individuals with Disabilities Education Act (IDEA) and its 1997 amendments make it clear that schools have a duty to educate children with disabilities in general education classrooms. In recent debate about inclusion, a premium is placed upon the full participation by all and respect for the rights of others.

It is constitutional commitment that all children must be given need-based education. In recent years, economic and political pressure from minority groups has influenced the trend towards increasing placement of children with disabilities in mainstream schools. Integrated Education for the Disabled children has been introduced in Karnataka State Since 1981. In this direction, challenged children are made to study in normal schools like other normal children by providing same educational experiences as of other children. In the present Study, it is aimed to evaluate the implementation of Integrated Education Programme in primary schools of Mysore City. The scheme was introduced with a view to providing educational opportunities for children with disabilities and to facilitate their retention in the school system. The present study attempts to explore the effectiveness of implementation of Integrated Education Programme. In addition, the study aims to discuss about challenged children's admission, attendance, educational progress, adjustment problems, receiving free- facilities, learning materials, teachers and role of parents and also this study identifies the difficulties faced in the implementation of Integrated Education.

Statement of the Problem

"A Study of the Implementation of Integrated Education Programme in selected primary schools of Mysore City.

Objectives

1. To study the effectiveness of implementation of Integrated Education Programme in selected primary schools of Mysore City.
2. To analyze the opinions of the teachers about Integrated Education Programme.
3. To analyze the opinions of the parents about Integrated Education Programme.
4. To analyze the problems faced in the implementation of Integrated Education Programme.

Method of Study

Tools Used

To collect opinions from teachers working in IEDC primary schools, a opinionnaire containing 30 questions regarding effectiveness of IEDC programme was used. To collect details about challenged children and implementation of IEDC an interview schedule was prepared for the parents. These tools were mainly related to education of challenged children's - learning, learning materials, parents and guardians' roles, methods of teaching, availability of government facilities, adjustment problems and children's interest with respect to learning in the IEDC schools.

Sampling

For the present study, Investigator selected 30 IEDC primary schools of Mysore City. The purposive sampling technique was used for the selection of sample.

Collection of Data

The Investigators personally visited the selected government primary schools (IEDC) and distributed the opinionnaire to the teachers teaching in those schools and collected their opinions. Interview was also conducted with the parents of the challenged children. After collecting all the information required, the statement of answers was prepared. Answers given to each question were classified and analyzed in terms of percentage and results were also graphically represented and conclusions were drawn.

Analysis of the Opinionnaire Issued to the Teachers

Data collected from IEDC teachers were analysed as follows:

1. From the result it is found, 100 percent of the teachers of all the 30 selected schools have opined that challenged children can also admitted in the normal schools.
2. It is understood that 100 percent of the teachers have done the work of recognizing challenged children at the beginning of the academic year.

3. Results show that 80 percent of teachers have undergone Integrated Education training and 20 percent of the teachers have not undergone Integrated Education training.
4. As per the teacher's opinion, if the challenged children are admitted with the normal children giving necessary facilities and materials, also by providing specially trained teachers, the Integrated Education Programme will be 100% useful.
5. 90 percent of the teachers opine that normal class teachers trained under Integrated Education can teach challenged children with normal children whereas 10 percent of them say it is not possible.
6. 80 percent of the teachers have opined that there is necessity of special education experts in teaching challenged children. 20 percent of them opined that there is no necessity of special education experts.
7. 70 percent of the teachers opined that there is shortage of special learning materials for challenged children. 30 percent of them opine there is no shortage of special learning materials.
8. 80 percent of the teachers opine that teaching will be effective when challenged children are taught with normal children, but 20 percent of teachers say it is not effective.
9. It is possible to teach challenged children by adjusting normal curriculum as per the opinion of 80 percent of the teachers. Whereas 20 percent of them disagree.
10. 90 percent of the teachers agree that challenged children participate with interest, enthusiasm and self-confidence in normal schools with normal children. But 10 percent of them disagree.
11. Challenged children learning with normal children are free from adjustment problems as per the opinion of 100 percent of the teachers.
12. 90 percent of the teachers have agreed Integrated Education has created self- confidence in challenged children whereas 10 percent of them have disagreed.
13. 100 percent of the teachers opine that Integrated Education has helped challenged children in bringing them to the frontline.
14. Normal children do not have any difficulty while learning with challenged children as per the opinion of 70 percent of the teachers, but 30 percent of them say normal children face difficulties.
15. 80 percent of the teachers do not feel teaching challenged children as a burden, but 20 percent of them feel it a burden.
16. 90 percent of teachers opined, they know about the facilities provided by central and state governments to the challenged children. Only 10 percent of them do not know about it.
17. 90 percent of teachers opine that IEDC schools have sufficient teaching aids. But 10 percent of teachers say they do not have sufficient teaching aids.
18. 100 percent of the teachers agree, it is possible to have close rapport with the parents of challenged children.
19. The response from the parents of challenged children in Integrated Education is good as opined by 90 percent of the teachers. 10 percent of them say the response is not good.
20. 60 percent of teachers opine that the support of the community in fulfilling the medical and educational needs of the challenged children is available, but 40 percent of them opine, it is not available.
21. 90 percent of the teachers opine that cooperation of their colleagues is available in solving the problems of challenged children. But 10 percent of them opine negatively.
22. 60 percent of the teachers opine that SDMC is cooperating with the education of challenged children, whereas 40 percent of them opine negatively.
23. 90 percent of the teachers opined positively that challenged children are allowed to participate in the co-curricular activities.
24. As per 50 percent of the teachers, a detailed chart about the challenged children should be exhibited in the school, other 50 percent of them say it need not exhibited.
25. 100 percent of the teachers have answered that the resource teachers are visiting schools.
26. 90 percent of the teachers opine that the admissions and attendance of challenged children have improved by implementing Integrated Education. But 10 percent of them opine negatively.
27. Government facilities for the challenged children are available in time as per the 60 percent of the teachers.
28. 100 percent of the teachers have opined, schools do not have resource rooms for challenged children.
29. It is understood that there is awareness among the parents of challenged children about sending their children to normal schools as per the opinion of 90 percent of the teachers.
30. 70 percent of the teachers say the level of learning of challenged children is average, 20 percent of them say it is below average. But 10 percent of them say it is more than the average.

Analysis Of The Data Collected From The Parents

The Investigator has interviewed the parents of challenged children studying in IEDC selected schools and collected the information about the IEDC programme. The responses have been analyzed in terms of percentage and represented graphically.

1. 100 percent of the parents were aware of the Integrated Education Programme.
2. All the parents said that they are sending their challenged children to the IEDC schools voluntarily.
3. 70 percent of the parents said that they know about the free facilities provided by the state and central governments to their children, whereas 30 percent of them said they do not know about it.
4. It is found that from the interview of the parents that all their children have got free textbooks.
5. 60 percent of the parents have said that their children have not received scholarships, but 40 percent of them said that their children have received scholarships.
6. 90 percent of the parents said that their children have not received free learning materials but 10 percent of them said their children have received the free learning materials.
7. 100 percent of the parents agree that their children are going to the normal schools with great interest and enthusiasm.
8. 100 percent of the parents opine that their children have good adjustment with the members of the community.
9. 75 percent of the parents opined that the level of learning of their children in normal schools is good. But 25 percent of them opined it is not good.
10. 90 percent of the parents have said that the challenged children have undergone medical examination under Integrated Education. But 10 percent of them say their children have not been medically examined.
11. 100 percent of the parents have opined, the teachers are playing the role of parents, friends and guides with their children.
12. 100 percent of the parents have said during the interview, that their children do have good social, relationship with other children.
13. Challenged children have mental ability to face the society and with self-confidence while studying in normal schools as expressed by 90 percent of their parents.

Conclusions

On the basis of the analysis of the Data collected, the following conclusions were made regarding the implementation of Integrated Education Programme in selected schools of Mysore City.

1. Challenged children studying in Integrated Education system have the mental ability to face society boldly with self-confidence.
2. Challenged children studying in normal schools (IEDC) with normal children are free from adjustment problems.
3. Challenged children studying in Integrated Education system have average level of learning.
4. Challenged children studying in normal schools (IEDC) are participating in learning with interest and enthusiasm.
5. It is possible for the teachers to teach challenged children by adjusting the normal curriculum in normal classes.
6. Resource teachers visit schools to give guidance and suggestions to the teachers regarding teaching challenged children.
7. It is not a burden for the teachers to teach by coordinating challenged children in the normal classes.
8. The members of SDMC and the community are aware of fulfilling the needs of challenged children.
9. Teachers have good rapport with the parents of challenged children.
10. Cooperation of the colleagues of teachers is available in solving the problems of challenged children.
11. Schools have shortage of special teaching aids needed for the learning of challenged children.
12. Both teachers and parents are aware of the free facilities provided by the state and central governments for challenged children.

Suggestions

On the basis of the results obtained, the following suggestions are made.

1. All teachers must be given training to teach in integrated schools.
2. Special teaching aids needed for the challenged children should be supplied to the schools.
3. Schools should be provided with resource rooms needed for challenged children.

4. Learning materials required for the learning of challenged children should be supplied to them free of cost.
5. Scholarships should be issued to the challenged children well in time.
6. A detailed chart showing the Integration of challenged children must be exhibited in all schools.
7. The parent and teachers should made aware of the ways of getting free facilities given by the state and central governments to the challenged children.

In conclusion, the Investigator is of the opinion that the Implementation of IEDC Programme in Mysuru City has been successful to a great extent. The analysis of data shows that in general, schools have not encountered difficulties in implementing the programme. Parents have favourable opinion about IEDC programme but in the opinion of teachers there was a lack of sufficient cooperation from parents of challenged children.

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A Study on In-Service Teacher Preparedness Towards Inclusive Classroom-An Analysis

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ABSTRACT: *Inclusive education stands for improvement of schools in all dimensions to address the educational needs of all children. It means the doors to schools, classrooms and school activities are open to every child and they are afforded every opportunity to be included with their non-disabled peers. The focus is on giving every child the help s/he needs to learn. It is about changing the education system so that it is flexible enough to accommodate any learner. It is also focused on solving attitude, practice, policy, environmental and resource barriers a process in which all stakeholders should participate (teachers, learners, parents, community members, government policy-makers, local leaders, NGOs, etc).*

Integration is not simply admitting CWSN into mainstream classes. It is also about learning to live together. We have to move towards an inclusive society that appreciate and accepts people with differences. The In-service teachers should be competent enough to educate CWSN in regular classrooms.

This study is focused on the aspect of readiness of in service teachers to make adaptations and accommodations while dealing with these children. Teachers of main stream education have been interviewed to study their commitment and involvement while dealing with these children. This study also focused on observing and analysing the infrastructure facilities made available for the children with special education needs. The issues and challenges related to teacher readiness were analysed. Self-prepared tool has been used for collecting the data. For this study 10 government schools were selected and accordingly 50 teachers of these schools were considered for studying their readiness towards inclusive class-rooms. Based on the opinion of teachers and the observations made by the researcher suitable suggestions have been given.

Keywords: *Inclusive Education, Mainstream Education, In-service teachers, adaptations, accommodations, commitment, Infrastructure.*

1. Introduction

“The problem is not to wipe out all differences but to unite with all the differences in tact.”

Rabindranath Tagore

Education for All (EFA) including special needs children is on our national agenda. The goal of EFA cannot be attained without regular and special education merger. It assumes further importance in view of NPE (1986) statement that the universal enrollment and retention of children upto 14 years of age and substantial improvement in the quality of education will be the thrust areas in elementary education.

As we all know that Inclusive Education (IE) is a strategy contributing towards the ultimate goal of promoting an inclusive society, one which enables all children/adults, whatever their gender, age, ability, impairment or HIV status, to participate in and contribute to that society. Differences is respected and valued. Discrimination and prejudice will be actively combated in policies, institutions and behavior.

This calls for access facilities and curriculum adaptation to accept children with special needs in regular class rooms. The inclusive educational system is a central element of India's priority to ensure that students with disabilities are provided equitable educational opportunities.

This is possible only in a flexible education system that assimilates the needs of a diverse range of learners and adapts itself to meet these needs. It aims at all stakeholders in the system (learners, parents, and community, teachers, and administrators, policy makers) to be comfortable with diversity and see it as a challenge rather than a problem.

Need and Importance of the Study

In recent years Education of children with Special Needs has taken a paradigm shift from Special Education to Mainstream Education. Reinforcing this transition from another angle is the Govt. of India's Right to Education Act (RTE) and the Disabilities Act of 1995.

Apart from several national and local NGOs that champion the cause of children with disabilities and provide specific resource centers in support of inclusive education, Indian government also continues to include children with special needs under their several education initiatives, including the Sarva Shiksha Abhiyan (SSA) an government programme aiming at improving and providing quality primary education for all children.

One of the main challenges of mainstream Education, therefore, be it Integrated or Inclusive, is to equip these teachers of regular schools and teacher educators with the skills necessary to deal with CWSN. Teachers play a fundamental role in providing quality education and achieving universal education for all. The In-service teachers should be competent enough to educate CWSN in regular classrooms. In order to do this, the training colleges should provide them with the relevant knowledge, skills and the ability to apply both, appropriately. Hence, this paper will focus on creating an awareness of socio-psychological perspective of being disabled. It will also sensitize the teachers in the mainstream school to be comfortable in their work with CWSN.'

In order of meet the challenges posed by Inclusive Education System for a teacher working in that system, many questions strikes our mind such as:

- Does the infrastructure support the inclusive class-rooms?
- What type of curricular adaptations the mainstream teacher has made?
- What standards must a teacher meet to teach satisfactorily?
- What skills are required in general for a teacher to perform at this level?
- Does the teacher in question possess these requisite skills?

This paper tries to analyse the existing infrastructure of the school in general and class-rooms in specific, teacher preparedness /readiness and competencies of a teacher and also about the competencies required to match the existing concept of Inclusive Education.

Objectives of the study

To analyse:

- Existing infrastructure of Inclusive schools.
- Curricular/instructional adaptations made to match the need and requirement of CWSN.
- Teacher readiness of inclusive schools towards CWSN.
- Issues and challenges related to implementation of inclusive education in mainstream education.
- Finally suggest strategies to improve the readiness of In-service teachers of Inclusive class-rooms.

Sample

Around 10 Inclusive Schools (Government Schools) of Mysuru City were considered for the study. 5 subject teachers were considered from each school. Subject teachers were pooled out from Kannada, English, Science, Social Science and Mathematics subjects. 10 teachers were considered under each subject. Altogether 50 teachers were considered for the study.

Tools and Techniques Used

Opinion, observation schedule and personal interviews were conducted to collect the data. Data was analysed qualitatively and the results were interpreted based on their opinion and personal interaction and the researcher's observation.

Findings of the study

Existing Infrastructure available in Schools

The study revealed that about 98% of the Government school buildings selected for the study were renovated keeping in mind the CWSN. Ramps and railings are built to make the structure disabled friendly. Majority of toilets at Government schools are not disabled friendly. Common toilets are used which are not neatly maintained. Majority of the Government school Class rooms are very small and fully packed up and congested. This created a barrier for the mobility of CWSN and seating arrangement were also not disabled friendly. Since regular furniture were used for the seating arrangement even for the challenged children, orthopedically challenged and visually challenged children found very discomfort in adjusting with the desks and benches. In 50% of the schools few class-rooms were located on the 1st floor. Though the ramps were provided to make their mobility easy still it hampered the mobility of visually challenged and

physically challenged children.. This indicates that Government should take initiation in renovating the whole building and improving upon the available infrastructure in the schools to make it disabled friendly. This indicates that the facilities required for the special need children are not taken care properly. This may lead to enrolment and dropout problems. The concept of Inclusive Education becomes demoralized.

Curricular/instructional adaptations

Teachers in Inclusive System of Education plays an pivotal role in imparting quality education. The most important factor in the growth and development of education in general and special education in particular is significantly and indisputably the teacher factor. It has rightly been said in the POA for National Policy on Education (1986) that no one can rise above the level of teachers.

- Teachers are regarded the builders who determine the destiny of a nation.
- Teachers can make or mar the society.
- The quality and standard of education primarily depends on the quality of teachers.
- Teacher is the primary intervening professional in a student's life.
- Teacher is the only living element in the teaching process who has to deal with human beings that too having diverse needs.

Inclusion blurs the roles between regular and special teachers. For inclusion to be successful, the roles of special and regular education teachers need to be clearly defined. However, the classroom teacher has a central role to play in the process of inclusion. The teacher is significantly responsible for educational planning, instruction, evaluation, reporting, curriculum adaptation, supervision and coordination of different activities and so on.

Data collected revealed the following facts

Language teachers use regional language to teach both English and Kannada. Traditional method of teaching is still in practice. Hearing challenged children have been neglected since the teacher has not been trained to use sign language and lip movement . In 3 of the schools where visually challenged children have been enrolled, the children have been made to sit in front benches with their braille books as study materials. Regular teachers have not been trained in braille language.

Social Science Teachers also use regional language while teaching. Much of the activities and TLM used are not disabled friendly. For example , Maps and charts were not embossed . Very few three dimensional charts were used to depict the portraits of great warriors and personalities. Only about 20% of the teachers were seen involving challenged children during the conduction of activities. 80% of teachers informed that they have not been trained in preparing the disabled friendly TLM. No syllabus adaptations, instead the evaluation pattern has been amended to be flexible for the CWSN. For example questions asked were modified and made simpler, extra time provided for answering. Wherever possible comprehensive evaluation assessment pattern is followed. Like asking oral questions, observing their activities and movements and so on. Using living experiences in social science teaching learning process is a must , which make the children learn to understand the society in which they live. 70% of the selected schools organise good number of activities involving the community and this is a good indication of catering to the needs of CWSN.

Science teachers have made lot of changes in their teaching strategies. Theoretical knowledge of the concepts were given likewise the normal for the CWSN. But for conducting experiments and giving practical knowledge most of the difficult concepts were not considered, Instead many concepts were diluted. Like the concept of transverse and longitudinal waves, reflection and refraction image formation, series and parallel connections and so on were taught chalk and talk method without giving any exposure to practical knowledge. Likewise many concepts were simplified in the name of adaptations. No Resource teacher support was made available in these schools.

Maths teachers also diluted many concepts. During tests and examination a separate question paper was given for those children in order to help them overcome the difficulties in passing the subject. Researcher observed that dilution of concept for purpose of adaptation deprives challenged children from many first hand experiences in comparison to their normal peer group.

Teacher readiness of inclusive schools towards CWSN

The existing teacher competencies in Mainstream education system are as follows:

- Prototype, unimaginative and unsuitable to the needs of the children with special needs.

- The traditional teacher methodology is followed even today in the Inclusive set up and are obsolete and theory oriented.
- The teachers for special needs children are not so competent to assume roles and responsibilities to cater to the diverse needs of special needs children.
- The teachers are less competent to acquire a variety of skills in team teaching, management, community organisation and so on.
- Teachers have fail to focus on the needs and requirements of CWSN children.
- All teachers working in these government schools are qualified and eligible to teach normal group of students.
- No orientation or training have been given to 70% of the teachers in the pedagogic subjects to match the learning style of CWSN.
- Only 50% of teachers have the knowledge of Inclusive education.
- 40% of the teachers are very reluctant to improve their skills and competencies to match the requirement of CWSN.
- 60% of teachers have shown inclination towards improving their skills and competencies.
- Teacher education in special education is fast becoming a highly sophisticated professional job. Hence the teachers are to be given adequate opportunities to know about the needs of special needs children , their behavior management skills, state of the art technology, communication and so on.

Issues and Challenges related to implementation of Inclusive Education

- In India, a majority of children with special needs do not receive any formal education, in spite of the practice of inclusive education in some schools. This is because children with disabilities and learning deficiencies are segregated from mainstream schools and other regular routines and social activities of normal children.
- Lack of flexibility in curriculum, inability to fight for themselves and thus being bullied by others in the class and not getting adequate attention from the teacher are common issues. All these may result in the child not getting a fair inclusive education. As a result, the number of children with special needs receiving higher education is on the decline.
- Other contributing factors to this situation are lack of affordability and awareness on the kind of education choices available to children with special needs.
- Another critical aspect of inclusive education for a special needs child is in having the acceptance and friendship of classmates. This kind of support also aids in the progress of special children and helps them gain confidence within the school environment.
- Further, parents have a vital role as partners to make inclusive education successful within the classroom. This is possible when the children with special needs continue to live at home and attend school, just like normal children.
- Parents should also be involved with the teachers and administrative staff at the school to coordinate travel arrangements, school activities and learning materials for their special child.

In conclusion, children with special needs have a distinctive experience undergoing inclusive education along with normal, non-disabled classmates. It is a fact that teacher education remains a very weak link with respect to equipping teachers to be prepared for an inclusive classroom environment.

Suggested strategies to improve the readiness of In-service teachers of Inclusive class-rooms

- The teacher education diplomas and degrees offered should focus on introducing “Education of children with special needs” as an Compulsory paper.
- Scope for sufficient practical knowledge /field experience should be provided for the trainees during their course period.
- Teacher education Curriculum should have the scope to develop required competencies and skills to handle and manage the CWSN.
- Mainstream schools should have sufficient resources to cater to the needs of these children.
- Pre-service teacher training programme focus more on the ability to re-structure their curriculum to cater to all types of students.
- Teachers who have the skills and proficiency to meet varying demands within the classroom are very less in number because of non-conducive environment.
- Support of family members to boost the confidence level of these children are also very important.

- Work load of the teachers are demotivating them to improve their competencies and skills. Hence this should be taken care by the authority.
- Co-operation of the school authorities is also a barrier for the teachers to improve their readiness skills. Hence this has to be taken care.
- Peer group and parent support and co-operation is a must to boost their self –esteem and confidence level.
- Teachers Commitment, passion, accountability, positive attitude towards these children can facilitate them to acquire the required competencies and skills.
- A focus on physical access to school, rather than access to curriculum and equal treatment once in the classroom is an additional barrier to inclusion, possibly resulting in dropout. Hence it has to be looked into.

Conclusion

Hence, inclusive education becomes a key reason for integrating a special child with the mainstream. “Children need to be with other children..” Inclusive schools have to be well-equipped in all aspects to cater and deliver quality education for all children. This includes having a balanced curriculum that is appropriate for all categories of children, teachers who have the ability to handle the individual needs within the classroom and thereby promote an environment where personal development, social skills and student participation are strongly encouraged. Hence, we as teachers, parents, teacher-educators etc have to facilitate the implementation of inclusive education not only as a program but also as an ideology- an ideology based on the principles of human rights approach wherein stress is laid on giving importance to the individual and respecting his/her potentiality in the teaching learning process.

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A Study on Total Quality Management of Colleges of Education in Relation to Job Satisfaction of Teacher Educators

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ABSTRACT: *In this paper an attempt has been made to study the total quality management of colleges of education in relation to job satisfaction of teacher educators. One hundred teacher educators from 12 colleges of education in Belagavi district were selected as samples by using random sampling technique. Survey instrument to measure total quality management in Education by Bonstingle (1992) and Job satisfaction scales standardized and validated by Meera Dixit (1993) were used as the tools for data collection. The collected data were analyzed using differential statistics. The study found that female teacher educators of colleges of education have higher total quality management scores as compared to male teacher educators. The study also focused that, male and female teacher educators of B.Ed colleges have different education and self improvement scores.*

Keywords: *Total quality management, job satisfaction, teacher educators, colleges of education etc.*

1. Introduction

Quality has been the goal through the corridors of human history. It has been the driving force for all human endeavors. Quality is the inspiration for all the endless improvements in the field of education also. Quality lies in the perception of the consumer. What is great for one may not be good enough for another. Here the student is the direct consumer and stake holder of quality education. It is the need of the hour to inculcate the quality parameters in all the aspects or activities of education. According to Jeffrey Worthington quality has in it 4 aspects namely, fitness for use, freedom from defect, customer service and Efficiency.

Significance of the Study

In the Educational system primary customers are students. So, total quality management provides good quality services to students and professors. In recent times aspirants are giving importance to quality of the educational institutes which include infrastructure, teaching, admission, library and laboratories of the college. Total quality management of the college, gives scope for improvement in college and other areas, which are not primarily affect students, but they affect student's future when scientifically observed keenly.

Objectives of the study

- ✓ To study the relationship between rural and urban teacher educators of colleges of education with respect to job satisfaction and its dimensions
- ✓ To study the relationship between rural and urban teacher educators of colleges of education with respect to total quality management and its dimensions

Design of the Study: Descriptive survey method

Variables of the study

- Total quality management
- Job satisfaction
- Locale (Rural/Urban)

Hypotheses of the study

H₁: There is no significant difference between rural and urban teacher educators of colleges of education with respect to their job satisfaction and its dimensions

H₂: There is no significant difference between rural and urban teacher educators of colleges of education with respect to total quality management and its dimensions

Sample

Teacher educators from 12 colleges of education in Belagavi district were chosen by random sampling technique i.e., teacher educators from 01-Government, 02-Aided and 09-Unaided colleges of education are selected as sample of the study.

Tools used

- Survey instrument to measure total quality management in Education by Bonstingle (1992)
- The Job satisfaction scale by Meera Dixit-(1993)

Statistical Technique used

- Differential analysis

Data Analysis and Results

Table No. 1: Results of ‘t’ test between rural and urban teacher educators of colleges of education with respect to their job satisfaction scores and its dimensions.

Variables	Rural			Urban			t-value	p-value	Sign i.
	n	Mean	SD	n	Mean	SD			
Job satisfaction	33	206.45	15.85	67	228.06	17.28	-6.0361	0.00001	S
Intrinsic aspects of job	33	27.58	3.05	67	29.60	2.66	-3.4035	0.00101	S
Salary, promotional avenues and services conditions	33	28.09	5.78	67	33.30	4.00	-5.2588	0.00001	S
Physical facilities	33	36.00	4.55	67	39.84	3.66	-4.5423	0.00001	S
Institutional plans and policies	33	24.06	2.68	67	26.85	2.70	-4.8660	0.00001	S
Satisfaction with authorities	33	24.45	2.87	67	26.31	2.73	-3.1499	0.00221	S
Satisfaction with social status and family welfare	33	20.18	2.59	67	21.60	2.70	-2.4952	0.01431	S
Rapport with students	33	25.33	3.02	67	27.61	2.19	-4.2972	0.00001	S
Relationship with co-workers	33	20.76	1.79	67	22.96	2.08	-5.1872	0.00001	S

From the results of the table, it is observed that,

- Teacher educators of rural and urban Colleges of education differ significantly that, the teacher educators of rural and urban Colleges of education have different job satisfaction scores.
- Teacher educators of rural and urban Colleges of education differ significantly that, the teacher educators of rural and urban Colleges of education have different intrinsic aspects of job scores.
- Teacher educators of rural and urban Colleges of education differ significantly that, the teacher educators of rural and urban Colleges of education have different salary, promotional avenues and services conditions scores.

- Teacher educators of rural and urban Colleges of education differ significantly that, the Teacher educators of rural and urban Colleges of education have different physical facilities scores.
- Teacher educators of rural and urban Colleges of education differ significantly that, the teacher educators of rural and urban Colleges of education have different institutional plans and policies scores.
- Teacher educators of rural and urban Colleges of education differ significantly that, the teacher educators of rural and urban Colleges of education have different satisfaction with authorities scores.
- Teacher educators of rural and urban Colleges of education differ significantly that, the teacher educators of rural and urban Colleges of education have different satisfaction with social status scores.
- Teacher educators of rural and urban Colleges of education that, teacher educators of rural and urban Colleges of education have different rapport with students scores.
- Teacher educators of rural and urban Colleges of education differ significantly that, the teacher educators of rural and urban Colleges of education have different relationship with co-workers scores.

Table No. 2: Results of ‘t’ test between rural and urban teacher educators of Colleges of education with respect to their total quality management scores and its dimensions.

Variables	Rural			Urban			t-value	p-value	Signi .
	n	Mean	SD	n	Mean	SD			
Total quality management	3 3	123.2 7	6.1 0	6 7	132.1 6	10.9 4	- 4.3426	0.0000 1	S
Constancy of purpose	3 3	10.82	1.7 8	6 7	12.00	1.97	- 2.9119	0.0044 1	S
Adopt a new philosophy	3 3	11.42	1.5 6	6 7	11.99	1.87	- 1.4850	0.1408	NS
Cease dependency on inspection	3 3	7.70	1.2 1	6 7	8.51	1.27	- 3.0430	0.0030 1	S
Involve everyone in the transformation	3 3	8.24	1.5 4	6 7	8.19	1.23	0.1695	0.8657	NS
Improve constantly	3 3	11.48	1.7 2	6 7	12.40	1.64	- 2.5897	0.0111	S
Institute on the job training	3 3	8.36	1.2 5	6 7	9.93	1.59	- 4.9434	0.0000 1	S
Institute leadership	3 3	8.85	1.0 0	6 7	9.28	1.32	- 1.6656	0.0990	NS
Drive out fear	3 3	5.21	2.3 4	6 7	6.13	2.45	- 1.7960	0.0756	NS
Break down barriers between departments	3 3	7.94	2.0 1	6 7	7.93	1.58	0.0380	0.9697	NS
Eliminate slogans	3 3	3.85	2.1 1	6 7	4.40	2.26	- 1.1777	0.2418	NS
Eliminate quotas	3 3	10.06	1.1 2	6 7	9.87	1.52	0.6554	0.5137	NS
Abolish annual ratings	3 3	10.58	1.8 0	6 7	11.55	1.38	- 2.9931	0.0035	S
Education and self-improvement	3 3	10.09	1.8 8	6 7	10.61	1.35	- 1.5901	0.1150	NS
Long-term relationships	3 3	8.67	1.6 9	6 7	9.37	1.48	- 2.1452	0.0344	S

From the results of the above table, it is observed that,

- Teacher educators of rural and urban Colleges of education differ significantly that, the Teacher educators of rural and urban Colleges of education have different total quality management scores.
- Teacher educators of rural and urban Colleges of education differ significantly that, the Teacher educators of rural and urban Colleges of education have different constancy of purpose scores.

- Teacher educators of rural and urban Colleges of education do not differ significantly that, the Teacher educators of rural and urban Colleges of education have similar adopt a new philosophy scores.
- Teacher educators of rural and urban Colleges of education differ significantly that, the Teacher educators of rural and urban Colleges of education have different cease dependency on inspection scores.
- Teacher educators of rural and urban Colleges of education do not differ significantly that, the Teacher educators of rural and urban Colleges of education have similar involve everyone in the transformation scores.
- Teacher educators of rural and urban Colleges of education differ significantly that, the Teacher educators of rural and urban Colleges of education have different improve constantly scores.
- Teacher educators rural and urban Colleges of education differ significantly that, the male and female teacher educators of Colleges of education have different institute on the job training scores.
- Teacher educators of rural and urban Colleges of education do not differ significantly that, the Teacher educators of rural and urban Colleges of education have similar institute leadership scores.
- Teacher educators of rural and urban Colleges of education do not differ significantly that, the Teacher educators of rural and urban Colleges of education have similar drive out fear scores.
- Teacher educators of rural and urban Colleges of education do not differ significantly that, the Teacher educators of rural and urban Colleges of education have similar break down barriers between department scores.
- Teacher educators of rural and urban Colleges of education do not differ significantly that, the teacher educators of rural and urban Colleges of education have different break eliminate slogans scores.
- Teacher educators of rural and urban Colleges of education do not differ significantly that, the teacher educators of rural and urban Colleges of education have similar break eliminate quotas scores
- Teacher educators of rural and urban Colleges of education differ significantly that, the Teacher educators of rural and urban Colleges of education have different break abolish annual ratings scores
- Teacher educators of rural and urban Colleges of education do not differ significantly that, the Teacher educators of rural and urban Colleges of education have similar education and self-improvement scores
- Teacher educators of rural and urban Colleges of education differ significantly that, the Teacher educators of rural and urban Colleges of education have different long-term relationships scores.

Discussion and conclusion

The main concept of the study is to throw light on total quality management of B.Ed colleges. It is important because female teacher educators of colleges of education have higher total quality management scores as compared to male teacher educators. It was also found out that, female teacher educators from B.Ed colleges have higher long term relationship scores as compared to male teacher educators. The study also focused that, male and female teacher educators of B.Ed colleges have different education and self improvement scores. Therefore it can be said that, the institutions following the total quality management will run smoothly without any hindrance. Further it is evident that, full and consolidated salaried teacher educators have similar TQM scores. Urban teachers have higher job satisfaction scores as compared to rural colleges.

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Education as A Means of Emancipation

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ABSTRACT: *Humanity has been emancipated from ignorance through education. So also, formal education has widened the gap between the two sexes. Men could take advantage of education and reached the zenith of progress but in the process the other sex women remained in ignorance and gradually became a prey to the injustice and subordination of men and got bonded. She had to surrender all her liberty. And education is the sole means of emancipation. Apart from being a fundamental right, the right to education is a 'multiplier right' and is, therefore, instrumental in enabling them to benefit from and claim other key rights, such as those related to work, property, political participation, access to justice, freedom from violence and health, including sexual and reproductive health and rights. Hence education emancipates a girl/woman from early marriage and young motherhood, financial dependency, poverty, sexual abuse, child mortality, death during child birth, human trafficking, etc. It provides avenues for political representation, safe sex, raised self esteem and confidence liberating her from an inferiority complex. Women's education is of utmost significance because she is the one who nourishes humanity. An educated mother proves more proficient in teaching her children, and in imparting values to them. She can instill a healthy and positive attitude in them and erase the orthodox mindsets from the society. When youngsters grow up with positive and healthy mindsets they can influence and question the age old stereotypes of gender and bring about an emancipated world for woman. An educated working woman experiences various affirmative effects. The impact is further facilitated to the family, society, and ultimately to the nation.*

1. Introduction

Humanity has been emancipated from ignorance through education. So also, formal education has widened the gap between the two sexes. Men could take advantage of education and reached the zenith of progress but in the process the other sex women remained in ignorance and gradually became a prey to the injustice and subordination of men and got bonded. She had to surrender all her liberty, some to the decisions of men and some to the traditions and rituals laid down for her by the male dominated society. It is now high time that, now she shed her chains break free and realize her potential and experience life to the full. And education is the sole means of emancipation. So also, women and girls are rights-holders and as such are entitled to the full exercise and equal enjoyment of the right to education. Apart from being a fundamental right, the right to education is a 'multiplier right' and is, therefore, instrumental in enabling them to benefit from and claim other key rights, such as those related to work, property, political participation, access to justice, freedom from violence and health, including sexual and reproductive health and rights. Hence education emancipates a girl/woman in the following domains;

1. Early marriage and young mother

Girls who receive more education are less likely to marry as children and to become pregnant and young mothers. According to Plan, a girl in a low income country receiving seven years of education marries four years later on average, and has fewer and healthier children. According to UNESCO, children of literate mothers are over 50% more likely to live past the age of five. There are also significant health benefits for girls and women, with considerable evidence that an increase in a mother's education reduces the likelihood of dying in childbirth.

2. Financial dependency and poverty

Ensuring quality education for all girls also increases how much they can earn and counters the continued feminisation of poverty. According to the World Bank Group (WBG), one year of secondary education for a girl can mean as much as a 25% increase in wages later in life. The benefits of this are passed on to their children as women tend to reinvest 90% of their income in their families. Studies also show that educating girls leads to significant and wide-reaching benefits not to their societies and economies. Girls' education has proved to imply a powerful impact on economic growth. According to WBG a one percentage point increase in the proportion of women with secondary education raises the average gross domestic product (GDP) by

0.3 percent. Education can improve the opportunities for women to work, which in turn can impact on poverty reduction. For example, in Latin America, when women's participation in the labour market increased 15 percent in just one decade, the rate of poverty decreased by 30 percent (WBG). For many women who are in unsafe and unhappy marriages, leaving is not an option, because they have no skills and no education to allow them to find work and to provide an income for themselves. For these women, living in an unhappy or abusive relationship seems better than living on the streets begging for money; the lesser of two evils in a sense. Women should not be limited in this way, and this can be easily avoided if we afford all girls their human right to an education. Receiving an education empowers girls to take control of their lives, their families, and their future. Girls with dreams become women with vision.

Christina Taylor sums it up perfectly:

“Girls’ education is about so much more than knowledge. By ensuring that a girl has equal access to education, employment and adequate health care, the benefits will be passed on to her children (both boys and girls), community and her country.”

3. Sexual abuse

A girl's education not only provides knowledge, it gives them power and awareness over their own lives, which benefits all in the long run. Education gives her the power to ward off any untoward advances of men towards them and exploit them sexually. She becomes aware about her rights and legal aspects. This makes her more strong and liberated from the clutches of sexual abuse.

4. Child mortality, child malnutrition and death during childbirth

If women all over the world had a secondary education, child deaths would be cut in HALF, saving 3 million lives. Not just girls' lives, but all lives. Christina Taylor, the Community & Bequests Officer for Plan International, notes, “All children are important, they have the same rights and deserve the same opportunities, however because girls face the double discrimination of being female and young it is so important that we focus efforts specifically on addressing their disadvantages and systemic abuse. So also, according to UNESCO, if all women had a secondary education, 12 million children would be saved from stunted growth and malnutrition. Considering that, malnutrition contributes to nearly half of all deaths in children under 5, it is undeniable that it is imperative that we educate girls who will become mothers. It is easy to see how a lack of education has a ripple effect across societies. So also, it is estimated that 153 million children worldwide, ranging from infants to teenagers, have lost one or both parents. According to UNESCO, if all mothers completed primary education, maternal deaths would be reduced by two-thirds. Every child deserves to grow up with the love and guidance of their parents, and by denying girls an education we are increasing the chances of a motherless childhood for so many.

5. Human Trafficking

Women are most vulnerable to trafficking when they are undereducated and poor, according to the United Nations Inter-Agency Project on Human Trafficking. Through providing young girls with opportunities and fundamental skills, this billion-dollar industry can be significantly undermined. An educated woman would be able to explore the details of every aspect and then take proper decisions and hereby would be more immune and not vulnerable to trafficking.

6. Political Representation

Across the globe, women are underrepresented as voters and restricted from political involvement. The United Nations Women's programmes on leadership and participation suggest that civic education, training and all around empowerment will ease this gap. As females are a different sex, their diverse viewpoints about various things differ as of man. Only a woman can comprehend a woman's needs and problems. Hence, if women are politically empowered then they can influence the policies and programmes and provide impetus to multiple solutions, benefitting the society in greater extent. Only men's perceptions of envisaging things can get humdrum.

7. Safe Sex

A girl who completes primary school is three times less likely to contract HIV. With these statistics in mind, The World Bank calls education a “window of hope” in preventing the spread of AIDS among today's children. Education makes a woman more aware about the sexually transmitted diseases and also regarding

the preventive and curative measures. Education is an armour to protect herself against all diseases and lead a healthy life.

8. Freedom from inferiority complex , raised self esteem and confidence

The feelings of inferiority are largely a determined by lack of knowledge and education. Education ignites the minds of women with knowledge leading to wisdom. So also, they become aware of their potentialities and propel the desire to contribute. This ultimately leads to raised self esteem. Their perception of their self image greatly improves. This provides them the confidence to take their own decisions and lead a more fruitful and meaningful life.

Conclusion

Women's education is of utmost significance because she is the one who nourishes humanity. An educated mother proves more proficient in teaching her children, and in imparting values to them. She can instill a healthy and positive attitude in them and erase the orthodox mindsets from the society. When youngsters grow up with positive and healthy mindsets they can influence and question the age old stereotypes of gender and bring about an emancipated world for woman. An educated working woman experiences various affirmative effects. The impact is further facilitated to the family, society, and ultimately to the nation. The sustainability and progress of all regions depend on the success of women across the globe. As President Obama said while addressing the United Nations General Assembly in 2012, "The future must not belong to those who bully women. It must be shaped by girls who go to school and those who stand for a world where our daughters can live their dreams just like our sons." To maintain the equilibrium in our society, their participation is a significant feature for a family circle. The changes in orthodox mindsets will let those girls come out of their shells, who crave to see this amazing world. This way they'll be able to give their contribution in making not only this nation, but this world, a beautiful planet.

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Impact of Information and Communication Technology in Education System

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ABSTRACT: *Information and communication technologies (ICT) have become essential and popular in all aspects of life. From the past two decades, the fast growth of ICT has fundamentally changed the practices and procedures of all fields like business, governance, Health, Education etc. The Quality of education is always associated with Strong teachers, having high degrees of learning attitude. The usage of ICT in the education system leads to the educational technology i.e. digital education which changes the education for better and makes it more affordable and accessible. In this paper, a literature review on the usage of ICTs in the education system. It focuses on effective use of ICT for education, Usage of ICT in the teaching-learning process; learning motivation; different forms of pedagogies used in Teaching and learning process.*

Keywords: *ICT, Education Technology, Digital Education, educational apps, Cloud learning.*

1. Introduction

The use of ICT in education leads to the student-centered learning process. Because of the rapid growth of Digital Media and Information, the role of ICT in education is becoming more essential. Information and communication technologies in the educative process have been divided into two broad categories:

1. ICTs for Education and ICTs in Education. ICTs for education refers to the development of information and communications technology specifically for teaching/learning purposes.
2. ICTs in education involves the adoption of general components of information and communication technologies in the teaching-learning process. This adoption of ICT in teaching coined a new word called Education Technology which was prior called Technology in education. [4]

Education Technology could be defined as the efficient organization of any learning system, adapting or adopting methods, processes, and products to serve identified educational goals. They are:

- Systematic identification of the goals of education, taking into account nationwide needs (higher scalability, for instance), the system capabilities, and the learners' needs and potential.
- Identification of diversity of learners' needs, range of provisions needed and also the context in which learning will take place.
- Recognition of not only the immediate needs of children but also their future needs in relation to the society for which we are preparing them. [4]

This ICT have become essential in education as they are an aid for the teaching and learning process. It is a tool which helps the teacher to make students a better understanding. The Government's Digital India programme shall lay special emphasis on the development of teachers to enhance pedagogies and ensure uniform quality of teaching across the country. We all know that technology cannot replace teachers, but it empowers them and acts as a powerful medium to reach students. The ICT in education will change education for best making it more affordable and easily accessible to provide quality in teaching. This is an aid to those students who reside in the area where education cannot be reachable and affordable, because of insurmountable challenges, ranging from geographical distribution to socio-economic condition. There is an expectation that technology may make education affordable for those who are so far unable to benefit from the same.

Need of Technology in Education

Access to variety of resources

With the help of technology, it is easy to provide audiovisual education. Because of this vivid and vast technique as part of the IT curriculum, learners are encouraged to regard computers as tools to be used in all aspects of their studies.

Enhancing the learning environment

The entirely new learning environment is changing process of teaching-learning by adding elements of vitality to learning environments including virtual environments for the purpose. Critical thinking, research, and evaluation skills are growing in importance as students have increasing volumes of information from a variety of sources.

Anytime & anywhere learning

With the help of technology the pace of imparting knowledge is very fast. One can study whenever he wills irrespective of whether it is day or night and irrespective of being in any part of the world. Internets support thousands of different kinds of operational and experimental services one of which is an online library which can be used to get plenty of data.

Classroom-based distance learning

This kind of technology became very popular as they use Satellites for beaming of live classes or VSAT, study centers equipped with hardware where students interacted with a teacher teaching remotely. Even the Indian government has promoted this model with help from IITs and EDUSAT.

A social platform for a classroom to interact online

Many social learning platforms like Grockit, remixlearning.com have achieved tremendous success in providing a platform for students to interact and learn even after class. These platforms are the model for Peer to peer learning, which is essential in education filed. In India, pagalguy.com is a good example.

Mobile based learning management systems

Smart Phones are more accessible than computers with broadband connections. This is a big cause of investing significantly in mobile-based learning technology. Many Indian Startups have been achieved by creating Mobile based courses which have to be optimized for a smaller screen, lower computing power, and slower internet.

Learning apps

Vivid Educational apps are popular with millions of Android and iOS device users all over the world. There are apps that can help one to increase reading speed, typing speed, speaking courses, or reduce the fear of mathematics or science (Simulations are used for projecting the concepts). From toddlers to students irrespective of their age, are able to learn skills and improve their linguistic, mathematical and cognitive abilities effortlessly and get access to world-class education at a very low cost through apps. [1]

Role of Technology in Education

ICT enhancing teaching and learning process:

The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning, and research [5]. ICT has the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change [6].

In a rapidly changing world, basic education is essential for an individual to be able to access and apply information. To achieve these objectives, teachers need to be involved in collaborative projects and development of intervention change strategies, results in ICT as a tool. There are three necessary conditions for teachers to introduce ICT into their classrooms: teachers should believe in the effectiveness of technology, teachers should believe that the use of technology will not cause any disturbances, and finally, teachers should believe that they have control over technology. Students using ICTs for learning purposes become immersed in the process of learning and use computers as information sources and cognitive tools the influence of the technology on supporting how students learn will continue to increase.

ICT enhancing the quality and accessibility of education

ICT increases the flexibility of delivery of education so that learners can access knowledge anytime and from anywhere. It can influence the way students are taught and how they learn as now the processes are learner driven and not by teachers. This, in turn, would better prepare the learners for lifelong learning as well as to improve the quality of learning. Students are starting to appreciate the capability to undertake education anywhere, anytime and anyplace. One of the most vital contributions of ICT in the field of education is Easy

Access to Learning. With the help of ICT, students can now browse through e-books, sample examination papers, previous year papers etc. and can also have easy access to resource persons, mentors, experts, researchers, professionals, and peers-all over the world. This flexibility has heightened the availability of just-in-time learning and provided learning opportunities for many more learners who previously were constrained by other commitments (Young, 2002). ICT enabled education will ultimately lead to the democratization of education. Especially in India, the effective use of ICT for the purpose of education has the potential to bridge the digital divide.

ICT enhancing learning Environment

ICT presents an entirely new learning environment for students, thus requiring a different skill set to be successful. Critical thinking, research, and evaluation skills are growing in importance as students have increasing volumes of information from a variety of sources. ICT is a potentially powerful tool for offering educational opportunities. ICT acts as a facilitator of active learning and higher-order thinking ICT environment improves the experience of the students and teachers and to use intensively the learning time for better results. The ICT environment has been developed by using different software and also extended experience in developing web-based and multimedia materials. ICTs have an important role to play in changing and modernizing educational systems and ways of learning.

ICT enhancing learning motivation:

ICTs can enhance the quality of education by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment. This enables new ways of teaching and learning rather than traditional teaching. ICT plays a major role in how students should learn. Along with a shift of curricula from “content-centered” to “competency-based”, the mode of curricula delivery has now shifted from “teacher-centered” forms of delivery to “student-centered” forms of delivery. ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful moving images can be used to provide challenging and authentic content that will engage the student in the learning process. Some of the parents of the respondents that their children were feeling more motivated than before in such type of teaching in the classroom rather than the stereotype 45 minutes lecture. ICT changes the characteristics of problems and learning tasks, and hence play an important task as a mediator of cognitive development, enhancing the acquisition of generic cognitive competencies as essential for life in our knowledge society. ICTs allow learners to explore and discover rather than merely listen and remember. The World Wide Web (WWW) also provides a virtual international gallery for students’ work.

ICT enhancing the scholastic performance:

Based on the extensive usage of ICTs in education the need appeared to unravel the myth that surrounds the use of ICT as an aid to teaching and learning and the impact it has on students’ academic performance. ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality. However, the experience of introducing different ICTs in the classroom and other educational settings all over the world over the past several decades suggests that the full realization of the potential educational benefits of ICT. The direct link between ICT use and students’ academic performance has been the focus of extensive literature during the last two decades. ICT helps students to their learning by improving the communication between them and the instructors.

Integration of Technology in Education

After long years, another transformation took place where everything is replaced in digital mode. Educomp has taken education from the paper to the pixel. As a pioneer in bringing digital education to the Indian classroom, Educomp has brought about a radical change in the traditional ways of teaching with its exemplary innovations in the digital space. Educomp takes pride in having a legacy of introducing latest technology-based solutions to the schools. Educomp products like the smart class have become iconic and often synonymous with digital classrooms. Educomp smart class is known to have brought about a radical change in the traditional ways of teaching with its exemplary innovations in the space of digital content usage in the classroom. Science at senior grades can now become even more exciting with atoms bursting at an arms length with Educomp’s 3D Lab. Keeping in mind the need for a global proficiency in English, the Educomp English Mentor Lab has been specially designed to combine a unique methodology with language

learning tools that enable students to internalize sentence patterns and practice reading, writing and verbal skills on their own.

Educomp Smart Schools form the next generation of Educomp's learning suite of products. The quality of education and increasing learning outcomes, allowing the schools to integrate, nourish, create and enhance a 360-degree relationship with all stakeholders while keeping the student at the center of the learning experience.

Educomp smart class: is the industry pioneer in the use of rich multimedia content as a teaching tool inside the classrooms in India. It's a revolutionary in-classroom technology leveraging a large repository of digital content across virtually all subjects from kindergarten to grade 12[8].

English Mentor: English mentor is an English Language Lab which has been meticulously designed keeping in mind the education requirements of English language learners from grade one to ten, such that the understanding of the language and its fundamentals get imbibed in an engrossing scenario. It offers a self-paced environment that allows users to correct mistakes, practice correct pronunciation and move on towards coaching in public speaking with confidence.

Educomp Smartclass 3d Lab: With 3 D lab complex Concepts become easier to comprehend. When abstract concepts come alive, students can almost feel that they are a part of the subject itself.

Educomp Insight: 'Insight' is a scientifically designed assessment system that evaluates the academic competency of the student. Insight assesses students on 10 skills and 35 sub-skills making it one of the most comprehensive assessments and counseling systems.

Educomp Smart School: A first of its kind comprehensive School Solutions through which schools enhance the quality of learning providing path-breaking features. It allows schools to create, integrate, nourish and enhance a 360-degree relationship with all the stakeholders while keeping the student at the center of the learning experience.

League India: The vision for league INDIA is to build a vast fraternity of new age schools, recognized and respected for their distinct positioning and adoption of well researched best practices that encompass the League INDIA institutions.

Uniclass: Edu compUniClass is a teaching and learning system where a user can access a large repository of rich multimedia content mapped to the curriculum. Uniclass is available for Nursery to Grade twelve. The UniClass device is similar to a set-top box and can be connected to a television, a projector or any other display appliance. It gives students an engaging and interesting way to learn. Easy to set up and maintain, Educomp UniClass is a simple and cost-effective way for schools on a budget and users who can afford their personal content library.

Role of Cloud Learning: India's IT firms are working with academic institutions and setting up in-house institutes to groom the right talent as these companies move to Social media, Mobility, Analytics, and Cloud (SMAC) technologies. "The cloud - it lowers costs, provides a degree of scalability and keeps the complexity in a central location." His company has developed an integrated hardware-software cloud solution for education, called Cisco Education Enabled Development (CEED) 2700. Code-named Dwara, this all-in-one box promises to reduce the cost of implementing cloud solutions to a dollar per child per month. The Karnataka government already uses Dwara in a handful of rural schools, and to train teachers in some districts. Private schools such as the Oakridge International chain and technical education institutions such as the Nettur Technical Training Foundation have also adopted this technology. Technology is not the replacement of teachers, instead, Tech is a force multiplier that can increase the scope and impact of a teacher [7].

According to Abhinav Dhar, director for K-12 at Educomp Solutions, more than 12,000 schools across 560 districts in India have adopted Smart class. More importantly, the number is growing at almost 20 schools a day. On average, in each of these schools, eight classrooms are using Smartclass [3].

Conclusion

ICT is a tool for the education system to teach the contexts in an innovative manner. So that students can understand better than the traditional learning process. Individual teachers should have to believe in the technology, as tech is an additional attribute for their teaching to make the students learn. The use of computers and digital technologies is usually more productive when it supports collaboration and interaction, particularly collaborative use by learners or when teachers use it to support discussion, interaction, and feedback. Teachers should always balance the curriculum, workload and regulatory agencies along with the deeper learning and time consumed. Teachers are trained where training focuses on technology skills in using the equipment. The use of digital technology is usually more successful as a supplement rather than as a replacement for usual teaching. To make online education successful in India, we need to modify the entire education sector and the mindset of the employers. In order to meet the Indian student requirements, we propose a hybrid model where there should be a combination of the physical presence of the teacher and technology. A day will come where entire India will be covered with Digital education.

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Cyber Safety: A Way to Bring Reform in Teacher Education

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ABSTRACT: *Unless driven with a desire, the rapid advance of science and technology may widen inequities, exacerbate social fragmentation and accelerate resource depletion. In the 21st century, that purpose has been progressively defined in terms of well-being. But well-being consists more than access to material resources, such as income and wealth, jobs and earnings, and housing. It is also related to the quality of life, including health, civic concern, social connections, education, security, life satisfaction and the environment. Equitable access to all of these derive the concept of inclusive growth, the aim of the present paper is reviewing the technological perspectives for Inclusive education focusing on the individual needs of learners, helping them to overcome any barriers that may prevent them from reaching their potential.*

Keywords: *Technology, Assimilation, Digital, Inclusion etc*

1. Introduction

Information and Communication Technology, the most mutual technological platform of this century has become a necessary part of our daily lives. It is a learning and transmission tool that offers us an immense range of opportunities. It is a priceless source of knowledge and boost creativity and imagination. ICT ethics comprise our approach while practicing it for different purposes. We should be conscious that we should always be fair and respect the rights and equity of others on the web.

As information framework and Internet became bigger and more mosaic, it becomes critical to manage systems functional and alert to security issues. Though the system administration work has become easier in recent years, educational institute administrators and teachers need to be more updated on the systems and network security. In present time, all systems are uncovered to Internet; hence there is increased dispute in maintaining and protecting them from the attackers.

Cyber safety is the safe and accountable use of Information and communication technology. It is not just about custody of information safe and secure, but also about being accountable with that information, being respectful of other people online, and using good 'netquettte' (internet etiquette). Here are some measures to keep you safe online.

Teachers and schools play a pivot role in promoting internet safety. Teachers and schools are primarily liable for keeping systems/computers/network devices secure and functional. It is important to keep the information as secure as we keep the systems and network devices in the organisation.

Identify threat: Vulnerability and assess risk exposure

These are the following characteristics which may shows the presence of threats like

- ❖ Abrupt popups or unusual error messages.
- ❖ Slow and lethargic behaviour of the system.
- ❖ Crashing of programs/system.
- ❖ Mysterious disappearance of system screen while working.
- ❖ Failure to download updates.
- ❖ Display of the infamous BSOD (Blue screen of death).
- ❖ Strange programs running in task manager.
- ❖ Navigation to new browser homepage, new toolbars and/or undesired websites without any input.
- ❖ Dissemination of strange messages from your email ID to your friends.
- ❖ Appearance of new, unfamiliar icons on desktop.
- ❖ Display of unusual message or programs which start automatically.

Develop protection and detection measures

- ❖ Computer systems and labs are accessed only by authorized personnel.
- ❖ Discourage the use of personal devices on the network, such as personal USBs or hard drives.
- ❖ Use only verified open source or licensed software and operating systems.

- ❖ Students and teachers should create strong passwords and frequently change passwords and avoid reuse of old passwords.
- ❖ Install licensed antivirus software and check that antivirus software in each system is regularly updated.
- ❖ Setup your computer for automatic software and operating system updates.
- ❖ Scrutinize blocking of file extensions such as .bat, .cmd, .exe, .pif by using content filtering software.
- ❖ Read the freeware and shareware license agreement to check if adware and spyware are mentioned before installing them on systems.
- ❖ Use encryption such as SSL or VPN for remote access to office or school lab, through internet.
- ❖ Ensure that third-party vendors (who have contract with the Institution) have strong security measures in place.
- ❖ Favour contracting with a trusted/verified third party vendor to monitor the security of your institution's network.
- ❖ Practice two or multifactor authentication for students, teachers and administrators when they log on.
- ❖ Protect your wi-fi connection with secure password, WEP encryption, etc and encrypt the network traffic.
- ❖ Change the administrator's password from the default password. If the wireless network does not have a default password, set up one and use it to protect the network.
- ❖ Use "restricted mode", "safe search", "supervised users" and other similar filters and monitoring systems, so that no child can access harmful content via the institutes IT systems, and any concerns can be detected quickly.
- ❖ Protect sensitive data.
- ❖ Plan and implement information security and access control programmes and policies by evaluating the storage (used/unused), access, security and safety of precise information.
- ❖ Never store critical information in systems C drive.
- ❖ Backup particular data (contact numbers, email IDs, aadhaar number etc) in an off-site location.
- ❖ Establish safe reporting guidelines and escalation methods to protect the identity of the person who reports the breach of security.

Identification and recovery measures

Initial assessment: To establish a suitable response, it is essential that the response team should find out:

- How the incident occurred?
- Which IT and/or OT systems were affected and how?
- Up to what extent the commercial and/or operational data was affected?
- To what amount any threat to IT and OT remains?

Recover systems and Data: Ensuring the initial assessment of the cyber incident, IT and OT systems and data should be cleaned, recovered and restored, as much as possible, to an operational condition by cleaning threats from the system and restoring the software.

Investigate the Incident: To accept the causes and result of a cyber incident, an investigation should be undertaken by the company, with support from an external expert, if appropriate. The information from an inspection will play a significant role in preventing a potential recurrence.

Prevent re-occurrence: Observe with the outcome of the investigation mentioned above, any inadequacies in technical and/or procedural protection measures should be addressed, in accordance with the company procedures for implementation of corrective action.

Educate your stakeholders

- ❖ Frame cyber safety rules as DO's and Don'ts for the institute.
- ❖ Conduct orientation programmes for stakeholders on cyber laws (<http://cyberlawsindia.net/>)
- ❖ Orient institute authorities with latest tools that can be used to monitor the sites visited by the students/teachers.
- ❖ Consult cyber security professionals to raise awareness levels about the risks in cyber space and their preventive measures.
- ❖ Introduce courses/lessons/activities for students and teachers on major components of cyber security and safety.
- ❖ Advocate, model and teach safe, legal and ethical use of digital information and technology.

- ❖ Promote and model responsible social interactions related to the use of technology and information.
- ❖ Celebrate safer Internet day (February 5th) and conduct activities to create awareness through cyber clubs.
- ❖ Establish relationships with a reputable cyber security firm/organisation.
- ❖ Follow guidelines, policies and procedures to keep the school safe and secure in cyberspace.

Upcoming issues for schools to be aware of and start planning for

- Violent porn shared/viewed on mobile devices, potential for legal action;
- VPN apps – apps used for circumventing school Wi-Fi internet filter;
- Wearable technology – smart watches that play games, texting/messaging, photos;
- Drones – yes they are getting smaller and smaller with cameras;
- Anonymous photo/messaging/email sharing apps – sharing a photo anonymously with random strangers in your school or community has the potential for blackmail and cyber bullying;
- Anonymous confession style apps – Whisper, Secret & Yik Yak; and,
- Chat with strangers and hook up apps like – MeowChat and Tinder.

What about the parents?

Educators can certainly guide safe internet use by educating and holding talks and discussions amongst students in the class room, but teachers cannot be held answerable for supervising students when students most need it, outside of school. Student education on cyber safety isn't plenty to keep students safe online. Students still want informed and educated guidance and boundaries around digital technology in and out of the home environment.

It is very important that parents can also help in a crunch if, and when, something goes wrong for their child online, taking some of the burden from schools that are inundated with reports from parents of annoying incidents that happen to students online. The better educated your parent body is, the less online events there will be amongst students and the less reports schools will have to deal with. It is necessary that your parent body is educated about cyber safety.

Conclusion

Cyber safety is not the alone responsibility of the ICT teacher. Schools and their teachers are accountable to educate children and young people and address the fundamental values (ethics) and responsible behaviors expected of them unconcerned of their physical location. It is urged that schools take a holistic approach to cyber safety education. Cyber safety process and issues should be included within the school's curriculum planning and taught explicitly. As part of a classroom agenda teachers should look for opportunities to introduce or reinforce cyber safety practices. The focus should be on the behavior and potential dangers combine with the technology as well as how to use the technology carefully and responsibly.

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Innovative Methods of Teaching Geography - A Perspective from School Teachers of Vijayapura City

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1. Introduction

Education is a most powerful agency for change of society and development of any nation, so effective teaching is very essential. Teaching learning process is very complexity, unique, and dynamic. Hence teacher has added multidisciplinary teaching methods, because learners learning interest, attention and involvement are unique, every class room teachings are based on helping pupil's intellectual development from one level to another in a more sustainable changes of behaviours. Traditional teaching method is an only chalk and talk, one way method of teaching and teacher centered oriented. This teaching has provided one way sharing of ideas, information and directions for the pupil's achievement.

Teaching is a very dynamic process of transferring information, ideas, concepts and knowledge. The teachers must understand of pupil's maturity, learning interest and level of perception. Teachers every class adapted to various techniques and appropriate methods of teaching dimensions of the classroom. Geography subject is a broad and wide elaborate of science of earth. This paper will be examined of innovative methods of teaching geography of government and private primary school teachers of Vijayapura city. The investigator has formulated of innovative methods of teaching geography questionnaire tool. The questionnaire has consist of 25 items namely strongly agree, agree and disagree. The study has focused on population of 50 it is consist of government and private primary school teachers. This study will be investigated how much of teachers involvement of teaching and classroom innovative learning activities conducted of teachers. Innovative teaching is necessary for the present and future of education to help students to reach their full potential. Higher primary education should serve the long term intellectual needs of the student, for example, whether providing new material by teachers helped the student to gain new insights or opened up new channels of intellectual stimulation or enhanced student's essential and creative thinking power?. Innovative teaching is a necessity for all teachers in order to meet the educational needs of the new generations. However, teachers' competency for innovative teaching is a key factor influencing innovative teaching performance. Some research points out that many teachers lack competencies for innovative teaching.

Geography as a subject, should give the knowledge explaining the functional-spatial relations and the physiognomic characteristics of the earth surface on the basis of interactions between nature and population. In many educational systems this subject has found its place as the base of general culture, it represents the path of students entrance into the world around us, but it has big educational value because it gives knowledge to the world - today, and it also anticipates the possible situations and problems of the global world in which they will find themselves in few years from now. Quality changes in daily teaching are very possible on the assumption of a new role of the teacher among the students - that teacher is not only the lecturer, transmitter of information, or sometimes questioner of facts learned in a passive way. On the contrary, the effective way of learning is based on the activity of the students, on their work on specific theme or problem, on group work, on the work under the guidance of the teacher, on the work using new technologies.

Today we are living in an information society. Information has become the lifeblood of complex industrial societies and is growing in importance day-by-day. Rapid changes in technology and communication have raised the need for acquiring new skills and knowledge in present day work environment. Therefore, we are experiencing now what may be termed as the push of technology and its impact on information handling. When we look back on the notable achievement of this century, we can identify certain landmarks, which become the passwords of respective periods.

What is Information Technology?

The term information communication is a recent and comprehensive term. The terms Information Technology in English, 'Informatique' in French and Informative in Russian encompass the nation of information handling in its strictest sense. "Information technology is a new science of collecting, storing, processing and transmitting information."

The word Information Technology is a combination of two words. One is 'Information' and the other is 'Technology.' Information means knowledge, it can be a bit or a para or a page. In addition, dictionary definition of technology is the systematic application of scientific and other organized knowledge and skills to practical tasks by the use of computers and communication.

Meaning of Innovative Teaching

Innovation is defined as "the process of making changes to something established by introducing something new." It applies to "...radical or incremental changes to products, processes or services." Over the years there have been many changes in the way education is designed and delivered in parts of the world.

A learning environment includes the physical, social, and pedagogical context in which learning occurs. An innovative environment supports strengths-based teaching and learning. It offers students and teachers flexibility, agency, ubiquity, and connectedness.

Methods of Teaching Geography

Teaching methods are very useful to impart the geographical knowledge to the students. The teacher of geography should understand the psychological requirements of the student and the method of teaching has to be modified accordingly. Various methods are employed in geography teaching. The geography teacher has to establish an association of the known things with the unknown and help the student to acquire further knowledge. Therefore geography teacher has to know the previous knowledge of the student. Before using the particular method the geography teacher has to think over objectives of geography curriculum of the subject unit planning annual planning and dynamic change in the subject. The geography teacher should select the proper methods of teaching. Methods of teaching should be adopted according to the 'nature of units to be taught otherwise the teaching will not be effective. It is quite likely that the teacher will be required to use more than one method while teaching some units.

Objectives of the study

1. To identify the innovative methods of teaching geography of primary school teachers.
2. To study the innovative methods of teaching geography of Government primary school teachers.
3. To find out the innovative methods of teaching geography of private primary school teachers.
4. To find out the innovative methods of teaching geography of male and female primary school teachers.

Hypotheses of the Study

1. There is no significant difference in innovative methods of teaching geography among government and private primary school teachers.
2. There is no significant difference in innovative methods of teaching geography among male and female primary school teachers.

Statement of the Problem

"Innovative Methods of Teaching Geography- A Perspective from School Teachers of Vijayapura City"

Scope of the Study

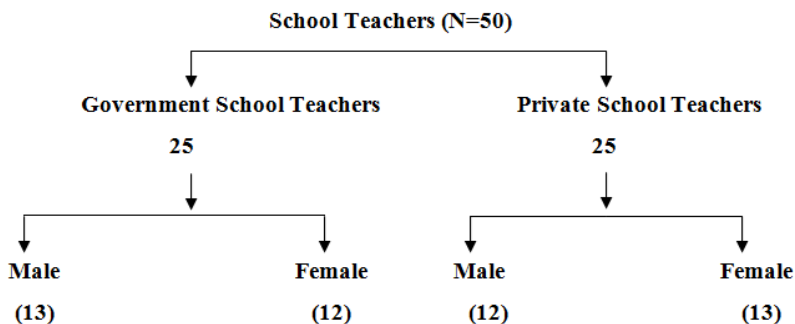
The scope of the study was covered to government and private school teachers in Vijayapura city. The scope further restricted to only the areas like innovative methods of teaching geography. However, teachers working in government, private, male and female of the purview of the present study.

Tools used in the Study

To test the hypotheses formulated for the study, investigator has formulated of questionnaire and consist of 25 items three point scale to be used.

The Sample

In the selection of the sample due representation was given to gender and type of the schools. The random sampling technique was used in the selection of the sample from the around Vijayapura city. A total 50 governments and private school teachers were selected the school wise break-up of the sample is given below:



Collection of Data

The principal investigator has visited various government and private primary schools of Vijayapura city. The directions were clearly given to the teachers before distributing the tools. The investigator administered a tool i.e., innovative methods of teaching geography subject for primary school teachers. They have to responded on three point scale i.e., Strongly Agree, Agree Disagree. Hence, teachers are freely read and understanding the each statement of the tool and put the mark of answer in the appropriate place of the tool. Some teachers have immediately completed and given to the investigator. The principal investigator is visited next day of the specified schools and completing the questionnaire was collected back from the teachers.

Research Design

The present study is the descriptive study where a survey was undertaken to measure the scores on innovative methods of teaching geography of government and private primary schools teachers of vijayapura city. Score relating to innovative methods of teaching geography (high and low) of 50 teachers in vijayapura city constituted the data for the present study. The data were subjected to statistical treatment in pursuance of objectives of the study null hypotheses.

Statistical techniques employed

For the present study following statistical technique were employed. Descriptive statistics were used and 't' values were calculated. 't' test was used to find the signification of difference in government and private primary school teachers towards innovate methods of teaching geography.

Analysis of Data and Result

The data generated for the present study were analyzed using appropriate statistical techniques. Then the data were interpreted and relevant and important conclusions were drawn. The results thus obtained were tabulated and conclusions were drawn in the following way.

- 1. There is no significant difference in innovative methods of teaching geography among government and private primary school teachers.**

Table No.1

Type of School	N	M	SD	T- Value	Significant
Government School Teachers	25	91.14	15.99	11.4432	S
Private School Teachers	25	116.95	20.78		

't' value is significant at significance level 0.01

The results as shown in table No.1 shows the responses of government and private primary school teachers regarding the innovative methods of teaching of geography, that there was significant difference in innovate methods of teaching geography between the government and private primary school teachers, at significance level 0.01. So, the obtained value becomes significant and hence we reject the original hypothesis and accept the alternate hypothesis. But it is observed that a mean value of 91.14 is in the favour of private primary school teachers, that the innovate methods of teaching geography, private primary school teachers have high using towards innovative methods of teaching geography when compared with the government primary school teachers.

2. There is no significant difference in innovative methods of teaching geography among male and female primary school teachers.

Table No. 2

Type of Gender	N	M	SD	T- Value	Significant
Male	25	82.22	16.43	9.3512	S
Female	25	90.51	19.36		

't' value is significant at significance level 0.01

The results as shown in table No.2 shows the responses of male and female primary school teachers regarding the innovative methods of teaching of geography, that there was significant difference in innovate methods of teaching geography between the male and female primary school teachers, at significance level 0.01. So, the obtained value becomes significant and hence we reject the original hypothesis and accept the alternate hypothesis. But it is observed that a mean value of 82.22 is in the favour of female primary school teachers, that the innovate methods of teaching geography, female primary school teachers have high using towards innovative methods of teaching geography when compared with the male primary school teachers.

Findings

1. The using of innovative methods of teaching geography of private primary school teachers have high, when compared with the innovative methods of teaching geography of government primary school teachers.
2. The using of innovative methods of teaching geography of female primary school teachers have high, when compared with the innovative methods of teaching geography of male primary school teachers.

Conclusion

The present study to examine the government and private primary school teachers using of the innovative methods of teaching geography, hence that the innovative approaches to teaching and learning are needed to embrace study environments from local to global scales, for various reasons: empowerment in learning to excite and fascinate, technology providing potent tools and solutions to explain complex problems of the present world, enhancing learning processes, good classroom practice and building suitable training approaches. It is important to be aware that the media is not the crucial factor for learning achievement, but the pedagogic approaches employed. The use of digital-earth tools can substantially enhance learning strategies and achievements when applied according to suitable, relevant and meaningful learning and teaching methods, such as active, student centered learning. In the case of geo-media, the development of spatial thinking and spatial citizenship as educational concepts leads those concerned to holistic learning experiences.

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Strategies for Promoting Gender Equality Through Adult Education

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ABSTRACT: *Gender roles are learned through socialization processes. They are not fixed but changeable. Gender systems are institutionalized through education systems, political and economic systems, legislation, culture, and traditions. Gender refers to social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys as well as relations between women and those between men. Gender equality means that women and men have equal conditions for realizing their full human rights and for contributing to and benefiting from economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women and the roles they play. A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances and giving women more autonomy to manage their own lives. Gender equality implies a society in which women and men enjoy the same opportunities, outcomes, rights and obligations in all spheres of life. It does not mean that women and men have to become the same, but their rights, responsibilities and opportunities will not depend on whether they are born male or female.*

Women are at a disadvantage at the household, community and societal levels. Women are underrepresented in public decision making bodies and often lack opportunities to improve their socio – economic position. Therefore, efforts to reduce gender inequality are required on multiple fronts. A number of strategies have emerged and evolved to promote gender equality in development efforts.

1. Introduction

Gender roles are learned through socialization processes. They are not fixed but changeable. Gender systems are institutionalized through education systems, political and economic systems, legislation, culture, and traditions. In a gender approach, the focus is not on individual women and men but on the system, which determines gender roles / responsibilities, access to and control over resources and decision making potentials.

Gender refers to social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys as well as relations between women and those between men. These attributes, opportunities and relationships are socially structured and are learned through socialization processes. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies, there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio – cultural context.

Gender also refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men. Gender roles and expectations are learned. They can change over time and they are within and between cultures. Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age and other things modify gender roles. The concept of gender is vital because applied to social analysis, it reveals how women's subordination (or men's domination) is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed for ever.

Concept of Gender Equality

Gender equality means that women and men have equal conditions for realizing their full human rights and for contributing to and benefiting from economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women and the roles they play. It is based on women and men being full partners in their home, their community and their society.

Gender equality is the preferred terminology rather than gender equity. Gender equity denotes an element of interpretation of social justice, usually based on tradition, custom, religion or culture, which is most often

to the detriment to women. Such use of equity in relation to the advancement of women is unacceptable. Gender equality means that the rights, responsibilities and opportunities of individuals will not depend on whether they are born male or female. Promotion of gender equality does not mean that women and men will become the same. Equality between women and men has both a quantitative and a qualitative aspect. The quantitative aspect refers to the desire to achieve equitable representation of women – increasing balance and parity, while the qualitative aspect refers to achieving equitable influence on establishing development priorities and outcomes for women and men. Equality involves ensuring that the perceptions, interests, need and priorities of women and men will be given equal weight in planning and decision – making.

There is a dual rationale for promoting gender equality. Firstly, that equality between women and men – equal rights, opportunities and responsibilities – is a matter of human rights and social justice. Secondly, that greater equality between women and men is also a precondition for sustainable people – centered development. The perceptions, interests, needs and priorities of both women and men must be taken into consideration not only as a matter of social justice but because they are necessary to enrich development processes.

Importance of Gender Equality

Gender equality implies a society in which women and men enjoy the same opportunities, outcomes, rights and obligations in all spheres of life. Equality between men and women exists when both sexes are able to share equally in the distribution of power and influence, have equal opportunities for financial independence through work or through setting up of businesses, and enjoy equal access to education and the opportunity to develop personal ambitions. A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances and giving women more autonomy to manage their own lives. Women’s empowerment is vital to sustainable development and the realization of human rights for all.

The empowerment of women concerns women gaining power and control over their own lives. It involves awareness raising, building self - confidence, expansions of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. The process of empowerment is as important as the goal. Empowerment comes from within; women empower themselves. Inputs to promote the empowerment of women should facilitate women’s articulation of their needs and priorities and a more active role in promoting their interests and needs. Empowerment of women cannot be achieved in a vacuum. Men must be brought along in the process of change. Increasing women’s power in empowerment strategies does not refer to power over or controlling forms of power but rather to alternative forms of power like power to, power with and power form within which focus on utilizing individual and collective strengths to work towards common goals without coercion or domination.

Gender Equality – Areas of Concern in the Indian Context

Gender equality implies that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but their rights, responsibilities and opportunities will not depend on whether they are born male or female.

The following are the areas of concern pertaining to gender equality in the Indian context.

- The Persistent and increasing burden of poverty on women.
- Inequalities, inadequacies in, and unequal access to health care and related services.
- Violence against women.
- Inequality in economic structures and policies, in all forms of productive activities and in access to resources.
- Inequality between men and women in the sharing of power and decision making at all levels.
- Insufficient mechanisms at all levels to promote and advancement of women.
- Lack of respect for and inadequate promotion and protection of the human rights of women.
- Stereotyping of women and inequality in women’s access to and participation in all communication systems, especially in the media.
- Gender inequalities in the management of natural resources and in the safeguarding of the environment.
- Persistent discrimination against and violation of the rights of the girl child.

Strategies to be Adopted for the Promotion of Gender Equality

Women are key to the development challenge. Throughout the developing world, women are at a disadvantage at the household, community and societal levels. Within the household women have less access to and control over resources and limited influences over household decisions. Beyond the household, women are under represented in public decision making bodies and often lack opportunities to improve their socio – economic position. Therefore efforts to reduce gender inequality are required on multiple fronts. A number of strategies have emerged and evolved to promote gender equality in development efforts.

1. **Capacity – building for gender mainstreaming:** Mainstreaming gender concerns in national programmes requires technical skills and knowledge for the adaptation and implementation of gender sensitive and action – oriented policies in all relevant areas. The need to examine critically the rational situation, identify the gender gaps and related women’s issues, reformulate policies and plans and develop monitoring and evaluation mechanisms must be emphasized.
2. **Data – based policy making and programme information:** Gender based research and sex disaggregated data provide objective information and an empirical foundation for informing interventions at all levels of policy – making and programming. But there is still a gap between gender analysis and planning. Priority should be accorded to the collection, analysis and interpretation of sex – disaggregated data for meaningful policy development, resource allocation and performance assessment.
3. **Enhancing partnerships with NGOs and civil society:** NGOs and civil society are important partners in pushing forward gender related instruments. Human rights groups continue to raise awareness about the legal entitlements of women, violence issues and reproductive rights.
4. **Formulation and implementation of gender – responsive policies for the protection of women workers:** Unprotected workforce especially women are often perceived to be victims of forces beyond their control. Many recommendations regarding the protection of migrant women in destination areas and the prohibition of discrimination in remuneration already exist. What is required is the implementation of such policies to facilitate the protection of women.
5. **Elimination of violence against women through legislation and policy implementation:** Government must ensure adequate and appropriate legislature and programmatic responses to violence against women including trafficking of women through (a) raising awareness regarding reproductive health, leading to informed choices and reproductive decisions free from coercion (b) promoting legal literacy and education concerning women’s reproductive rights and entitlements and (c) ensuring that services and information are available to women.

Gender mainstreaming is a globally accepted strategy for promoting gender equality. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social Spheres so that women and men benefit equally and inequality is not perpetuated. Adult education programmes play an important role in promoting gender equality through imparting knowledge, awareness and skills to both men and women.

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Yoga, Health and Physical Education

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1. Introduction

Yoga is a way of a better living. It ensures great or efficiency in work, and a better control over mind and emotions. Through yoga one can achieve both physical and mental harmony. Health is the greatest blessing of all.

Health is not just the absence of disease. To enable the individuals to lead a life of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

Physical Education may provide the right direction and needed actions to improve the health of members of any community, society, nation and the world as a whole. An educational system encompassing the mental, emotional, social and physical dimensions of health becomes imperative to bring about all around development in children.

Meaning of Yoga

The word yoga means different things to different people. Some say it is asanas, some believe it is the spiritual path and some talk about the health benefits.

The word „YOGA“ originates from the Sanskrit word „YUJ“ meaning a joining or union. This concept indicates to the joining of the practitioner with a supreme being. The major consideration with this term is the uniting of an individualized spirit with the almighty spirit. This concept was originally taught by the widely considered founder of yoga patanjali.

Yoga is not just a physical exercise or asanas. Yoga is a complete science. It unites the body, mind, spirit and the universe. Yoga brings that much needed peace in every individual. It also makes a big difference in one's behaviour, thought pattern and attitude. I would say yoga is almost indispensable. If you want to be sane, sensitive, sensible, strong and intuitive you have to follow yoga.

Yoga is a system of physical and mental discipline which originated in India long ago. The word is linked to meditative practices in both Buddhism and Hinduism. In the latter, it also refers to an orthodox school of philosophy.

Aim and Objectives

The aim of Yoga is the attainment of the physical, mental and spiritual health. Patanjali has recommended eight stages of Yoga discipline. They are:

- *Yamas-* (internal purification through moral training preparatory to Yoga)
- *Niyamas-* (cleanliness, contentment, mortification, study and worship of God)
- *Asanas-* Physical postures or exercises
- *Pranayama-* (Control of vital energy/ Breath control)
- *Pratyahara-* (Withdrawal of the senses/ making the mind introspective)
- *Dharana-* (Concentration of the mind)
- *Dhyana-* Meditation
- *Samadhi-* Attainment of the super conscious state

The main objectives of the Yogic practices are to make one free from diseases, ignorance, egoism, miseries the affiliations of old age, and fear of death etc.

Importance of Yoga

Persons practising Yoga are reported to have experienced tremendous inner changes leading to the strengthening of their personality in a substantially creative manner. Some of the mental health benefits said to have derived from Yoga are:

- The benefits of yoga are multi-fold. The first is that it improves your health. Yoga provides us tools and techniques to lead a stress-free and tension-free life. Yoga is also the greatest wealth of

humankind. What is wealth? The purpose of wealth is to bring happiness and comfort. Yoga is wealth in the sense that it brings absolute comfort.

- A violence-free society, disease-free body, confusion-free mind, inhibition-free intellect, trauma-free memory, and a sorrow-free soul is the birth-right of every individual. Parliaments all over the world are striving to achieve this goal of human existence – happiness! We all want happiness for our people and yoga is a way for that much-needed happiness factor in life. We think yoga is some sort of exercise.
- Another important benefit of yoga is that it changes the behaviour of a person because behaviour depends on the stress level in a person. It creates a friendly disposition and a very pleasant atmosphere in people. Yoga helps to improve our vibes. We convey a lot through our presence, even more than our words. Speaking in terms of quantum mechanics, we are all emitting vibes or wavelengths. When communication breaks down, we often say ‘Our wavelengths don’t match’ because our ability to communicate depends on our ability to receive communication from others.
- Here, yoga helps us to have that clear mind. Yoga also helps in developing skills within oneself. The profounder of yoga, Lord Krishna has said in the Bhagwad Geeta – ‘Yoga is skill in action.’ Yoga is not just an exercise, it is how skilfully you can communicate and act in any given situation. Innovation, intuition, skills, and better communication: all these are effects of yoga. Yoga always promotes harmony in diversity. The word yoga itself means uniting; uniting all diverse aspects of existence, of life. Now, whether someone is a businessman or a public figure or a private individual, we want peace, we want to smile, to be happy.

Meaning Health

Education is concerned with promoting health as well as reducing behaviour induced diseases. In other words health education is concerned with establishing or inducing changes in personal and group attitudes and behaviour that promote healthier living.

Definitions

"Health Education like general education is concerned with changes in knowledge, feelings and behaviour of people. In its most usual forms it concentrates on developing such health practices as are believed to bring about the best possible state of well being" -W.H.O. Technical Report (1954)

Objectives of Health Education

1. To enable the students to develop a scientific point of view of health with reference to traditional and modern concept of health.
2. To enable the students to identify health problems and understand their own role on health and to medical agencies in meeting those problems.
3. To enable the student to take interest in current events related to health.
4. To enable the students to arrive at suitable conclusions, based on scientific knowledge, and take action as an individual, member of the family and community protecting, maintaining and promoting individual and community health.
5. To enable the students to set an example of desirable / health behaviour.
6. To enable the students to understand the causes of the pollution of air, water soil and food as well as their ways and means of prevention.
7. To enable the students to gain sufficient knowledge of First-Aid.
8. To provide desirable knowledge about marriage sex and family planning to the students.
9. To help students to understand the importance of physical training sports, games, yogic exercises as well as their relationship with health education programme.
10. To emphasize students on the bad effects of smoking and taking alcohol etc.
11. To acquaint students with the functioning of various organizations working for the maintenance of health.
12. To help students understand how the present day rapid development of science and technology as increased the hazards of life and health problems; and also how to face and prevent them.

Importance of Health Education

1. Health education provides information to the students and the teachers about the function of the body. The rule of health and hygiene and precautionary measures for keeping of diseases

2. Health education helps in discovering physical defects / of children and discovering various types of abnormalities of children.
3. Health education develops health habits like need of fresh / air, hygienic feeding and various classes
4. Health education provides knowledge regarding good health habits
5. Health education develops better human relations between school, home and community.
6. Health education provides knowledge regarding prevention and control of various diseases.
7. Health education proving first aid training essential for everyone as emergency may come to any one and at anytime.

Physical Education

Meaning

The word "Physical Education" comprises of two separate words. "Physical" and "Education". The plain dictionary meaning of word physical as "relating to body", which may mean any one or all body characteristics of a person such as physical strength, physical endurance, physical fitness, physical appearance or physical health. The word „education“ may mean "the systematic instructions or training or preparation for some particular task".

Definitions

"Physical Education is an education „of and through human movement where many of the educational objectives are achieved by means of big muscle activities involving sport, games, gymnastics, dance, and exercises". - Harold M. Barrow

Objectives

1. Development of Organic Fitness
2. Development of Mental health
3. Social Development
4. Development of Neuro muscular co- ordination
5. Development of Desirable Habits:
6. Development of Personality
7. Providing for Mental Hygiene
8. Development of Functional Knowledge
9. Development of qualities of a good Citizenship

Importance of Physical Education

- Physical education develops the alertness of mind.
- Physical education provides knowledge about health and, its hazards, and communicable and non communicable diseases.
- Through physical activities, leisure time can be utilized properly.
- Through physical education human body can be developed in good proportion.
- The Physical beauty also improves.
- A good sports man is a good citizen. He knows how to adjust with others.
- Physical education helps in developing and maintaining of good relations among human beings.
- It develops social traits, like cooperation. Sympathy, loyalty, fraternity, courtesy and other traits of leadership.
- Aggressiveness can be eliminated through physical activities. By participating physical activities we can overcome stress, tension and sensitiveness.
- Physical education helps in creating discipline through games and sports.
- Physical education provides a number of opportunities to enhance the power of tolerance.
- Physical education enhances all the essential traits required for development of the personality.
- Physical education leads to happiness efficiency and character building.

Concussion

Human being are made up of three components- body, mind and soul corresponding these there are three needs viz. health knowledge and inner peace. Health is physical need, knowledge is our psychological needs and inner peace is spiritual need when all three are present then there is harmony. To live in harmony with

oneself and the environment is the wish of every human. However in modern time periods greater and physical and emotional demands are constantly placed upon many ground of life. As a result most of people suffer from physical and mental tension such as stress, anxiety, insomnia, irritation and there is an imbalance in the physical activity and proper utilization. This is why methods and techniques for the attainment and improvement of health as well as physical, mental and spiritual harmony are of great importance, and it is exactly in this respect that “Yoga in daily life” comprehensively offers an aid to help one’s self.

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Opinion of Secondary School Science Teachers towards usage of ICT in teaching Science

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ABSTRACT: *The survey presented in this article examines current secondary school science teachers' beliefs and opinion towards information and communication technologies (ICT) in education. A total of 46 secondary school science teachers opinion on basic ICT skills. The authors' results showed that the majority of the teachers in the sample have positive attitudes towards the integration of ICT in the educational process. The authors' findings also revealed some parameters that interfere negatively, thus making many teachers cautious of or sceptical about ICT integration in educational practice. They found that personal factors (subject matter, teaching experience and gender) are strongly associated with the beliefs and perceptions teachers hold about ICT in education.*

Keywords: *ICT, Science teachers*

1. Introduction

Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance and optimise the delivery of information. Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in the use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements. The results specifically showed that the students who are continuously exposed to technology through education has better 'knowledge', presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts.

Scope of the study

The literature suggests that the success of ICT integration in learning and teaching process depends partly on teachers' qualifications. In perspectives, the study aims to investigate the status of Shikaripura Taluk Secondary school science teachers with regard to their levels of knowledge on and use of ICT and their attitudes towards computers and the Internet. With those concerns in mind, the study examines the following research questions: 1. What are teachers' levels of knowledge on ICT? 2. What are the levels of ICT use in education among teachers? 3. What are their attitudes towards computers and the Internet? 4. What are the relationships between certain variables such as gender, teaching experience, Internet and computer use per hour each day.

Objectives of the study

- To study the secondary school science teachers' knowledge on ICT and usage of ICT in education
- To study the secondary school science teachers' attitudes towards computers and the Internet

Sampling

The data collection was limited to secondary school science teachers in Shikaripura taluk of shivamogga District.

Method

In the study, the data collected from secondary school science teachers using a survey method.

Interpretation of Data**Secondary School Science Teacher's opinion towards usage of ICT**

Sl. No.	Questions	Responses	
		Male	Female
1	Teachers' knowledge on ICT	68 %	60 %
2	ICT usage in education among science teachers	43 %	38 %
3	Usage of computers (Mobile phones) and the Internet	86 %	94 %

68% of male science teachers and 60% of female science teachers have the knowledge of ICT. 43% of male and 38% of female science teachers have using the ICT for their teaching process. 86% of male and 94% of female science teachers using computers (Mobile phones) and internet.

Secondary School Science Teacher's opinion towards usage of ICT on the basis of teaching experience

Sl. No.	Questions	Below 10 years	10 - 20 years	Above 20 years
1	Teachers' knowledge on ICT	90%	56%	30%
2	ICT usage in education among science teachers	86 %	48 %	24 %
3	Usage of computers (Mobile phones) and the Internet	100%	94 %	82 %

Among below 10 years experienced Science teachers 90% teachers have the knowledge of ICT, 86% teachers use ICT in the teaching science & all the teachers uses Internet facility. Among 10 to 20 years experienced science teachers 56% teachers have the knowledge of ICT, 48% teachers use ICT in the teaching science & 94% the teachers uses Internet facility. Among above 20 years experienced science teachers 30% teachers have the knowledge of ICT, 24% teachers use ICT in the teaching science & 82% the teachers uses Internet facility.

Result of the study

Most of the science teachers they have the internet and computer usage knowledge. But least of the science teachers they use ICT for their teaching process. young generation science teachers shows interest in using rather than most experienced science teachers. Female science teachers Internet usage percentage is highest but the percentage of male science teachers is high in usage of ICT for their teaching process.

Conclusion and Recommendations

There are number of challenges facing teachers teaching Science at the Secondary level. The specifics of these challenges include loaded content of science curriculum, inadequate science teaching materials and equipment, lack of science laboratories for Basic Schools, the concept of improvisation of science teaching materials and equipment where they are not available and translation of curriculum requirements into practice. The rest of the challenges science teachers face are loaded science examination paper for assessing student knowledge. These challenges in one way or the other affect the selection of appropriate teaching methods, students' performance in school science, the interest of students in school science, and students' participation in science lessons. In the wake of these challenges ICT plays an important role.

The integration of ICT in teaching and learning is considered as a medium in which a variety of approaches and different gadgets may be implemented. ICT as a teaching aid is more complicated in that it demands more specific skills and positive attitudes from the teachers. Teachers are faced with some challenges and barriers that prevent them to employ ICT in the classroom or develop supporting materials through ICT. Even though some say they experience little or no challenges at all, have a positive attitude, proper mechanisms and training should be put in place to allow smooth incorporation of ICT in classrooms. In addition, another challenge insufficient technical supports at schools and little or no access to Internet and ICT prevent teachers to use ICT in the classroom.

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Quality Crises in Teacher Education Institutions

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ABSTRACT: *Teacher education programme is related to the development of teacher's proficiency and their competence that would enable and empower the teacher to meet the requirements of the teacher's profession. The mushrooming growth in the number of B.Ed colleges affiliated to various universities of Karnataka has resulted in deterioration of quality trained teachers. Secondary sources were employed to carry out present study. unpreparedness of teacher education institution for the recent regulations of NCTE 2014 & 2018 lead to the quality crisis in transforming teacher education institution is widely discussed.*

Keywords: *teacher education, quality crises, teacher educator.*

1. Introduction

Education plays a paramount role in the modern world. It is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. It is an essential tool for bright future. An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. Teachers are the greatest assets of the present education system. As stated by National Council of Teacher Education (1998) in Quality Concerns in Secondary Teacher Education, "The teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage." Teacher education programme is related to the development of teacher's proficiency and their competence that would enable and empower the teacher to meet the requirements of the teacher's profession. Thus to build the future of a nation competent teachers are to be prepared. The National Curriculum Framework- 2005 also places demands and expectations on the teacher.

Educational institutions are known as temples of knowledge. A teacher educator is a person who helps other people to acquire knowledge, competencies and attitudes they require to be effective teachers. Teacher educators are the higher educational professional whose principle activity is the preparation of beginning teachers of teacher colleges. Quality is the current trend of education system. The quality of teacher education programme depends on the Norms and regulations of Universities, NCTE and University Grants Commission policies, programmes and practices of teacher educational institutions. Since from 2003 mushrooming growth in the number of private B.Ed colleges affiliated to various universities of Karnataka has resulted in deterioration of quality trained teachers coming out from these colleges because of poor infrastructure and inefficient teaching, decline in quality of teacher training education leads to lack of teaching skills, communication skills, experimental skill, skill of motivation, analytical skill and problem solving skill.

To monitor the quality and to curtail the mushrooming growth of teacher education institutions NCTE brought 2014 followed by 2018 regulations to all the B.Ed colleges existing in India. It is at this point a significant situation of chaos, confusion, unwillingness to perform at varied levels of teacher education, has been prevalent throughout India.

Method

Employed source method to study.

Sources

Following secondary sources were employed to carry out present study.

- The information available on websites of Karnataka government Department of public Instruction, NCTE,UGC and Kuvempu University.
- The information available in news papers in offline and online mode.
- Discussion with various principals, administrators, teacher educators, prospective teachers and their parents of Kuvempu University.

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Delimitation

- (a) The study is delimited to information available from above mentioned secondary sources and the information provided by certain stakeholders.
- (b) The study is also delimited to some papers for information on quality of teacher education institution and teacher educators' problems.

Findings, Discussions and Suggestions

On the basis of various secondary sources following information is gathered on quality of teacher education institution and quality crisis by uncontrolled unplanned transformation of teacher education institution.

Karnataka state is administratively divided into four divisions i.e., Bangalore division, Mysore division, Belgaum division and Gulbarga division. There are 30 districts, 270 towns, 227 taluks, 29406 villages With 6.83 crore of population.

The state has large network of teacher education institution. It has 30 District Institute of Education and Training institutes. The state has 1862 B.Ed colleges. Under Kuvempu university we have 2 DIET's, 3 aided B.Ed colleges and 15 unaided B.Ed colleges. All these private, aided and government B.Ed colleges offers pre-service primary/secondary teacher education programme.

Quality is the watch word of the present day education. To monitor the teacher education institutions NCTE now started screening of infrastructure of teacher educator institutions. Now by 2019 all teacher education institutions need to transform from isolated educational institution into integrated courses.

Infrastructure: Institution have to provide extra infrastructure for teaching-learning conditions. Provide required qualifications of teacher educators and other conditions according to the 2014 and 2018 NCTE Regulations.

Staff Qualification: It is at this point of significant situation many teacher educators of Private B.Ed college who had eligible qualification according to NCTE 2009 and with the experience of 10 to 15 years are now disqualified by the university, since they follow NCTE regulation of 2014 for the continuation approval of the Staff. Whereas with the similar qualification of an aided B.Ed college teacher educator will not only get the continuation of staff approval but they will be promoted to higher cadre. And a similar to them a Government B.Ed college teacher educator may be transferred to any other college or even may be promoted still they will get the continuation of staff approval. Thus the quality crisis of a teacher educator arises. What is the future of this experienced staff and their family does anyone thinks about them?

Role of Teacher Educator in A Private B.Ed Institution: Many Educational institutions established by real estate developers who do not have idea what teacher education for all is about. For them education is a means for a huge fortune. Students are admitted here not for real training, but for certificate. The responsibility of the teacher educator is to extract best out of non performing students. They even go further to raise the performance of the students by providing internal marks to increase admissions of the college. The pupil teacher ratio is not up to the mark thus there are more burdens on the teacher educators. If the college result is low they blame none other than teacher educators. They must be ready to face question from parents and managements. Many teacher educators have no voice. They simply follow official protocol blindly without questioning. Thus they become puppets in the hands of higher authority, parents, students etc. Teacher educators are not incompetent but they are always engaged in maintaining high profile of the college.

Growth of A Teacher Educator: Teacher education is a very dynamic industry where a good teacher needs to be constantly updating the best practices of the world. Unfortunately in the changing scenario of NCTE regulations, the private college teacher educators are not given any training to manage the diversified courses of B.Ed training programme. Eg. In Drama Education, Inclusive Education, Understanding Self, Internship Programme, integrated B.ED course etc. The training which was given for teacher educators was theoretical and did not give any idea related to implementation. It didn't help in solving the problems faced by the teacher educators related to B.Ed training programmes. Lack of academic freedom leads to the failure in implementation of innovative practices. Teacher educators are not motivated because they are not empowered and there is no scope for them. Teacher educator in private college is under paid job. The management also prefer for the cheap labour.

Difficulty in Internship: Teacher education has been isolated from schools. The school considers teacher education training institutes as an alien institution and not as a training college for future teacher. Many times teacher spend their quality time in making notes, planning lessons, correcting lesson plan scripts, giving feedback, providing guidance etc., which makes teacher educator exhausted neither time to increase their knowledge nor to socialize with friends not even to recharge themselves with vacations. Thus B.Ed college teacher educators are physically drained has no time to enjoy life and not able to upgrade his career skills.

Tet Case at Karnataka: Recent legal requirement of qualifying Teacher Eligibility Test there was a low rate of qualifying candidates the test in last few years has demonstrated that the poor quality of pre service teacher education programme. Only 20% of teacher aspirants clear Karnataka TET exam (3rd Feb 2016 The Hindu). The performance of the teacher aspirants not only depends upon the Private or Government B,Ed college but it is also related to the poor subject knowledge of the students.

CONCLUSION: It is absolute that teacher education is undergoing most deteriorating condition. But one should not blame Private B.Ed college as the sole cause for quality depletion. Further, many private B.Ed college administration who are running single educational institution might close the teacher education institution due lack of finance or of space. Each year we celebrate teacher's day with expression of gratitude. But they forget the problems of teacher educators who are working at Private B.Ed college. Education is neither a privilege nor favor but a basic human right. Thus the teacher educators are the warriors who fight for their survival.

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Critical Pedagogy and Curriculum: A Comparative Study on Curricula of Karnataka and Kerala

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ABSTRACT: *In India since independence every National Policy on Education aspired to set broad educational aims and visions to take the country march towards progress. National Curriculum Frameworks (NCFs) prepared on the basis of their prior Educational Policies to a great extent attempted to retain the aspirations of the National Educational Policies. As India is a vast country with many states with differences in cultural practices, language and ideology, to a great extent realizing the broad educational aims of the nation into the curriculum, syllabus and textbooks of individual states remained unfulfilled. In this scenario this paper makes an attempt for a comparative study of Curriculum Framework of Karnataka and Kerala (KCF 2007) prepared in 2007. It tries to examine to what extent both KCFs have succeeded in adhering to NCF 2005 then current. As both Karnataka and Kerala have declared that their present curriculum and textbooks have been based on the values and guidelines of NCF 2005 this paper has current relevance.*

Keywords: *curriculum, misappropriation, adherence, 'critical pedagogy' and ideology*

1. Introduction

Preparation of textbooks or TLM packages is not random and whimsical but bounded by parameters. The present trend of setting up the National Curriculum Framework (NCF) first (guided by the national Education Policy), followed by the preparation of the curriculum, syllabi, and in the end preparing textbooks was started first in early 1970s (India NCERT Curriculum NFG, 2005, p. 2). All NCFs have to be based on a prior Education Policy. Based on the guidelines of the NCFs, State Council for Educational Research and Training (SCERT) of the respective states prepare the curriculum, syllabus and textbooks for schools.

In this paper we have made an attempt for a comparative study on State Curricular Policy Framework (KCF 2007) of Karnataka and Kerala. Specifically to examine, to what extent both states have incorporated the guidelines of NCF 2005 and in what way they have made room for 'critical pedagogy' which NCF 2005 strongly recommends. At first we have made an attempt to explain in brief the meaning of Curriculum and Syllabus, and importance of Foundations of Curriculum, Curriculum Core and Curriculum Details. Then we have made an attempt to convey the major principles and themes of NCF 2005. At the end our paper makes a brief analysis of State Curricular Policies (KCFs) of Karnataka and Kerala prepared in 2007.

Meaning and Role of Curriculum and Syllabus

Total activities that happen in the school are part of the curriculum. Christopher Winch defines curriculum as "the plan for the implementation of educational aims" (p, 11). At the base level the educational aims are stated, on that basis curriculum is to be drawn. Curriculum choice, i.e. what ought to be taught, the purposes to be attained, and experiences to be given is a very sensitive task.

Generally a syllabus is seen as a small document consisting of a list of objectives and topics regarding the respective subjects. Syllabus and curriculum most of the times are considered as synonyms especially at the SCERT or at the school level. Syllabus "refers to the content of what is to be taught and the knowledge, skills, and attitudes that are to be deliberately fostered, together with stage-specific objectives" (India NCERT Curriculum NFG, 2005, p, 19). Curriculum is a comprehensive plan for facilitating learning for children. A 'curriculum core' is supposed to have: 1. The aims of education (larger goals of education). 2. Stated specific objectives. 3. Principles of content selection and organization (which guides to select and organize the contents (TLM packages) for studies). 4. Criteria for good methods which are related to class room practices or pedagogy. 5. Criteria for good material. 6. Principles of evaluation.

From the first three 'curriculum core' components, syllabus gets generated for a particular stage. The 'Curriculum details' links classroom practices with syllabus, pedagogical choices, TLMs and system of evaluation. So in a broad perspective: "The curriculum core provides a rationale, up to a certain extent, for adopting [classroom] practices. Thus, the classroom practices can be connected with the larger goals of

education.... this conceptual structure enables the teacher to create a dynamic ‘discourse’ between theory and practice, and between educational ideals and educational practices” (India NCERT Curriculum NFG, 2005, p. 14). It is to be noted that every state while preparing its State Curricular Policy and Syllabus has to consider the Foundations of Curriculum and Curriculum Core provided in the NCF then current. As this paper makes an attempt for a comparative study of Curriculum Frameworks prepared by Karnataka and Kerala States in 2007 based on the guidelines of NCF 2005, let us first study briefly the major guidelines of NCF 2005.

National Curriculum Framework (NCF) 2005

A new vision for education was introduced in NCF 2005. The NCF 2005 document shed light on pluralism, secularism and egalitarianism enshrined in the constitution. NCF 2005 reclaimed the educational ideals sustained in the previous Education Policies. In setting a future vision it also differed from other Education Policies and NCFs. The variance is found in its emphasis on “Construction of Knowledge” (India NCERT NCF 2005, p. viii), incorporation of “Local Knowledge” and “Traditional Skills” (viii-ix), “Making Peace” (p.7), “Critical Pedagogy” (p.22) and in other areas.

The discourse of Previous Education Policies and NCFs mainly aimed at projecting an undifferentiated national identity and they focused on creating ‘ideal citizens’. But NCF 2005 deviated from this discourse. It set a platform to create a ‘critical citizen’ through a new set of educational goals. As Advani points out: “...its major discourse is not about the creation of the national citizen, but a critical citizen....it pointed to the need to make children sensitive to variety and difference, open to many cultural worlds with which they would have to interact in everyday life” (Advani, 2009, P. 67). The very important aspect that NCF 2005 stressed was “Critical Pedagogy” (p.22). It emphasized that the active engagement of teacher and students is crucial, “because it has the power to define whose knowledge will become a part of school-related knowledge and whose voices will shape it” (p.22). As our schools function in multiple contexts, NCF 2005 is of the view that: “Critical pedagogy which provides an opportunity to reflect critically on issues in terms of their political, social, economic and moral aspects....A critical framework helps children to see social issues from different perspectives and understand how such issues are connected to their lives” (p.23). NCF 2005 encourages the students “to question received knowledge critically, whether it is found in a ‘biased’ textbook, or other literary sources in their environments...”(p.24). It also aspires that the learners should observe the society with a close quarter so as to compare and comment on the received ideas.

State Curricular Policy Frameworks of Karnataka and Kerala (KCF 2007)

Both Karnataka and Kerala states declared in their KCFs that they have followed the guidelines of NCF 2005. Department of State Educational Research and Training (DSERT) of Karnataka prepared “State Curricular Policy Frame Work and Guidelines for Curriculum and Textbook Revision” (KCF) in 2007 prior to prescription of textbooks in 2012. In its cover page KCF 2007 mentions it is “NCF -2005 Based”. But KCF 2007 has hardly incorporated the guidelines of NCF 2005. The “Preamble” of KCF 2007 states: “Karnataka welcomes majority of the recommendations of the NCF 2005....But these recommendations have to be reviewed in the Karnataka context before implementation and revision of curricula and text books” (p.4). It is to be observed that, as it is discussed above, the “Curriculum and Syllabus” prepared by SCERTs at the state level has to consider the Foundations of Curriculum and Curriculum Core provided in the NCF then current. Kerala Curriculum Framework (KCF 2007) in its “Introduction” states: “It is for the first time that the state is making such an exercise and it is rooted on the ideas articulated in the National Curriculum Framework (NCF)-2005” (p.15). Similarly the whole document clearly explains how KCF 2007 (Kerala) follows the recommendations of NCF 2005.

In KCF 2007 of Karnataka many issues have been brought in to convey why NCF 2005 cannot be adopted completely in Karnataka. KCF 2007 gives the following “state specific context” reasons for not incorporating the suggestions of NCF 2005 (5). They are: The “issue of drop outs” in Karnataka. The matter of “the percentage in the X and XII classes public Examinations which indicates a large amount of wastage and stagnation ...”. The problem of exploring “employable avenues...for the remaining children who fail to go beyond class X...”. The concern for “first generation learners, children of weaker sections...”. The problem of suicide of children, for the reason that the “learning has become a source of burden and stress on children and parents...” (p.5).

Considering the above stated main issues and other related issues KCF 2007 states: “Hence the committee felt there is urgent need for the state to have ‘separate’ curricular policy frame work which will address some of the issues raised in this chapter [Preamble]” (p.6). But KCF 2007 of Kerala, under the subheading

“National Curriculum Framework -2005 and Kerala” states: “NCF-2005 gives us deeper insight to address the problems Kerala encounters in the present educational scenario. NCF-2005 has incorporated the theoretical, ideological and historical approach that we had assimilated in our curriculum. This could be treated as a sign of recognition to Kerala’s vision of education” (p.15).

It is to be observed that all problems quoted from KCF 2007 (Karnataka) above are not the specific problems of Karnataka state but are common issues in Indian education scenario. NCERT had prepared NCF 2005 to address all such issues which KCF 2007 (Karnataka) has mentioned. For instance, Curriculum NFG 2005 begins by quoting the suicide note written by Sudhanshu (a student), written on March 4 2005. Commenting on this Curriculum NFG 2005 opines: “The education that should give hope, teach the worth of life, develop capabilities to shape it, is often taking life and enabling very few. The majority of even those who pass exams with flying colours are capable only of seeing life as a deadly competitive race in which they have to win to survive” (p.1).

It also mentions that the children “are being mercilessly over schooled in this misdirected educational system” and some children who enter the school “drop out of unconcerned schools without learning anything” (p.1). In order to overcome such a gloomy system of schooling, the Curriculum NFG 2005 suggests many solutions in the same document. NCF 2005 as a whole has taken enough care to deal with pressure and burden of learning and the issues related to school drop outs by adhering to “Learning Without Burden” GOI 1993.

If dropout and pressure of learning is really a big issue in Karnataka, then in the curriculum and syllabus and in the textbooks, provisions can be made to reduce the quantity of the learning content and its difficulty level. Otherwise as Curriculum NFG 2005 points out, curriculum and textbooks can be prepared without being “guided by the patterns and requirements of the examination system” (p.1). But preparing a “separate curricular policy frame work” for the problems mentioned above does not make any sense (Karnataka DSERT KCF 2007, p. 6).

By giving the reasons mentioned above it seems the writers of KCF 2007 (Karnataka) have covertly rejected NCF 2005. It is found in our studies that while preparing the Syllabus also some of the insights of NCFSE 2000 –which NCF 2005 considers inflicted with sectarian ideology- have been retained in KCF 2007 of Karnataka. For instance, the “Suggested Area” of English, prepared in 2001 (partially based on NCFSE 2000), has been retained in KCF 2007 for prescribing English lessons. In Karnataka, since 2012 not only English textbooks but many other textbooks also got prepared and prescribed on the ideological basis of NCFSE 2000 than following the guidelines of NCF 2005 (Dhar, 2013, p. 13).

Second Chapter of KCF 2007 of Karnataka mentions some of the main recommendations of NCF 2005 (pp. 7-8) but it does not explain how these guidelines can be incorporated in curriculum, syllabus and in textbooks. The mentioning of recommendations of NCF 2005 was restricted only to the pages 7 and 8 of KCF 2007.

In the very next Chapter entitled “Salient Features of State Policy” also the guidelines of NCF 2005 has not been incorporated. In this same Chapter the issues like “space for non-formal school system...semester evaluation, KSQAO annual assessment...Public Examination of X standard” have been brought in without explaining the purpose of mentioning it (p.12).

According to its needs KCF 2007 Karnataka quotes the recommendations of some Educational Policies which precedes NCF 2005. For instance, while mentioning the “Integration of Cultural Education in School Curriculum” it states: “The Central Advisory Board of Education (CABE) has recommended integration of culture education in school curriculum” (p.15). But since 2012 when complaints were received regarding the communalization of education in Karnataka, persons related to DSERT of Karnataka gave statements that they “have followed the NCF 2005 alone” (Mudambadithaya, 2012, p. 7).

On the other hand KCF 2007 (Kerala) clearly explains how it has incorporated recommendations of NCF 2005. For instance under the caption “Aims of Education”, it talks about “Social justice”, “Awareness on environment”, “Citizenship, Nationalism” (“... rooted in a universal vision... Human progress and universal love ...” and recognizing “unity in diversity”), “Awareness of one’s rights”, “Awareness of Science and Technology”, “Scientific temper”, “Cultural identity” (“Regional and traditional forms of knowledge...”), “Vocational skills”, “Democratic values”, “Resistance” (“...cultural, economic, geographical...” and against “globalization”), “Construction of knowledge” and “Critical approach” (...the space for learners to engage in critical dialogue....They should view their experiences in a critical manner and should question all social evils)” (pp.17-19).

Then in the following area entitled “Education and Social Justice” KCF 2007 (Kerala) explains in detail “Gender discrimination”, “Socially and culturally marginalized” and “Inclusive education” (pp.19-22) and suggests how NCF 2005 guidelines can be incorporated at the curriculum level. These three areas

(mentioned above) are not discussed in isolation. At first those areas have been related to the 'current issues', then 'suggestions for curriculum formation' has been provided (pp.19-22).

"Aims of Education" and "Education and Social Justice" of KCF 2007 (Kerala) adhered to NCF 2005, but KCF 2007 (Karnataka) fell short in adhering to NCF 2005 to the same area in a systematic way. In KCF 2007 (Karnataka), the non-curricular and non-pedagogic problems of education have been highlighted more for non-incorporation of the guidelines of NCF 2005 into the Curriculum and Syllabus (KCF 2007) of Karnataka.

Conclusion

Hence it is clear from the above analysis that KCF 2007 of Kerala in every step of drafting its Curricular Framework explains how they appropriated the broad educational aims set in NCF 2005 and in what way they are incorporating them in their Curriculum and Syllabus. On the other hand KCF 2007 of Karnataka has attempted to provide reasons for undermining values and guidelines enshrined in NCF 2005. To some extent it also gives the impression that the writers of KCF 2007 (Karnataka) have covertly attempted to misappropriate NCF 2005. The anxiety of retaining the 'sectarian ideology' expressed in NCFSE 2000 is quite evident in KCF 2007 of Karnataka. As a result most textbooks of Karnataka based on KCF 2007 prepared and prescribed since 2012 lack perspectives of 'critical pedagogy'.

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Empowerment of Women In Teaching Profession

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1. Introduction

Women constitute almost half the human race. Education has been recognised as an essential agent of social change and development in any society and any country. Education considered as a potent instrument through which processes modernization and social change come into existence. Education is a key factor for women empowerment prosperity, development and welfare. The status of women in a complex society like India is not uniform. The dynamics of the future call for knowledge leadership. India today can boast of a large educated manpower, which is crucial for the socio-economic growth of any nation. Education also brings a reduction in inequalities and functions as a means of improving their status within the family.

Education exposes people to new thoughts and ideas and provides necessary skills hence, to think harmonious development without educating women is impossibility. Moreover it is rightly said that to educate the women is to educate the whole family. In the modern world, there are no domains of work that women haven't delved into. Words such as chairman and cameraman have been rephrased as chairperson and cameraperson, to accommodate women. Many a male-dominated workplace has crumbled under the power of the woman – her spirit and energy.

India is poised to emerge as one of the most developed nations by 2020, more literate, knowledgeable and economically at the forefront. No doubt, women will play a vital role in contributing to the country's development. Women power is crucial to the economic growth of any country. In India this is yet to meet the requirements despite reforms. Little has been achieved in the area of women empowerment, but for this to happen, this sector must experience a chain of reforms. Though India could well become one of the largest economies in the world, it is being hindered due to a lack of women's participation.

History of Women Education in India

Although in the Vedic period women had access to education in India, they had gradually lost this right. However, in the British period, there was a revival of interest in women's education in India. During this period, various socio-religious movements led by eminent persons like Raja Ram Mohan Roy, Ishwar Chandra Vidya Sagar emphasized on women's education in India.

Mahatma Jyotiba Phule, Periyar, and Baba Saheb Ambedkar were leaders of the lower castes in India who took various initiatives to make education available to the women of India. However, women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women.

As a result, women's literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 1971 only 22% of Indian women were literate, by the end of 2001 54.16% female were literate. The growth of female literacy rate is 14.87% as compared to 11.72 % to that of male literacy rate. Women Empowerment is a global issue and discussion on women political right are at the forefront of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the international women conference at Nairobi in 1985.

Education is the milestone of women empowerment because it enables them to respond to challenges, to confront their traditional role and change their life. So we can't neglect the importance of education in reference to women empowerment as India is poised to become a superpower, a developed country by 2020.

The year 2020 is fast approaching; it is just 13 years away. This can become reality only when the women of this nation became empowerment. India presently accounts for the largest number of illiterates in the world. Gender discrimination still persists in India and a lot more needs to be done in the field of women's education in India. The gap in the male-female literacy rate is just a simple indicator. While the male literacy rate is more than 75% according to the 2001 Census, the female literacy rate is just 54.16%.

Women Empowerment through Education

Despite the importance of women education, unfortunately, only 39% of women are literate among 64% of the man. Within the framework of a democratic polity, our laws, development policies, plan, and programmes have aimed at women's advancement in different spheres.

From the fifth five year plan (1974 – 78) onwards has been a marked shift in the approach to women's issues from welfare to development. In recent years, the empowerment of women has been recognized as the central issue in determining the status of women. The National Commission of Women was set up by an Act of Parliament in 1990 to safeguard the right 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, laying a strong foundation for their participation in decision making at the local level.

The empowerment strengthens the innate ability by way of acquiring knowledge, power and experience (Hashemi Schuler and Riley, 1996). Empowerment is the process of enabling or authorizing individual to think, take action and control work in an autonomous way. women are the most important factor of every society. Today we enjoy the benefits of being citizens of a free nation, but we really need to think whether each of the citizens of our country is really free or enjoying freedom, in the true sense of the term. The inequalities between men and women and discrimination against women are an age-old issue all over the world. Thus women quest for equality with man is a universal phenomenon. Women should equal with men in matters of education, employment, inheritance, marriage, and politics etc. Their quest for equality has given birth to the formation of many women's associations and launching of movements. The Constitution of our nation doesn't discriminate between men and women, but our society has deprived women of certain basic rights, which were bestowed upon them by our Constitution. Empowerment allows individuals to reach their full potential, to improve their political and social participation, and to believe in their own capabilities.

Literacy Rate in India in 2017-2018

Today the Literacy rate in india has been improved a lot, the most literate state is the Kerala with 93.91% whereas the least literate state is the Bihar with 63.82%. While other states like Pudcherry or even Himachal Pradesh has good literacy rate while state like Jharkhand, Rajasthan has low literacy rate. While states like Lakshadweep and Daman & Diu has good literay rate with 92.98% and 87.07 respectively.

Sl. No	State	Literacy Rate	Male Literacy Rate	Female Literacy
1	Andaman & Nicobar	86.27	90.11	81.84
2	Andhra Pradesh	67.4	75.56	59.74
3	Arunchal Pradesh	66.95	73.69	59.57
4	Assam	73.18	78.81	67.27
5	Bihar	63.82	73.39	53.33
6	Chandigarh	86.43	90.54	81.38
7	Chhattisgarh	71.04	81.45	60.59
8	Dadra & Nagar Haveli	77.65	86.46	65.93
9	Daman & Diu	87.07	91.48	79.59
10	Delhi	86.34	91.03	80.93
11	Goa	87.40	92.81	81.84
12	Gujarat	79.31	87.23	70.73
13	Haryana	76.64	85.38	66.77
14	Himachal Pradesh	83.78	90.83	76.60
15	Jammu & Kashmir	68.74	78.26	58.01
16	Jharkhand	67.63	78.45	56.21
17	Karnataka	75.60	82.85	68.13
18	Kerala	93.91	96.02	91.98
19	Lakshadweep	92.28	96.11	88.25
20	Madhya Pradesh	70.63	80.53	60.02
21	Maharashtra	82.91	89.82	75.48
22	Manipur	79.85	86.49	73.17
23	Meghalaya	75.48	77.17	73.78
24	Mizoram	91.58	93.72	89.40

25	Nagaland	80.11	83.29	76.89
26	Odisha	73.45	82.40	64.36
27	Puducherry	86.55	92.12	81.22
28	Punjab	76.68	81.48	71.34
29	Rajasthan	67.06	80.51	52.66
30	Sikkim	82.20	87.29	76.43
31	Tamil Nadu	80.33	86.81	73.86
32	Telangana	66.50	0.00	0.00
33	Tripura	87.75	92.18	83.15
34	Uttar Pradesh	69.72	79.24	59.26
35	Uttarakhand	79.63	88.33	70.70
36	West Bengal	77.08	82.67	71.16
	Total Literacy of India	78.30	85.27	71.47

The above Table brings an encouraging picture of women literacy in India compared to the women literacy figures of earlier years. However when compared with male literacy figures the situation is to be improved further.

Importance of Women Participation in the profession of teaching

Women's participation may be used both for support by an agency and as a control device by the law-makers. Participation may be direct or indirect, formal or informal; it may be political, social or administrative in nature. Women's participation in Panchayat Raj institutions may take many forms. It refers to all those activities which show the women's involvement in the processes and administration, that is, participation in policy formulation and programme planning, implementation and evaluation of policies and programmes meant for development target groups. It is an observable fact that the involvement of women in the profession of teaching is highly significant. Especially at the stage of preschool, elementary school female teachers are preferred to male, the reasons are manifold. Prominent among them is the quality of in built motherliness among the women teachers. The qualities of tolerance, pursuance have made women teachers more successful than their counterparts particularly at basic level of child's education. However there are some criticisms that women teachers are not so successful at higher education level, There are no strong evidences to justify these criticisms. However, the safety and security aspects in the work place are big challenges for successful dissemination of the duties as a teacher at higher education level.

In a traditional country like India the girl students feel comfortable only in the presence of female teachers. Especially the parents of girls feel secured to send their girl children only where there are female teachers, Hence, the situation demands more number of female teachers at higher education level too. Proper training mechanisms are to be developed to motivate the women to take up the teaching profession at higher education level also

Conclusion

India has a long tradition of respecting women, They have been provided a lot of encouragement at all the fields since ancient period. Due to many invasions on our country, the situations demanded the safety and security of the women, and hence they were confined to limited duties such as house making and child rearing. Now things have changed, there are enough evidences that women are second to none. Coming out of the limited duties she has proved successful in almost all the professions. However due to some security and physical constraints women have not shown inclination to some so called risky professions. Teaching at higher education level is one such identified as the less inclined sector of women. A women knows the real problems of another women, Hence more women teachers are to empowered to take up the teaching profession at all the level.

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Reforms in Teacher Education with Reference to Pre-Service B.ED. Programme

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ABSTRACT: *A number of curricular reforms in India have been introduced by NCTE in recent past. Regulation 2014 is the latest in the series. These reforms have targeted various structural, academic and practicum level issues tormenting the existing teacher education programmes and institutions. Ideologically, the reforms have broken new grounds in several ways. But how far the provisions are going to translate the vision into practice appears to depend on the real partnership offered by the various stake holders. Present article seeks to address some of the issues related with the Regulation-2014.*

Keywords: *Teacher Education, Quality of Teachers, NCTE Norms*

1. Introduction

The field of teacher education and teacher preparation in India has been witnessing a period of vigorous change. A number of efforts have been made in the area of curricular reforms in recent times to address various problems in the way of teacher education in India. The most prominent of the issues that these reforms have targeted refer to subjects like what the goals and purposes of teacher education should be, who should teach and what should teachers know and be able to do, where and how should teachers be prepared, and how quality can be secured, evaluated, and reported. The latest in the series of these curricular reforms brought forward by NCTE is the Regulation 2014.

A View at NCTE Norms

Present article seeks to explore the implications of the provisions of the Regulation 2014 in the context of pre-service Bachelor of Education programme. The regulation brought the following changes in the teachers training programmes in India

- New teacher education programmes have to be compulsorily offered in composite institutions i.e., a higher education institution offering undergraduate or post-graduate programs in liberal arts / humanities / social sciences / sciences / commerce / mathematics, or an institution offering multiple teacher education programmes;
- The Teacher Education institutions should obtain accreditation from an accrediting agency approved by Council within five years of recognition;
- The new regulation (norms and standards) includes three new teacher education programs such as B.A. B.Ed./ B.Sc. B.Ed., B.Ed. (Part time), B.Ed. M.Ed. (Integrated) and removed the M.Ed. (Distance) programme. The nomenclature of Diploma in Early Childhood Education (D.E.C.Ed.) has been changed to Diploma in Preschool Education (DPSE);
- It has provided for the maximum number of years a candidate can pursue in each of the program;
- It includes the details of Curriculum (theory, practicum and internship), program Implementation and Assessment;
- It introduces changes in number of positions for an unit, subject specialization, qualifications, infrastructural requirement, equipment and material required for classroom instruction etc.

ANALYSIS OF NCTE NORMS

The new regulation states clearly that new recognition will be given only to the composite institutions thus incorporating one of the major recommendations of Justice Verma Commission that, new teacher education institutions should be located in multi and inter-disciplinary academic environment. However it fails to strengthen the other important recommendation made by the same Commission as well as by NPE 1986 that, a dedicated school should be attached to every teacher education institution as a laboratory for student teachers. School attached with the teacher education institutions will help student teacher and teacher

educators to work on real classroom problems on a daily basis and enable them to develop better understanding about classroom teaching before engaging in internship. (Sonwane,2015)

In the present scenario, we have observed that almost in all the states number of the students in B.Ed. are decreasing and many B.Ed. colleges are closed and shut down due to this reason. There are so many post graduate departments in state universities of all over India lacking of M.Ed. students admission due to two years programme. This is very serious thing for teacher education. So we have to think about the span of the course.

Although Justice Verma Commission recommended the duration of teaching hours but not the span of the training programme so, it is critical that the process of redesign of teacher education programme in line with new norms, which are fusible and practical. So, the teacher education programme should be not more than three semester; first and second semester inclusive training in training institution and practice in school and third semester is completely for internship with school. The theory part should be not more than 20% and practical part should be less than 80% should be included in the training programme. So, we can prepare strengthen teacher for the schools. After the completion of Internship, the University awarded the degree of B.Ed. at the end of third semester.

In a number of countries, most pre-service programs now are situated in university settings with expectations for research as well as teaching. However, this move into universities may have reinforced an epistemology of technical rationality „that largely ignores learning from experience“ (Schön, 1983, 1995). Similarly, the accumulation of a massive “knowledge base for teaching” has been a major research achievement; but it falls short of its goal when such

knowledge is taught to would-be teachers as content. It should have been rather constructed from their practicum experiences if it really has to be effective the regulation provides that the degree level teacher education programmes are affiliated to the universities and

diploma level programmes are affiliated to either SCERTs or Boards of School Education. The affiliating bodies prescribe the scheme of examination of different components of the

teacher education programme including internship. The affiliating body shall have to assign weightage to each component of the internship and thereafter should specify the procedure to be adopted by a TEI for determining the assessment grade or marks for individual student-teachers in different components. The affiliating body will formulate the evaluation scheme and develop the guidelines for TEIs. It should also chalk out a plan to monitor and supervise the organization of internship by the TEIs affiliated to it, for which it may devise “monitoring-cum-supervision Performa”. The Regulation provides that a consolidated monitoring report along with monitoring reports of individual institutions should be sent to NCTE for its reference and use. (School internship: framework and guidelines, January, 2016) At ground level, however, the implementation of all these regulations seems to be practically tardy, elusive and unachievable.

Whatever be the curricular reforms and remedies at the course level, it goes without saying that it should primarily and ultimately produce effective and capable teachers for all grades of school teachers. Various state and national educational boards provide for at least three grades of teachers in India: PRT, TGT and PGT grades, catering for primary, secondary and Senior Secondary levels respectively. NCTE Regulation 2014 states that Teacher Training institutions should obtain accreditation from an accrediting agency approved by Council within five years of recognition.

However, suitable accreditation agencies to measure the standards of these different grades in a given school are not available as yet. “Effective curriculum frameworks for initial teacher education aimed at developing professionalism in preservice teachers are expected to have their base in well defined standards for various categories of school teachers.” It has been suggested that „in India, the development of teacher education curriculum framework is mostly an academic exercise due to the absence of such notified standard for school teachers.“ (Pandey, 2011)

Schools and universities are organizations built on a conservative epistemology, with a complex interaction of existing practices and diverse assumptions about the nature and purpose of teaching and learning. As such, they do not change easily. It is also imperative to explore what efforts are being made by the Teacher education institutions to translate

the vision of the reforms into practice. (Although they may also be facing fund crunches). Literature review in this area reveals that Innovation, Collaboration and cooperation between schools and universities are major elements in successful programs that have brought real change to teacher education elsewhere in the world. Innovation is about doing things in

new or different ways. It may range from continuous improvement of existing practices through to

transformation of how we achieve goals or rethinking what those goals are.

The TIEs must:

- Evolve and enforce the basic merit criteria in admissions and minimum attendance criteria for eligibility for term end examinations to strengthen the quality of student teachers.
- Chalk out the ways and plans of collaboration with public and private schools for the interns
- Seek to provide and organise for the capacity building of the teacher educators 'not in isolation but in association with the higher education academicians so as to give them more equitable exposure at the common intellectual platform.

The degree of motivation in both the student teachers as well as the teacher educators needs to increase to improve the general quality of the training programmes. The teacher educators as important stakeholders need to contribute their share in translating the curricular vision into reality. If the teacher educators are responsible for preparing the future teachers for the schools of our country, they should also have the first hand ground level experience of teaching the children. It is easily observable that there is a world of difference in the pedagogical practices adopted in the higher education and the

schools: this gap needs to be bridged to whatever extent possible. It has been suggested that the innovative methods like seminars, Workshops, conferences, projects and discussions should be organized regularly for the improvement of teaching learning process. (Gajpal Singh, 2014)

The pedagogy of teacher education has been viewed as a problem area involving the curriculum, professional knowledge base and learning which highlights the challenges faced by the teacher educators and confirms the need for the teacher educators to scrutinize their own practices to assess what they need to know and do in the context of India. (Rajashree Srinivasan, 2016)) The system needs to respond to „teaching for understanding“ as opposed to rote memorization, and to opt for „innovative“ as opposed to time tested traditional methods. It is indeed said that “in spite of constructivism being regarded the acceptable approach for both school education and teacher education institutions, in most of the institutions, efforts and achievements of learners are still being evaluated using behaviorist approaches and quantitative grading systems.”(Pandey, 2016)

Conclusion

This paper illustrates the complexity of curriculum reform. We feel that many of the Issues and challenges discussed above apply not only to new content, but also apply to its execution and evaluation within a new framework. While the new Curriculum is appreciable but there are few teachers who will be able to translate the very complex and vaguely stated outcomes of the curriculum into appropriate learning programmes. In this paper we have attempted to illustrate the range of practical demands and challenges placed on teachers and colleges involved in making this curriculum successful.

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Perspectives of Higher Education System in India

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ABSTRACT: *Throughout human history, we have always organized ourselves into groups and communities that share similar values, ideas, culture, and an overall identity. This, in turn, helped and still helps shape our needs economically, politically, religiously and socially. But in the 21st century, as the world has less physical and communication barriers, we've seen a rise in higher demand for global engagement, resulting in global citizens who crave a sense of belonging to a world community rather than a small, local one. Education is one of the significant factors instrumental to the development of a country. It should be transformed to the needs of the time and changing scenario of the world. It provides an opportunity to critically reflect upon the social, economic, cultural, moral and spiritual issues facing humanity. India needs more efficient and educated people to drive our economy forward. There are many Indian around the corner who known for their capabilities and skills. Higher education in India has expanded rapidly over the past two decades. This growth has been mainly driven by private sector initiatives. There are genuine concerns about many of them being substandard and exploitative. Due to the government's ambivalence on the role of private sector in higher education, the growth has been chaotic and unplanned. The regulatory system has failed to maintain standards or check exploitation instead; it resulted in erecting formidable entry barriers that have generated underside results.*

Higher education in India

Now-a-days it is very frequently observed that students sign up for higher studies with less interest or take it casually. Moreover, there are very few institutions in India who are giving quality inputs so as to inculcate the learning skills amongst students. Higher Education System in India compare to developing / developed countries needs substantial improvement. The percentage of students taking higher education is hardly about 13 % whereas the same is varying between 28 to 90 %, across the world. The lowest % being 28 % and the same is as high as 90 % in developed countries.

At one end we claim that India would rank 3rd among all countries by 2020 in education. If we observe overall ranking of relevant institutions seen that in the year 2000, out of 500 there were 2 Indian Universities / Institutes were featured in the list, and 1 institution from China. The present educational system is quite unsuitable for the needs of free India. Here serious thought has been given to this vital problem time and again. It is a matter of common knowledge, that our students are taught even those subjects in which they have no interest at all. Consequently, there is much waste of time and energy. Many of the educated youths remain misfits in their practical life owing to their defective education. It will, therefore, make it compulsory that psychological tests be introduced in schools and colleges. This will enable students to choose subjects of their choice. They will have planned careers from the very beginning, instead of chance careers. Now-a-days there is over-crowding in the classes. The teacher pupil ratio is very high. Teachers fail to recognize even the faces of their students. There is no personal touch between the teacher and the taught. This is responsible for the growing indiscipline among students. Our education is examination ridden. One of the reasons for poor quality of education is the poor quality of teachers in government schools. Government schools are unable to attract good quality teachers due to inadequate teaching facilities and low salaries. The government currently spends only 3% of its GDP on education which is inadequate and insufficient. To improve the quality of education, the government needs to spend more money from its coffers on education. Now-a-days, there is mass production of graduates and post-graduates. They are only fit for clerical jobs. When they do not get service, they aggravate the problem of educated unemployment. This evil will be removed by opening more and more technical and vocational institutions. Nothing is done to build-up their character. The result is that India has become a nation of corrupt people. There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. The time now is to modernize our education system so that our country can get much more technically graduated people which can help our country to developed state. Today's youth always try to go foreign for his higher education as they have much better facilities and

quality of their system. There is a lack of universities and institutes for education but one most important fact is that the quality of education is absent in higher education. There are very few teachers and their knowledge is very insufficient. Most of the teachers are making money with tuitions. The teachers are not having proper knowledge of subject even and resources to student community are very poor. Students do not have any student-ship ethics, they just want marks in the subject and they study only for grabbing jobs. There is no creativity in students. Our top class students are hard-worker but not innovative. They are not capable enough to produce new technology. There is a great need to revolution in higher education. These are just some challenges which should cover all the aspect in the present scenario of education and we have to implement hard on them.

Strategies to improve the quality of Teacher education system in India.

1. Towards a Learning Society

As we move towards a learning society, every human activity will require contributions from experts, and this will place the entire sector of higher education in sharp focus. Although the priorities, which are being assigned today to the task of Education for All, will continue to be preponderant, the country will have to prepare itself to invest more and more on higher education and, simultaneously, measures will have to be taken to refine, diversify and upgrade higher education and research programmes.

2. Miss match in supply and demand

India's GER is lingering around 19 percent at the moment, 6 % below the world average and at least 50 % lesser than countries such as Australia and the United States of America. GER stands for gross enrolment rate, or the percentage of students enrolling into higher education institutes each year post high school. The government apparently has a vision to increase this to 30 percent by the year 2020. To give that information some context, India has the largest population of teens with close to 100 million in number between 17 to 19. But each year only 19 % students enrol into higher education institutes which translate to 20 million according to a joint survey by aspiring minds and Nasscom in 2013. That leaves a whopping 81 % or 80 million in number who do not have the opportunity to study even if they wanted to. And to think only 3.5 million graduates join the workforce each year among the 20 million, I wonder how many people drop out eventually. There is a massive gap that is created due to the difference in the number of schools and higher education institutes that really needs to be bridged. There is either a lack of seats to accommodate the rest or seats are available in colleges nobody has heard of.

3. Incentives to Teachers and Researchers

Industry and students are expecting specialized courses to be offered so that they get the latest and best in education and they are also industry ready and employable. Vocational and Diploma courses need to be made more attractive to facilitate specialized programs being offered to students. Incentives should be provided to teachers and researchers to make these professions more attractive for the younger generation.

4. Innovative Practices

The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio-cultural advances.

5. Coming of Information Age

The world is entering into an Information Age and developments in communication, information and technology will open up new and cost-effective approaches for providing the reach of higher education to the youth as well as to those who need continuing education for meeting the demands of explosion of information, fast-changing nature of occupations, and lifelong education.

6. Student-Centred Education and Dynamic Methods

Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Student-centred education and employment of dynamic methods of education will require from teachers new attitudes and new skills.

7. Public Private Partnership

Public private partnership is most essential to bring in quality in the higher education system. Governments can ensure public private partnership through an appropriate policy. University Grants Commission and

Ministry of HRD should play a major role in developing a purposeful interface between the Universities, Industries and National Research Laboratories (NRLs) as a step towards public private partnership.

8. To Provide Need Based Job-Oriented Courses

All round development of personality is the purpose of education. But the present day education is neither imparting true knowledge of life and nor improving the talent of a student by which one can achieve laurels in the field one is interested. So, combination of arts subjects and computer science and science and humanities or literature should be introduced so that such courses could be useful for the students to do jobs after recruitment in some companies which would reduce unnecessary rush to higher education.

9. International Cooperation-

Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development, and continuing education. International cooperation is gaining importance as yet another function. With the increased development of transport and communication, the global village is witnessing a growing emphasis on international cooperation and action to find satisfactory solutions to problems that have global dimensions and higher education is one of them.

10. Cross Culture Programmes

After education, tour to all the places in India and world as far as possible with the cooperation of government is necessary so that one can understand about people, culture, arts, literature, religions, technological developments and progress of human society in the world.

11. Action Plan for Improving Quality

Academic and administrative audit should be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities. The self-finance colleges should come forward for accreditation and fulfil the requirements of accreditation.

12. Privatization of Higher Education

In any nation education is the basic necessity for the socio-economic development of the individuals and the society. In reality only 20% of the population is educated in India. So, improved standard of education as first priority should be offered to the majority by the govt. authorities with sincere political will.

13. World Class Education

Indian government is not giving priority to the development of Standard in education. India should aspire for the international standard in education. Many national universities like in the USA, UK, Australia, etc. allow studies in higher education for foreign students in their countries and through correspondence courses as well. In the same way India Universities of world class education can also offer courses of studies to foreign students taking advantage of the globalization process.

14. Personality Development

Finally, education should be for the flowering of personality but not for the suppression of creativity or natural skill. In the globalized world opportunities for the educated people are naturally ample in scope. As a result business process outsourcing (BPO) activities have increased competition in the world trade leading towards the production of quality goods and their easy availability everywhere in the world market.

15. To increase Quantity of Universities

We need more universities because we are more in number and present number of universities is too less. On 13th June, 2005 Government of India constituted a high level advisory body known as National Knowledge Commission (NKC) to advise the PM about the state of education in India and measures needed to reform this sector. It was headed by Sam Pitroda and submitted its report in November 2007. NKC has recommended setting up of 1500 universities by 2015 so that gross enrolment ratio increases to 15 percent. It has also called for establishing an Independent Regulatory Authority for Higher Education (IRAHE) to monitor the quality of overall higher education in India.

16. High-tech Libraries

Our university libraries have a very good collection of books, but they are all in mess. A library must be online and conducive for serious study. Indian universities should concentrate more on providing quality education which is comparable to that of international standards.

Conclusion

Keeping in view the rapid change that is taking place in the society, higher education should possess various qualities like, it should give students confidence and ability to take responsibility for their own continuing personal and professional development, prepare students to be personally effective within the circumstances of their lives and work; and promotes the pursuit of excellence in the development, acquisition and application of knowledge and skills. Let us strengthen the case for a stronger education system.

Indian society is a mixed society consisting of a large number of haves and a same number of have-nots. So in Indian social structure, educational system cannot be privatized as in the developed states of the world. It is necessary to allow the private players to enter in the field of higher education under such provisions that the basic concept of the welfare state should be protected and it remains in the reach of every citizen. . The size of increased demand and its projected growth clearly indicate the need of new institutions imparting quality education in the subject areas of contemporary relevance and job opportunities.

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Innovative Approaches to Professional Development of Teachers

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1. Introduction

“A teacher can never truly teach unless he is still learning himself. A lamp can never light in another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subjects, who has no living traffic with his knowledge, but merely repeats his lesson to his students, Can only load their minds, he cannot quicken them. The greater part of our learning in the schools has been a wastage becomes, for most of our teachers, their subjects are like dead specimens of once living things”—Tagore The saying says the importance of professional development. Attending seminars, Workshops, Conferences, Refresher courses, summer camps are the very common avenues for the professional development. But now a day we have many other innovative methods for professional development. The needs and wants of teachers have changed. It is imperative to adjust our professional development program to accommodate their wants and needs so that teaching can meet ISTE(International Society for Technology in Education) standards. Firstly, uses of technology computers, mobiles for updating knowledge ensure that teacher have access to technologies in and out of school. Secondly, Best practise to be adopted in the classroom. Learning monitoring, consultation, practice, study and refection are the innovative method for professional development (PD).Thirdly Along with this confidence, communication, Team player, continuous learning imagination leadership, organisation Innovative activities and commitment. In this 21st millennium adapting modern teaching skills are definitely the fourth one. In this digital age most if not all teacher are online, which mean they have an “online reputation. Modern teachers need to know how to manage their online reputation and which social networks are ok for them to be on. Linkedin is a professional, network to connect with colleagues. Whatever the new or innovative way we have, but professional development is an endless journey. Modern teacher have the ability to empower students to think critically, be innovative creative, adoptable, passionate and flexible. They empower then to be able to solve problem, self-directed, self-reflect and lead. They give them tools both digital and knowledgeable to succeed not only in school but in life.

Innovative Approaches

SAMR is a models designed to help edition infuse technology into teaching and learning popularised by Dr. Ruben Puentedura, the model supports and enables teachers to design develop and infuse digital learning experience that which technology[SMAR – Substitution, Augmentation, Modification, and Redefinition]. Knowledge construction as a collaborative process which aims to produce new understanding or knowledge which exceeds something that anyone alone could not achieves. It is also essential that knowledge construction is based on each other ideas and thoughts. Knowledge can be transferred or acquired by observation and study. But skills developed by practice, positive attitude, communication, Team works, self-management, willingness to learn , Thinking skills (problem solving and decision making) and Resilience are important for professional growth. Professional development requires wide variety of specialised training, Formal education or advanced professional learning intended to help administrators or, teachers and other teachers to improve their professional knowledge and competence, skill and effectiveness. Teachers are always looking for new ideas or teaching strategies, ways to improve their skills or new information that will help their students to succeed

Innovative Tips for professional Development

- 1) Professional development cause for the promote of student growth
- 2) Engaging alumni in teaching
- 3) Bullying is prohibited
- 4) Use of new teaching strategies

To be more innovative in the professional development, every teacher should

- Set high expectation for students achievement
- Use the most-recent educational technology
- Plan instructional strategy, maintaining rhythm in the classroom.
- Apply higher order thinking skills
- Use co-operative learning
- Apply classroom instruction.
- Plan according to student's ability.

To improve the performance and to grow professionally every teacher has to

- 1) **Read:** knowledge is power so read journals and educational literature on education.
- 2) **Participate:** Attend educational conferences and workshops. Participation in these types of events will make you a more effective teacher.
- 3) **Join a group:** A teacher can learn a lot from other professionals who have years of experience, so join online and offline groups.
- 4) **Observe your peers;** To be an effective teacher, other teachers behaviours and knowledge is great source.
- 5) **Share:** A teacher must be happily ready to share his knowledge, not only he grows professionally but also helps others to grow.
- 6) **Passion:** Not only commitment, a teacher should have passion for his profession, so that he can grow professionally.
- 7) **Voxer;** Use of voxer walki-talkie messenger is a free app that combines the best live voice, text, photos and videos into a powerful messaging tool.
- 8) **TeachHUB:** Subscribe to TeachHUB Journals and Magazine, read them for professional development
- 9) **Teacher Forum;** A social network of teacher for chat, discussion, Q&A

Professional Development Skills for Modern Teachers (Fifteen Skills)

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When schools are looking to hire a teacher, there are a few basic requirements that they are looking for: A College degree, experience working with children, and, of course, patience. Teachers need a variety of professional development skills along with knowledge of their subject matter and experience in order to be an effective teacher.

Likewise, as the rapid developments in technology infuse into our lives, they affect the way students learn and the way teachers teach. Modern teachers need to be competent in not only basic skills, but new skill sets. Here are 15 of the many 21st-century professional development skills, or as we like to call it, “Modern skills” that today’s teachers should possess.

Professional Development

1. Adaptability

In this modern, digital age, teachers need to be flexible and be able to adapt to whatever is thrown their way. New technologies are developed every day that can change the way students learn, and the way teachers teach. Likewise, administrators are changing and updating expectations and learning standards. Being able to adapt is a skill that every modern teacher must have. If it’s being able to adapt to the way students learn, the behaviour their classroom exhibits, or their lesson plans, it is a definitely a trait that is a must-have.

2. Confidence

Every teacher needs to have confidence, not only in themselves but in their students and their colleagues. A confident person inspires others to be confident, and a teacher’s confidence can help influence others to be a better person.

3. Communication

Being able to communicate with not only your students but with parents and staff is an essential skill. Think about it: Almost all of a teacher’s day is spent communicating with students and colleagues so it is crucial to be able to talk clear and concise in order to get your point across.

4. Team Player

Part of being a teacher is being able to work together as part of a team or a group. When you work together as a team, it provides students with a better chance to learn and have fun. Networking with other teachers (even virtually) and solving problems together will only lead to success. Doing so fosters a sense of community not only in your own classroom, but school-wide as well.

5. Continuous Learner

Teaching is a lifelong learning process. There is always something to learn when you are teacher. The world is always changing, along with the curriculum and educational technology, so it’s up to you, the teacher, to keep up with it. A teacher who is always willing to go that extra mile to learn will always be an effective, successful teacher.

6. Imaginative

The most effective tool a teacher can use is their imagination. Teachers need to be creative and think of unique ways to keep their students engaged in learning, especially now that many states have implemented the Common Core Learning Standards into their curriculum. Many teachers are saying that these standards are taking all of the creativity and fun out of learning, so teachers are finding imaginative ways to make learning fun again.

7. Leadership

An effective teacher is a mentor and knows how to guide her students in the right direction. She leads by example and is a good role model. She encourages students and leads them to a place of success.

8. Organization

Modern teachers have the ability to organize and prepare for the unknown. They are always ready for anything that is thrown their way. Need to go home sick? No problem, they have a substitute folder all ready to go. Studies show that organized teachers lead more effective learning environments. So it is even more imperative to be organized if you want higher-achieving students.

9. Innovative

A modern teacher is willing to try new things, from new educational apps to teaching skills and electronic devices. Being innovative means not only trying new things, but questioning your students, making real-

world connections and cultivating a creative mindset. It's getting your students to take risks and having students learn to collaborate.

10. Commitment

While being committed to your job is a traditional teaching skill, it is also a modern one. A modern teacher needs to always be engaged in their profession. The students need to see that their teacher is present and dedicated to being there for them.

11. Ability to Manage Online Reputation

This 21st-century, modern teaching skill is definitely a new one. In this digital age most, if not all, teachers are online, which means they have an "Online reputation." Modern teachers need to know how to manage their online reputation and which social networks are OK for them to be on. LinkedIn is a professional social network to connect with colleagues, but Snap chat or any other social networking site where students visit, is probably not a good idea.

12. Ability to Engage

Modern teachers know how to find engaging resources. In this digital age, it is essential to find materials and resources for students that will keep them interested. This means keeping up to date on new learning technologies and apps, and browsing the web and connecting to fellow teachers. Anyway that you can engage students and keep things interesting is a must.

13. Understanding of Technology

Technology is growing at a rapid pace. In the past five years alone we have seen huge advancements and we will continue to see it grow. While it may be hard to keep up with it, it is something that all modern teachers need to do. Not only do you just need to understand the latest in technology, but you must also know which digital tools are right for your students. It's a process that may take time but will be greatly influential in the success of your students.

14. Know When to Unplug

Modern teachers know when it's time to unplug from social media and just relax. They also understand that the teacher burnout rate is high, so it's even more critical for them to take the time to slow down and take a moment for themselves. They also know when it's time to tell their students to unplug and slow down. They give their students time each day for a brain break and let them kick their heels up and unwind.

15. Ability to Empower

Teachers inspire, that's just one of the qualities that come along with the title. Modern educators have the ability to empower students to think critically, be innovative, creative, adaptable, passionate, and flexible. They empower them to be able to solve problems, self-direct, self-reflect, and lead. They give them the tools both digital and knowledgeable to succeed, not only in school but in life.

Conclusion

We will continue to expand our definition of professional learning, giving teachers more choices and options, incorporating various learning styles, modelling the type of learning that should be happening with our students, and providing continuous learning sessions, so that teachers can learn in great depth. In order for professional development to be effective, it must be designed to engage teachers on relevant topics that meet their various needs. It must be continuous, causing teachers to transform their practices in the classroom. Educators must take advantage of every opportunity to continue their professional learning, using non-traditional timeframes to develop their craft and practice. Share your ideas for professional development in the dedicated discussion thread. . Whatever the new or innovative way we have, but professional development is an endless journey. Modern teacher have the ability to empower students to think critically, be innovative creative, adoptable, passionate and flexible. They empower then to be able to solve problem, self-directed, self-reflect and lead. They give them tools both digital and knowledgeable to succeed not only in school but in life.

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A Newly Developed 3RC Dramatization Approach

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ABSTRACT: 3RC Dramatization is an innovative approach in present scenario that encourages learner to learn through drama based instruction. 3RC Dramatization approach aims to connect students' learning to their lived experiences in a manner consistent with authentic instruction principles. 3RC Dramatization approach contains unique steps with prescribed activities to enrich the learning experiences in Social Science subject. There is a substantial evidence that learning of any subject through dramatization will increase pupils' cognitive, affective and psychomotor ability. 3RC Dramatization Approach uses the art form of drama as an educational pedagogy with its unique steps like Relaxation, Creation, Reflection and Review for Secondary level students. It employs the elements of theatre costumes, scenery, lighting, music and sound to enrich the learning experiences through different forms of drama like Theatre Games, Visual Metaphor, Role Play, Storytelling, Improvisation and Discussion. This paper describes the steps of 3RC model and also highlights the importance of the virtual experiences of Dramatization Approach.

Keywords: 3 RC Dramatization Approach, Relaxation, Creation, Reflection, and Review

1. Introduction

Drama is a unique form of art that explores children's conflicts in learning. It usually presented a form story to an audience through different actions. Generally the story incorporate different elements of theatre like acting, costumes, property, scenery, music, sound etc... Drama will impact both emotionally and intellectually among the audience. It seems to like a mirror to evaluate themselves for understand of human behavior. The aim of the education is to make the children more responsible, productive and useful and also it must reflect the need and aspirations of society. The different kind of abilities will develop through the learning experience and also the opportunities which are created in schools. An understanding of learners, educational aims, the nature of knowledge, and the nature of the school as a social space can help us arrive at principles to guide classroom practices. Conceptual development is one of the continuous processes which enable the learner to enrich the connections with his surroundings through a systematic experience. According to the recommendation and guidelines of National Curriculum Framework (NCF) 2005, children must get the learning through their practical experiences and construct their knowledge by own by engaging with various activities. The great constructivist approach thinkers Jerome S Bruner and Lev Vygotsky also suggested that learning should be happened through their experiences by engaging in various activities. Therefore Drama in education may develop all these abilities among learners. Drama studies or practices give attendants the opportunity to examine various social roles and social problems. During these interactions solutions for problems are also examined and attendants gain experience from studies towards problem solving (Onder 1999). Here contribution of drama to education is not only towards learning how to teach but also towards educating. Moreover presently there are a number of teaching models and approaches can be seen. And each and every models and approaches have its own importance in their area. Education is continuous process and there is a need of different innovation in all the aspects of Education like teaching, learning, transaction of curriculum, evaluation process etc... With respect to these aspects 3RC Dramatization Approach, it is unique in its style. It is having different steps in transaction of curriculum which may give alternative to education system and also to create many abilities among the learners. Moreover still now there were no single model and approaches have been identified exclusively to teach Social Science among Secondary level students through inculcating drama elements in teaching learning process in specified class duration. There are number of drama based instruction existing in education system, but they not having a systematic guidelines to adopt in a particular duration of period. Hence 3RC Dramatization Approach may cater the need of this gap and bring the new changes in the transaction of curriculum and also definitely it will contribute to the field of Education.

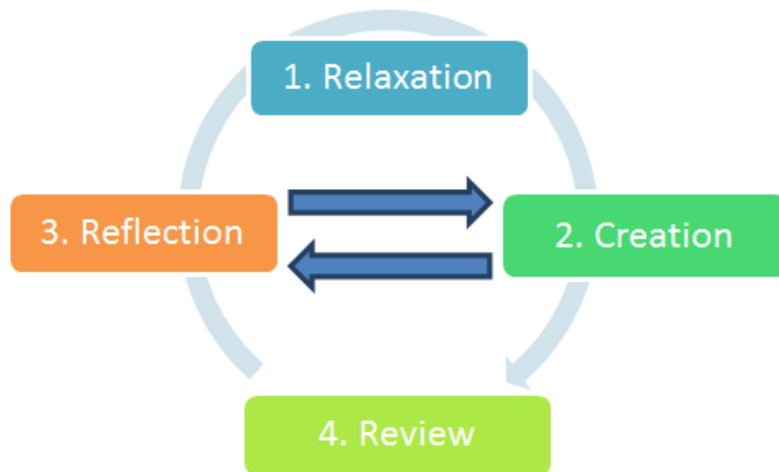


Fig 1: Steps involved in 3RC Dramatization Approach

There are four important steps which have been used for 3RC Dramatization Approach. All these steps are interconnected and interrelated with each other. Each step having its own importance to bring the changes in style of learning. The maxims of teaching also considered while in the development of this approach. Relaxation step make learner ready to learn with enjoyable situation with different technique of drama based instruction and avoids all the stress, tension and other psychological issues which are negatively affected for learning among the learners. Relaxation makes the learner to motivate create something or participate in teaching learning process actively instead of passive. It develops trust and confidence among the learner towards teacher, teaching and learning process and makes them to engage in learning activity. And there is a need to evaluate the positive and negative effect of learning activities. Hence the Reflection step gives a clear direction to learner regarding their understanding of the concept and also to know about the how the dramatic performance enacted by the students which reflected among them to comprehend the concept. Here teacher act as a facilitator and creates a different level of reflection activity like discussion, questioning, analyze, synthesis etc... will develop the problem solving ability among the learners also comprehension of learning concept. Here Creation and Reflection steps will occurs number of times according to the need of the content. Finally the Review is one of the important and essential steps to know the performance of the learner and it gives the opportunity to is use different evaluation technique to assess the student's understanding of the concept. And also it gives summary of overall learning in that particular day. Therefore all these 4 steps are very essential for this approach and each step have been explained in detail in following with rational justification.

This approach includes 4 important steps

1. Relaxation
2. Creation
3. Reflection
4. Review

1. Relaxation

The learning ability of the learner can either increase or decrease depends upon the classroom environment. And it also foster cooperation and acceptance of teaching methods that teacher uses. Before beginning of the lesson it is very important to teacher that to setup the goals of establishing classroom environment which are favorable to learning and also to work with cooperatively. Educational research supports creating an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings (Stronge, 2002). Some studies also found that the proper seating arrangements also made possible learning enhances among the learners. Patton, Snell, Knight, Willis, and Gerken (2001) found that 94 percent of the K-3 teachers they surveyed use a semicircle or cluster to arrange the desks in their classrooms. These teachers felt that grouping desks offered several benefits including encouraging cooperative learning, building a sense of class community, and making the best use of the space. Ideal desk arrangements create opportunity for students to be actively engaged in learning and have the opportunity to

work cooperatively, when appropriate, with their peers, while still allowing students to navigate the environment safely.

It is very beginning step in 3RC Dramatization Approach. Here the lesson will begin with relaxation. Because it has been found in various studies that a stress free situations and law of readiness to learn are very important aspect to learn anything(E.L.Thorndike).Very recent study on “Effectiveness of Teaching Mathematics with Transitional background music on Mathematical Achievement, Interest in learning Mathematics and Attitude towards Mathematics among secondary School Studentsfound that increase of Achievement score in Mathematics, Positive attitude towards Mathematics among the learners”(Mamatha M & Jagannath K Dange). In this stage it includes various theatre games, Background music etc... which enable the learner to make stress free and create a healthy learning environment to learn new aspects. And also the class will being with a different type of sitting arrangement like circle, cluster and semi-circle compared with conventional classroomssitting arrangement. These all are the motivating factors which steps into a better understanding of the concept. Hence the lesson will be introduced through the different techniques of relaxation like theatre games, singing, background music, playing videos, question and answer etc... will be followed for better introduction of concept.

2. Creation

Drama is highly regarded as an effective and valuable teaching strategy because of its unique ability to engage reflective, constructivist and active learning in the classroom as well as enhancing oral skills development (Di Pietro, 1987; Via, 1976; Heathcote cited in Wagner, 1976; Mezirow, 1990; Schon, 1991; Donatoand McCormick, 1994; Lukinsky, 1990; Miccoli, 2003).As teachers, we often search for effective ways to improve our classes, motivate the students that we teach and appeal to a range of learning styles. This paper will discuss some of the benefits of using drama as a teaching strategy, its power to engage all learning styles and offer some practical classroom teaching activities which incorporate various learning styles. Wagner (1998) explained comprehensively that research in educational drama is solidly built “on the same contemporary constructivist theories of learning that underlie our understanding of language and literacy acquisition” (p. 15). She interpreted the work of Vygotsky and discussed certain aspects of his work that are closely related to drama in education. In her work she positioned Vygotsky as a social constructivist.Wagner (1998) posited that Vygotsky saw cognitive growth as dependent upon interactive play and upon children’s imagining themselves in worlds that are above their physical and mental levels. His work created a solid foundation for using drama in the classroom.Although there are many ways the in-class session can unfold, it includes basic parts like: scene, character development and Presentation. The each interactive drama experience can take between 10 and 15 min.In some instances, the facilitator or the actors may choose to defer responding to a specific question until after Act 2’s performance, where it may be answered.During the performance, the teacher stops at critical moments to interact with the audience learners. They might solicit student suggestions for resolving the dilemma and then try out these suggestions, or they might ask a student volunteer to enact the suggestions, or perhaps they will conduct a split.

Hence it is the heart of the 3RC Dramatization Approach. Here the pupil will create the learning experience by their own under the guidance of teacher through different forms of drama like Theatre games, Visual Metaphor, Role Play, Storytelling, Improvisation and Discussion. Every unit will divide as sub unit which is carry 8 to 10 minutes of presentation in different forms of drama. Followed by thestep of reflection which evaluates the understanding of the learner. According to the need of the content researcher is very free to adopt this step as many as times.

3. Reflection

Reflection teaching has a long history. John Dewey (1933) has worked on reflective thinking and considered him as an pioneer theorist who used reflective approach for learning. But later Schon (1983,1987) brought the ideas of Dewey’s reflective approach into practice in education. After the many of the effort many scholars have shaped the theory of reflective practice. Now, reflective teaching has been defined and interpreted by various researchers and group in numerous ways. For Example. Jacobs et al (2011) advocate reflective teaching as “a continuous cycle of systematic self- evaluation by a teacher of his/her own teaching through open discussion with colleagues or written analysis” (p.56).

By all these evidences there is a strong connection to 3RC Dramatization Approach. By providing an opportunity for reflection this approach develops the capacity of problem solving ability among the learner and also enhance the different abilities which are very essential for greater understanding of the concept. This Step comes immediatelyafter the step of Creation. Here both the stepsviz... Creation and Reflection will

be adopted simultaneously according to the need of the content. After the step of Creation, students frequently are emotionally aroused and are driven to express themselves. It is essential to conduct a thorough in-class discussion and debrief at the end of the session. During the debriefing, the instructor should summarize the session in addition to highlighting the session's learning objectives. Some of the most insightful comments come as students from different backgrounds or cultures share their application of different standards to the same problem. A thread that runs consistently through our experiences with interactive drama is the high level of student participation it generates. Not only are the usual suspects more involved but we have found the quieter students are also more likely to participate. Discussions of abstract concepts like emotional intelligence take on greater meaning because students have a shared, concrete experience, about which they can reflect, make observations, and (ultimately) generalizations. Introducing splits or student actors into the scenes allows them to test the implications of the new concepts, thus completing Kolb's (1984) learning cycle.

In this step which includes the interaction among the learner with different level of. After the completion of creation activity, it provides opportunity to learner to discuss in very broad and in a rational way. It includes the different level of reflection such as Reporting & Responding, Relating, Reasoning and Reconstructing. In Reporting & Responding the pupil will try to report what happened or what the issue are involved and why is it relevant to the present circumstance and also try to respond to the issue by making observations, expressing their opinion or asking questions to the teacher. In the same way the pupil also try to make relating the present concept in a various situation regarding this they make a connection between the issue and own skills of their knowledge. They are try to asking questions among themselves like have I seen this before? Or were the conditions the same or different? Or Do I have the skills and knowledge to deal with this? After asking several questions themselves the pupil make find out solutions with proper reasoning by highlighting the significant factors in the issues and try to explain and understand why they are important and also put their effort to analyze the different perspective of the concepts. Finally with the help of all these knowledge pupil will able to reconstruct the action. Means they will inculcate the utilization of aspects in a different situation. And they will able how to deal with this in next time? Hence this stage gives a very clear understanding of the concept among the learners.

4. Review

It is the final stage in 3RC Dramatization Approach. Here final evaluation will take place for understanding of the learners. This approach encourages to utilization of different forms of ICT for evaluation process. Different type of evaluation techniques such as fill in the blanks, match the following, short answer questions will be organized for effective evaluation of the learner and it will also include overall summary of the every subunit and interactive and constructive home assignment will be given for better understanding.

Conclusion

3RC Dramatization Approach is an influential and beneficial teaching strategy that can be utilized in many ways in the contemporary classroom to provide active, constructivist learning. The history and development of drama as a teaching strategy is a result of valid use in various interests throughout the world. 3RC Dramatization Approach engages the brain and physical body in realistic simulation exercises which have proven to be powerful and successful teaching and training techniques for a wide range of learners. 3RC Dramatization Approach does engage multidimensional learning styles including verbal-linguistic, interpersonal, intrapersonal, kinesthetic, spatial, and logical and often incorporates music, or the music of language. In addition, drama has the ability to enhance reflection in students and can be used to create powerful social learning environments where students develop improvisational speaking and emotional intelligence awareness skills. 3RC Dramatization Approach is an appealing teaching strategy which promotes cooperation, collaboration, self-control, goal-oriented learning as well as emotional intelligence skills. 3RC Dramatization Approach is easily adaptable to a variety of text studies as demonstrated. Shy students are encouraged to speak by taking on another role. Students develop confidence in speaking. With so many positive benefits, more teachers should be using 3RC Dramatization Approach to engage learners and maximize benefits with virtual experiences!

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The Role of Bhavitha –IERC Schools for CWSN Children under the Inclusive Education in Telangana State

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ABSTRACT: Education aimed to achieve Universalization of Elementary Education further due to enhancement of Right to Free and Compulsory Education Act 2009 and Amendments in 2012 making education as a Fundamental Right for all children in India and State of Telangana. The present increase in the number of learners with various disabilities enrolled in school and it is further increasing. In this regard Education is a very important aspect in everyone's life. It enables the man to understand the world around him, which makes him to lead a comfortable and prosperous life. The purpose of every nation is to produce literate, well-educated and intelligent resident who are able to contribute to the proper development and progress of the whole society. Every child is distinct by nature and has diverse learning styles, so the Children With Special Needs (CWSN) in too. She/he has unique strength and needs which is further influenced by factors such as Socio,Economic,Political,Education background from where the child comes including gender and Caste factors. In this Regards Education will Spread to the Reaching the Unreached through Education, My Topic is" "The Role of Bhavitha – IERC Schools for CWSN Children under the Inclusive Education in Telangana State"- parents has to show "The Empathy to CWSN Children, Not the Sympathy" for their children. The Principal of Inclusive Practice is based on good teaching in a barrier free environment so that all the children should actively participate in the all the activates of the school and class room learning. For a Teacher this is a challenging issue but not impossible to achieve. A Teacher has to recognize the weakness and strength of his students and ensure full participation in learning through active and positive attitude. Teacher has to create a meaningful joyful and responsive learning environment.

Keywords: CWSN (Divyangjan), Inclusive Education, Bhavitha-IERC, SRP, IEP, HBE, Special Educator, ICT, Devices,Various disabilities.

1. Introduction

Education aimed to achieve Universalization of Elementary Education further due to enhancement of Right to Free and Compulsory Education Act 2009 and Amendments in 2012 making education as a Fundamental Right for all children in India and State of Telangana. The present increase in the number of learners with various disabilities enrolled in school and it is further increasing. Every child is distinct by nature and has diverse learning styles, so the Children With Special Needs (CWSN) in too. She/he has unique strength and needs which is further influenced by factors such as Socio,Economic,Political,Education background from where the child comes including gender and Caste factors. In this Regards Education will Spread to the Reaching the Unreached through Education, My Topic is" "The Role of Bhavitha –IERC Schools for CWSN Children under the Inclusive Education in Telangana State"- Parents has to show "The Empathy to CWSN Children, Not the Sympathy" for their children. The Principal of Inclusive Practice is based on good teaching in a barrier free environment so that all the children should actively participate in the all the activates of the school and class room learning.

- Inclusive education means welcoming all children, without discrimination, into regular schools.
- It refers to the process of educating all children in their neighborhood school.

Regardless of the nature of their disability.

The Bhavitha schools are models for cwsn Children in Inclusive Education System. The Teaching profession is Noblest profession of all professions, few Teachers are willing to do in Special schools as a Special Educator, why because Normal Schools teacher can teach easily, where as the special schools the children are 21 types of disabilities as per Rights of Persons with disabilities (RPWD) Act,-2016 it is very difficult to teach them. In this regards the Bhavitha –IERC schools are key role to the CWSN children in inclusive education. The RTE-Act -2009 Says ,Right of child to. Free and Compulsory Education for Children between 6 to 14 years in India under Article 21 A of the Indian Constitution and Article 45 of Directive Principles of the

Constitution, "Having made it the duty of the State to provide free and compulsory Education to all Children up to age fourteen in ten years (1960).

A child with disability referred to in sub-clause (A) of clause (ee) of section 2 shall, without prejudice to the provisions of the persons with disabilities (Equal Opportunities, Protection of Rights and full participation) Act, 1995 (1 of 1996), and a child referred to in sub-clauses (B) and (C) of clause (ee) of section 2, have the same rights to pursue free and compulsory elementary education which children with disabilities (Equal Opportunities, Protection of Rights and full participation) Act,1995.

Provided that a child with "multiple disabilities" in clause (h) and a child with "severe disabilities" referred to in clause (o) of section 2 of the National Trust for Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act,1999 (44 of 1999) may also have the right to opt for Home-Based Education.

The Bhavitha-IERC schools for establish for CWSN children, this is one of the important of Inclusive Education Resource Centre for CWSN Children in each and every Mandal head quarter, here are 21 types of disabilities children 1. Blindness, 2. Low-Vision, 3. Leprosy Cure Persons, 4. Hearing Impairment (Deaf and Hard of Hearing), 5. Locomotor Disability, 6. Dwarfism, 7. Intellectual Disability, 8. Mental Illness, 9. Autism Spectrum Disorder (ASD), 10. Cerebral Palsy, 11. Muscular Dystrophy, 12. Chronic Neurological Conditions, 13. Specific Learning Disability, 14. Multiple Sclerosis, 15. Speech and Language disability, 16. Thalassemia, 17. Hemophilia, 18. Sickle cell disease, 19. Multiple Disabilities, 20. Acid Attack Victim, 21. Parkinson's disease, in these Mild and Moderate children are get training 3 or 6 to 8 Months SRP School Readiness Programme then they will be Main stream in General Schools or Normal Schools.

The Role of Inclusive Education Resource Teacher has one Special Education Degree where as The SS-Samagra Shiksha (SSA) will provide to Multi-Category training, Then the Resource Teacher will do the first survey in their Mandal or Block level, then identify the 21 types of disabilities and classify as per their level of IQ then they will give Motivation to the parents and teachers to suggest to send the mild and moderate CWSN children to Enroll in general schools near the Bhavitha –IERC School, and reaming severe and Profound CWSN children are received Home Based Education-(HBE).

The Activities are follow in Bhavitha IERC- Schools the main motto is SRP and Minimum level of learning is possible because special Teachers are take care of their needs and follow the Case Record or Case Study to prepare the IEP-Individualized Education Programme for each and every child.

- Identification of CWSN & Assessment Camps
- Physiotherapy, Speech Therapy, Auditory Training
- Parent Counseling
- Non Residential Special Training Center Children with Special Needs
- Resource Teachers are engaged to provide

School Readiness Programme

In the IERC's School Readiness programme was started to provide the preschool skills training to the children to be mainstreamed to normal school.

- ✓ For this programme training provided to all IERP's.
- ✓ In IERC the SRP programme conducted and given pre schooling academic skills.
- ✓ After successful completion of SRP programme cwsn children were mainstreamed into normal schools.

Escort Allowance

- ✓ The amount paid to the escort (parents) of child.
- ✓ In the eligible children are being provided Rs.350 month for 10months.
- ✓ The amount credited to their parents account.

Travelling Allowance

- In the Mild and Moderate CWSN were attending Bhavitha centres.
- The eligible children are being provided Rs.350/month for 10months towards travelling allowance.
- The amount credited to their parents account.

Assessment Camps

- Assessment camps are conducted periodically by qualified professionals.
- To measure the degree of disability.
- To judge what assistive device is to be provided.

- For advising Minor corrective surgery
- For prescribing Medicine or Therapies.

Minor Corrective Surgeries

- Minor Corrective Surgeries will be conducted to the needy children.
- Disability which may be an abstract in Schooling and which may be corrected by Minor Surgery will be conducted.
- Majorly SS is mobilizing parents of CwSN and providing logistic support to 3 types of surgeries 1. Eye, 2. Cleft, 3. Ortho
- Due to eye problems CwVI may be away from education or slow in learning.
- Cataract, Squint, Nystagmus, Ptosis, Glaucoma surgeries are done by identified NGO Hospitals.
- Spectacles will be provided for the needy children.
- Children with Cleft problems will be facing Speech Problems.
- Speech Impairment will be an obstacle in Education. Speaking and Reading cant be done in a proper way.

Rames

- Ramps are constructed in the schools where CwSN are admitted.

Friendly Toilet

Friendly Toilets are constructed in the schools where CwSN are admitted.

The SS- Samagra Shiksha (SSA) will provide to Multi-Category training to the Normal or Regular School Teachers he will able to deals with cwsn children in their schools. The Special teacher will visit and consult with normal or general school teacher and observe the main stream children and give few suggestions and feedback to the schools. In this way we have to fulfill RTE-ACT ,2009 Free and compulsory Education to All. The IERP –Inclusive Education Resource Person will conduct of awareness programme i.e, Parent sensitization Programme and Explain Disabilities Acts, Reservation facilities for education and employment opportunities and GO's i.e,G.O.Ms.No.34 Dt.5-3-2004, and 33, dt.19-3-2001. (Govt AP) for Exception of fee and 3rd Language in Board examinations for CWSN children.

One of the Major of Role of IERP is HBE- Home Based Education:

As per the zero rejection policy under SSA, children with severe and profound disabilities are considered as not exceptional to cover under Inclusive Education programme. For such children, who cannot attend the school due to their severe disabilities, the school comes to the child at home and provides required services like physiotherapy, speech therapy, writing and reading in Braille etc. these children will learn Daily living skills like indentification of parents and eating skills, buttoning and combing so on.

Distribution of Aids & Appliances to CWSN Children.

- Assistive Devices will be provided to the needy children as suggested by professionals.
- Hearing Aids will be provided to Hearing Impaired Children.
- Tricycles, Wheel Chairs, Rollators, Crutches, Splints, Caliperse, Artificial Limbs will be provided to the Orthopedically impaired children as they need.
- Braille Kit, Large Print Books, Braille Books will be provided to the children with Visual Impairment.

Conclusion

Education is the fundamental right of all children” &“Universalisation of Education”. SSA as adopted a zero rejection Policy. This means that no child having special needs should be deprived of the right to education and taught in an environment, which is best, suited to his /her learning needs. Inclusion is a movement of parents, educators and community members that seeks to create schools and other social institutions that are based on acceptance, belonging and community. Inclusionary schools welcome, acknowledge and affirm all learners by educating them together in high quality, age appropriate, regular education classrooms in their communities.

Finally I can say “The Role of Bhavitha –IERC Schools for CWSN Children under the Inclusive Education in Telangana State”- In this Regards Education will Spread to the Reaching the Unreached through Education a zero rejection Policy will fulfill all types children desires in our country.“CWSN Needs Empathy not the Sympathy”.

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Metacognitive Knowledge Construction in Web Based Learning

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ABSTRACT: *Metacognition offers an up-to-date compendium of major scientific issues involved in metacognition. Self-reflective processes are often thought to be central to what we mean by consciousness and the personal self. Without such processes, one would presumably respond to motivations in an automatized and environmentally bound manner that is, without the characteristic patterns of behaviour and introspection that are manifested as plans, strategies, reflections, self-control, self-monitoring, and intelligence. The web based learning is more sustainable in growth of Metacognitive knowledge. This paper discusses about the development of Metacognitive knowledge construction in web based learning circumstances. The web based learning creates an environment for learner in very practical manner which leads in bringing confidence for constructing content knowledge through different multiple tasks to apply procedural knowledge in web based learning environment.*

Keywords: *Metacognition, web based learning.*

1. Introduction

Knowledge construction is a collaborative process, which purposes to produce new knowledge, or understanding which surpasses something that not anyone alone could achieve. It is also essential that knowledge construction be based on each other's ideas and thoughts. Metacognition refers to "thinking about thinking" and was introduced as a concept by John Flavell, who is typically seen as a founding scholar of the field. Flavell (1979) said that metacognition is the knowledge you have of your own cognitive processes (your thinking) Metacognition is a general term encompassing the study of memory-monitoring and self-regulation, meta-reasoning, consciousness/awareness and auto-consciousness/self-awareness (Chernokova, 2011). In practice, these capacities are used to regulate one's own cognition, to maximize one's potential to think, learn and to the evaluation of proper ethical/moral rules. It can also lead to a reduction in response time for a given situation as a result of heightened awareness, and potentially reduce the time to complete problems or tasks. Meta-cognitive processes are helpful for improving students' reading comprehension. Besides, learning transfer can be facilitated if students notice their use of cognitive processes or learn to control these processes.

Metacognition

Metacognition is "cognition about cognition", "thinking about thinking", "knowing about knowing", becoming "aware of one's awareness" and higher-order thinking skills. The word comes from the root word meta, meaning "beyond". Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving (Metcalf & Shimamura, 1994). Metacognition also encompasses thinking about one's own thinking development such as study skills, memory competencies, and the ability to display learning. This concept needs to be unambiguously taught along with content instruction (Oliver, 2001). Metacognitive knowledge is about one's own cognitive methods and the understanding of how to regulate those processes to maximize learning. Metacognition is a general term encompassing the study of memory-monitoring and self-regulation, meta-reasoning, consciousness/awareness and auto-consciousness/self-awareness. In practice these capacities are used to regulate one's own cognition to maximize one's potential to think, learn and to the evaluation of proper ethical/moral rules (Beer, & Moneta, 2012). It can also lead to a reduction in response time for a given situation as a result of heightened awareness, and potentially reduce the time to complete problems or tasks. The performance-tutoring view is focused on the potential of online environments which support problem solving, and allow for precise instructional guidance through highly structured tasks and timely feedback. Instruction is said to fit the student's needs and to provide scaffolding and support at unprecedented levels of resolution.

In both these educational visions, the pedagogical model is based on sing. The performance-tutoring view is focused on the potential of online environments which support problem solving, and allow for

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Metacognitive Knowledge construction in web based learning

Flavell recognized the specific strategies for remembering, categorizing and recalling, needed information, which can be directed by learners deliberately. The metacognition is one's knowledge concerning one's own cognitive processes or anything related to them the learning Metacognitive capability in digital-based learning process supports students in accomplishing learning goals so that, digital-based learning environment should make the metacognitive component as a facility that must be equipped. This refers to the segment of acquired world knowledge that has to do with cognitive matters. It is the knowledge or beliefs accumulated through experience and stored in long-term memory that concern the human mind and its doings. Some of this stored knowledge is declarative ('knowing that') and other procedural ('knowing how'). Meta-cognitive knowledge consists primarily of knowledge or beliefs about what factors or variables act and interact to affect the course and outcome of cognitive enterprises. As a working definition of metacognition, metacognition is knowledge of one's own thinking processes and strategies, ability to intentional reflection on these processes and strategies, and changing and performing actions based on this knowledge. Governor,(1999) identified several instructional strategies for designing metacognitive instructions in an online learning environment. These strategies include content map, use of technology, interaction button, online discussion, seeking expert help, group chatting, online quizzes, reporting to feedback, webinars ,self-regulating activities etc., can use for monitoring and online help, and learning process evaluation. According to (Kirsh,2005), a good visual design in the e-learning environment can reduce the cognitive load on students and make their learning of metacognitive skills more effective. In an application of metacognitive skills to instructions. The development of Metacognitive knowledge in the web-based learning can be better understood by the help of following diagram.

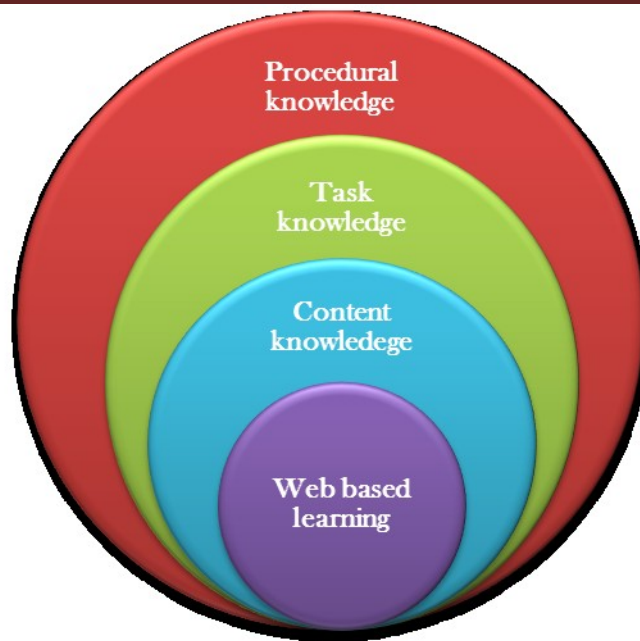


Fig 1: Metacognitive knowledge construction in web based learning

The Development of knowledge of person depends upon how better a person can understand in a better way either offline or Online. Metacognitive Knowledge construction deals with different strategies of learning in a web based learning environment, it can be mainly concerned with the three types of knowledge, which are content knowledge, task knowledge and the strategic knowledge and these are explained below briefly.

Content knowledge (declarative knowledge) which is to understand one's own capabilities, such as, a student evaluating his/her own knowledge of a subject in a class. It is notable that, not all metacognition is accurate. The above fig.1 shows that how the learner can cultivate his/her knowledge in web based learning environment the learner may come to know the different content, topics, and more websites links related to the learning point of view this can be maximum learning capacity of the learner what and how much they can learn. It is the knowledge that, has to do as cognitive creatures and with their diverse cognitive tasks, goals, actions and experiences(Frenkel,2014). It consists of one's knowledge or beliefs about three general factors his or her own nature or nature of another as a cognitive processor presented in the different websites and collecting more information, which is reliable, and purposeful is helpful in web-based learning. Content knowledge also a greater in building self-confidence having performed well and is associated with metacognitive judgment of the performance. The content knowledge is about Awareness of different memory strategies that can be learnt in web-based learning.

Task knowledge (procedural knowledge), which is how one perceives the difficulty of a task which is the content, length, and the type of assignment. The study by Zohar & Ben (2009) declared that, Content knowledge also deals with a person's ability to evaluate the difficulty of a task related to their overall performance on the task. Again, the accuracy of this knowledge was skewed as students who thought their way was better/easier also appeared to perform poorer on evaluations, while students who were rigorously and continually evaluated reported to not be as confident but still did better on initial evaluations. It is knowledge about when to use a procedure, skill or strategy like in online discussion. In online quizzes, the learner become more aware about the strategies resulting in the different types of learning and it also interchanges when not to use it how a particular procedure works and under what conditions a task, its demands, and how those demands can be met under varying conditions and strategies for accomplishing the task cognitive strategies that are involved to make progress towards goals.

Strategic knowledge (conditional knowledge) which is one's own capability for using strategies to learn information. It is the knowledge of how to do something, of how to perform the steps in a process. Metacognitive strategies are invoked to monitor the progress of cognitive strategies it fetches learner to deliberate and think critically to perform some tasks in web based learning (Schraw,1998). Metacognitive knowledge influence the cognitive initiatives through a deliberate and conscious memory search or through

unconscious and automatic cognitive processes. Metacognitive knowledge leads to a wide variety of metacognitive experience (Oztok,2012). More specifically, *strategic knowledge* is an individual's way of organizing and using a particular set of skills in order to *learn* content or accomplish other tasks more effectively and efficiently in web- based learning.

Conclusion

Metacognition is, put simply, thinking about one's thinking. More precisely, it refers to the processes used to plan, monitor, and assess one's understanding and performance. Metacognition includes a critical awareness of one's thinking and learning and oneself as a thinker and learner. Metacognitive practices increase students' abilities to transfer or adapt their learning to new contexts and tasks in web based learning environments. Metacognitive practices help students become aware of their strengths and weaknesses as learners, writers, readers, test-takers, group members learning in web contextual. It is a regulatory system that helps a person to understand and control own cognitive performance. Hence Metacognition allows learner to take charge of their own learning by performing different task these tasks helps in developing procedural knowledge of the learner in web based learning. It develops responsiveness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies in executing particular task in web-based learning.

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A Study on Social Intelligence among Student Teachers of B.ED Programme

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ABSTRACT: *Now a day's social 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. Keeping the objective of B.Ed. Programme in mind, the researcher intended the study of Social intelligence on B.Ed. student's teachers with the respective of levels. The major objective of the study was to study social intelligence regarding levels and streams of methodology, locality, and year the student teachers in B.Ed. programme. Random sampling techniques was used which consists of 80 B.Ed student teachers from colleges of Shimoga district, Karnatak state. The data were collected with the help of social intelligence scale constructed by, Chadda & Ganesan's (2009) and mean, quartile deviation. Standard deviation, t-value used for analyse the significance between variables. The study concludes that There exists significant difference in social intelligence of rural and urban student teachers in B.Ed. programme. There is no significant difference in social intelligence of arts and science student teachers in B.Ed. programme. There is no significant difference in social intelligence of first year and final year student teachers in B.Ed. programme.*

Keywords: *Social Intelligence. Student teachers of B.Ed. programme*

1. Introduction

Social intelligence is the person's ability to understand and manage other people and to engage in adaptive social interactions (Thorndike, 1920). Social intelligence has two key constituents which are distinctly personal and social in nature, one is intrapersonal intelligence and other is interpersonal intelligence. Intrapersonal intelligence is the person's ability to gain access to his or her own internal, emotional life while interpersonal intelligence is the individual's ability to notice and make distinctions among other individuals. Several definitions of social intelligence have been offered by theorists, but all share two common components (a) the awareness of others (b) their response and adaptation to other and the social situations (Goleman, 2006; Kobe, Rester-palmon and Rickcrs, 2001). Social intelligence is a mental ability distinct from abstract and mechanical intelligence (Thorndike, 1920). Ford and Tisak (1983) defined social intelligence in terms of behavioural outcomes and were successful in supporting a distinct domain of social intelligence. They defined it as "one's ability to accomplish relevant objectives in specific social settings". Marlowe(1986) equated social intelligence to social competence. He defined it as the ability to understand the feelings, thoughts and behaviours of persons, including one self, interpersonal situation and to act appropriately upon that understanding." (1982, P-15)

Review Related Literature

Sumanlata Saxena and Rajat Kumar Jain. (2014) conducted a study on Social Intelligence of Undergraduate Students in Relation to Their Gender and Subject Stream. Social Intelligence is of more importance in the present life style due to growing tensions stresses and various complexities. It can be learned, developed and used as an effective life skill for managing personal life, interpersonal relationships and achieving success in all the walks of life. The present study was conducted to know the social intelligence of male and female undergraduate students of science and Arts subject streams studying in various degree colleges of Bhilaicity, Chhattisgarh. For this purpose, descriptive survey method was used. 60 male and 60 female undergraduate students were selected, for the sample by adopting stratified disproportionate random sampling technique. The data was collected by using Social Intelligence Scale (SIS) constructed and standardized by Chadda and Ganesan (2009). The data was analyzed by using 't' test. The findings of gender analysis indicates that female student's posses more social intelligence than male students and analysis of stream indicates that arts students are having greater social intelligence than students of other streams.

Zamirullah Khan, Naseem Ahmed Khan and Zeeshan Haider (2011) studied on 'Social Intelligence of The Students of Physical Education' Keeping objective of physical education in mind, the researcher attempted to investigate whether the duration of participation in physical education activities and the study of the subject

physical education have any impact on the social intelligence. To measure social intelligence the scale developed by Chadda & Ganesan (1986) was used. The sample consisted of 45 physical education students of 19-35 age range. As per results the subjects of B.P.Ed. scored better than the students of B.P.E. in tactfulness dimension of social intelligence.

Significance of the Study

Social intelligence as the individual fund of knowledge about the social world. It is difficult to lead a successful life in a society without social intelligence. Social intelligence helps an individual to develop healthy co-existence with other people. Socially intelligent people behave tactfully and prosper in life. Social intelligence is useful in solving the problems of social life and help in tackling various social tasks. Thus social intelligence is an important developmental aspect of education. Several studies have shown that social intelligence is multidimensional and distinguishable from general intelligence domains (Jones and Day, 1997; Marlowe, 1986; Weis et al.)

These concepts of social intelligence are incorporating internal & external perceptions, social skills and other psychosocial variables, (Taylor,1990). Marlowe"s (1986) model of social intelligence comprised five domains- personal attitude, social performance skills, empathetic ability, emotional expressiveness and confidence. Social intelligence has generated research in various disciplines, including leadership development, cognitive .social intelligence research has not only provided extensive knowledge surrounding the concept but has also helped to understanding of the context in which it is applied..

Objectives of the Study

The objectives of the present study were as follow-

1. To Measure and analyse the levels of social intelligence among student teacher in B.Ed. programme.
2. To Study the significant difference in social 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 social intelligence of student teachers in B.Ed. programme with respect to streams of methodology.
- (2) There is no significant difference in social intelligence of student teachers in B.Ed. programme with respect to year of studying.
- (3) There is no significant difference in social 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,

- Social 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 District. A random sample of Eighty (N=80) was drawn from four colleges with 450 student population in Shimoga District.

Tools used for the Study

Social intelligence scale (SIS) constructed and standardized by chadda and Ganeshan (2009) was used to assess the social intelligence. The scale consists of 66 items related to eight dimensions namely: Patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of

humour and Memory. The respondents were instructed to tick mark one out of the three choices as per applicability of the response to them. The total social 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 social intelligence

Levels	CI	F	%	Mean scores of social intelligence
High	109 & above	21	26.25	113.2857
Moderate	97-108	36	45	102.8889
Low	96 and below	23	28.75	89.1304
Total		80	100	101.6625

Table1;- shows that out of 80 student-teachers of B.Ed. programme, 26.25% of the individuals possess high level of social intelligence. 45% of the individuals possess moderate level of social intelligence and 28.75% of the individuals possess low level of social intelligence. It can be conclude that maximum number of the student-teachers fall under moderate level of social intelligence.

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

Variable	Group	Number	M	SD	t-value	Sig.
Social Intelligence	Rural	32	97.7188	9.68615	2.909685	Significant at 0.05 level
	Urban	48	104.2917	10.20838		
	Arts	44	100.3182	10.32444	1.274	Not Significant at 0.05 level
	Science	36	103.3056	10.52295		
	First year	40	103.3500	9.12183	1.545	Not Significant at 0.05 level
	Final Year	40	99.9750	11.50582		

Table 2 - shows the significance of hypotheses

there is a significant difference in social intelligence of rural and urban student teachers of B.Ed programme, as the calculate t value 2.90 is greater than the table value 1.99 at 0.05 level of significance.

There is no significant difference in social intelligence of arts and science student teachers of B.Ed programme, as the calculate t value 1.27 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 social intelligence of first year and final year student teachers of B.Ed programme, as the calculate t value 1.27 is less than the table value 1.99 at 0.05 level of significance hence the null hypothesis is accepted.

Findings

1. There exists significant difference in social intelligence of rural and urban student teachers in B.Ed. programme. Rural student teacher possess low mean(97.71) urban student teacher possess high mean(104.29)
2. There is no significant difference in social intelligence of arts and science student teachers in B.Ed. programme.
3. There is no significant difference in social intelligence of first year and final year student teachers in B.Ed. programme.

Educational Implications

1. College authorities must alter the way in which curricula are viewed and in particular flexibility introduced to address student abilities: i.e recognition that student teachers learn in different ways.
2. Broader assessment methods are needed which are not confined to memory or written test orientations.
3. An integrated and thematic approaches needed builds on the prior of the knowledge of the student teachers.

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Developing ICT Competence among Secondary School Teachers through Article Writing in Wikipedia

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ABSTRACT: *Wikipedia is a non-profit, open content encyclopedia, edited collaboratively by volunteers. It employs wiki technology, which allows anyone to edit Web pages directly through a browser without the need to install any additional software. It is also an increasingly popular platform for educators, who assign their students to contribute to various areas of a given project.*

As the current educational context has witnessed tremendous online learning, reading, and testing and creating online tools, there is a need on the part of the teachers to keep up with the technologically demanding lifestyles. The traditional classroom therefore is making way for such innovative tools as wiki. Not only is this an inexpensive way to manage the classroom, it's also a fun way to engage students in content across the curriculum.

Keywords: *Wikipedia, Secondary School Teachers, ICT Competence*

1. Introduction

Just a few years ago Wikipedia platform in the internet was seen as a barbarian invading the ivory tower. Now, an increasing number of academicians have recognized that it can be used as an effective teaching tool. Wiki is an online application that allows users to contribute to or edit its content. Meaning “quick” in the Hawaiian language, wiki is a creative and open environment where everyone has a voice. The significance of wiki lies in the fact that there is no assigned “leader” or “head writer”.

The founder of wiki, Ward Cunningham, described his creation as “the simplest online database that could possibly work”.

Yet what makes wiki so unique (in most cases anyone can add or change content on a wiki website) has also given it a bad reputation among most educators. Wikipedia, for example, is the most commonly known wiki website and is often blacklisted by educators as a credible reference.

Why teach with Wikipedia?

There is a growing recognition that it is the task for educators to teach the students how to responsibly engage with Wikipedia. As Lim (2009) notes: “educators and librarians need to provide better guidelines for using Wikipedia, rather than prohibiting Wikipedia use altogether”. He is echoed by Knight and Pryke (2012): “a significant proportion of what we would see as enlightened academics [...] realise that it is pointless to try to hold back the online tide of Wikipedia. Instead, they try to give guidance in the way that students consult it: for clarification, references, comparison and definitions.”

The first stage in adopting Wikipedia for a course is the realization that it can be used as an educational tool, with benefits for students, educator and the larger community. In contrast to traditional writing assignments, working with Wikipedia has several advantages for the students:

- Students are held accountable to a global audience for what they are doing, at the same time realizing that their work is not being wasted, but is useful to the entire world, a fact they appreciate and that increases their enjoyment of the course. Increased student motivation in assignments that they see have a visible impact on the real world has been noted before (Jones, 1998), and is confirmed both by my experiences and other reports on the use of Wikipedia in the classroom (McNeil, 2008; Brundage, 2008; Hill, 2011; Chen and Reber, 2011; Reilly, 2011). Reilly (2011) makes a very pertinent observation, noting that while students could contribute to smaller, classroom-only wikis, editing Wikipedia provides a much less artificial and much more rewarding option. This approach also fits within the paradigm of the service learning — a subtype of structured community work that has academic attainment as primary goal (Weigert, 1998; Hollis, 2002; Forte and Bruckman, 2006; Konieczny, 2007);
- Most Wikipedia editors contribute to the site because they find contributing “fun” (Nov, 2007). While we cannot expect all students to share that opinion (just like we cannot expect all Internet users

to contribute to Wikipedia), there are precious few other educational assignments that are carried out by volunteers who think what they are doing is “fun”. As such, the Wikipedia assignment, through its novelty and real-world usefulness, has a potential to be more enjoyable than most other traditional assignments, and some studies of student motivations report high student assessments, particularly in the graduate setting (Callis, *et al.*, 2009; Banaji, 2010; Chen and Reber, 2011; Wright, 2012);

- Students learn the difference between essay-like and fact-based, analytical, encyclopedic writing style. Encyclopedic style, similar to that of term papers, thesis, dissertations and real-world research reports, is useful in developing critical thinking and improving the comprehension of course materials (Grauerholz, 1999; Schulenburg, *et al.*, 2011);
- As they have to review existing sources and search for new ones beyond Wikipedia, students strengthen their ability to search for reliable sources and evaluate them critically (Patch, 2010);
- Students gain insights into the creation process of texts on Wikipedia and the reliability of articles on it. This enables them to draw conclusions for which purposes Wikipedia can be used (and for which it should not be). Reilly (2011) notes that only by realizing that “anybody can edit Wikipedia”, reinforced through their own editing, students will be able to more critically analyze the text on the Web site in their future activities;
- Students, interacting with other group members but also the worldwide Wikipedia community, learn how to work in a real-time, real-world collaborative community-of-practice environment; an experience that teaches them the value of objectivity and the collaborative process of negotiating over the content (Bruns and Humphrey, 2005; Schulenburg, *et al.*, 2011). Reilly (2011) stresses the discourse aspect that occurs on Wikipedia (between students and Wikipedia volunteers) as one of the more important pedagogical aspects of Wikipedia;
- For most students, this is the first time they are asked to work on a collaborative assignment using software that was developed for that very purpose (the wiki). Thus students improve their new media literacy and gain insights in the creation process of texts on wikis in general, an increasingly essential skill in a modern IT workplace (Tapscott and Williams, 2010; Schulenburg, *et al.*, 2011).

How can assigning Wikipedia articles as coursework be beneficial for an instructor? The educator gains various benefits from using Wikipedia as a platform for education, in particular:

- The instructor is assisted in the task of guiding/assessing students by other editors from the Wikipedia community. Volunteers from the Wikipedia Ambassador project can be seen as unofficial teaching assistants, more than willing to offer help to any Wikipedia-using course. Further, their help is free and requires very little if any bureaucratic paperwork;
- The instructor is assisted in various secondary tasks, for example Wikipedia volunteers employ dedicated tools making them very efficient at quickly spotting plagiarism/copyright violations that might pass unnoticed in the traditional assignments;
- Wikis are developed with the goal of group collaboration facilitation. Thus unsurprisingly, reviewing group participation and individual activity is very easy with the wiki “history of contributions” and “user contributions” functions. This makes Wikipedia (and wikis in general) an excellent tool for monitoring the individual activity in group assignments;
- All of the content developed by the Wikimedia Foundation (WMF) and Wikipedia volunteers, and most of the content developed by other instructors using Wikipedia is available under free licenses, as part of the Open Educational Resource). It means that it can be reused for free and without even having to secure permission.

Finally, assigning Wikipedia articles as coursework is beneficial for the Wikipedia community, as:

- More content is created, enhancing the site’s usefulness;
- The content created is often in a more specialized, academic topics that attract little attention from regular Wikipedia volunteers;

The content created is reviewed by experts (course instructors); and,

- More people gain skills in editing Wikipedia and can become potential long-term contributors.

Lastly, the benefits even go beyond the Wikipedia and classroom communities, as Wikipedia content is freely available to the entire world and widely used. As such, students work translates into aiding all those who use Wikipedia — which, as recent studies indicates, means most Internet users (Zickuhr and Rainie, 2011).

However, while the consensus that Wikipedia can be a useful educational tool is emerging, there are preciously few guidelines or tutorials on how, exactly, Wikipedia should be used in teaching, nor reviews on how it has been used for that purpose. The rest of this paper addresses this gap.

Conclusion

A Wikipedia assignment allows one to easily incorporate into teaching practice lessons on reliability, copyrights and free culture, as well as wikis and Wikipedia, which form an increasingly useful skill sets for the new, digital illiteracies of this century. There are no costs involved beyond acquiring some basic wiki editing skills that one can utilize in heeding the call for academics to contribute to Wikipedia, and more selfishly, in collaborative work on various research projects. Free help from motivated Wikipedia volunteers (such as the Campus and Online Ambassadors) is often more substantial than assistance promised from for-profit groups. Finally, the assignment easily fits into most syllabi by replacing the traditional (“write–grade–shred–forget”) writing assignment with a contribution to a popular, public and non–profit project in the best tradition of the “service learning” paradigm.

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Empowerment of Women Teachers in Relation to Their Family Adjustment

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ABSTRACT: *The present study was designed to assess the Empowerment and Family Adjustment level of women teachers and to find if the expressed level of Empowerment and Family Adjustment. The study was a descriptive one and made use of the Empowerment scale and Family Adjustment scale as a research tool. A total of 500 women teachers, working in private, aided and government schools were randomly selected. The study concluded with the point that the women teachers have Empowerment, but the Family Adjustment was influenced by their demographic variables significantly. The tools, used in the study, were the Empowerment scale constructed and validated by Sridevi, 2005 and Family Adjustment scale constructed by the Spanier, 1976. The study reveals the fact that the level of Empowerment and Family Adjustment are high levels.*

Keywords: *Empowerment, adjustment, women teachers.*

1. Introduction

Empowerment of Women

Empowerment has different meaning in different socio, cultural and political contexts. It has both intrinsic and instrumental values. The conspicuous feature of the term is that it contains within it the word power. It is relevant at the individuals and groups and can be economical, social or political, i.e. the power is exercised by either an individual or a group at economic, social or political level. Empowerment has two important components: it is a power to achieve desired goal but not a power on others; it is relevant to those who are powerless irrespective of gender specific, individual or group. Women's empowerment is a unique as it is gender specific and multi dimensional. Women's empowerment may be defined as a change in the context of women life which enables a more fulfilling human life. This includes both internal and external quantities- Internal quantities: self-awareness and self-confidence; External quantities: health, education, mobility, awareness, status in the family, decision making and also at the material security (Mathew, 2003).

Family Adjustment

Time has changed from the time the husband earned, and the wife stayed at home. To the time now when the husband earns and the wife earns too. But the wife still cooks and washes and runs the house (Lakshmipriya and Neena.S 2006). So, how does a woman balance the work with life at home? Although, over the years women in India have struggled to establish an identity and create a mark in the social as well as in the organizational platforms, but with educational institutions training more and more women to enter professional careers, have drastically changed the scenario.

Work-life balance as an intentional state of harmony and wholeness that exists within the seven major life areas (categories) in a person's life: Family, Career, Financial, Social, Health, Personal Development, and Spiritual/Ethical. It is true that many people tend to focus more on their career life area to the detriment of the others -most often the family life area (Saskatchewan Teachers' Federation 2005). Many working mothers, the work life balance is one of life's greatest challenges. While men often feel conflicted between work place and fatherhood demands as well, women usually suffer from more than their fair share of the burden of balancing family and work life.

Objectives of the study

1. To find out the level of Empowerment of teachers.
2. To find out the level of Family Adjustment of teachers.
3. To find out whether there is any significant difference between the mean Empowerment and Family Adjustment scores of
 - a) Educational Qualification: D.T.ED.,/ Under Graduate/ Post Graduate
 - b) Nature of the Institutions: Primary school/Middle school/High school/Higher Secondary

- c) Type of Institutions : Government/ Private / Aided
 - d) Locality of the Institutions: Rural/ Urban
 - e) Income : Rs.5000/ Rs.5001- Rs.10000/ Above 10001
 - f) Medium of Instruction : Kannada/ English
 - g) Service : Below 5 years/5-10/ Above 10
 - h) Working hours : 8/8-10/10/12
 - i) Subject Taught : Arts/ Science
 - j) Designation : SGT/ BT/ PG
4. To find out whether there is significant relationship between empowerment and Family Adjustment of women school teachers.

Hypotheses of the study

1. The level of Empowerment of teachers is high.
2. The level of Family Adjustment of teachers is high.
3. There is no significant difference between the mean Empowerment and Family Adjustment scores of
 - a) Educational Qualification: D.T.ED.,/ Under Graduate/ Post Graduate
 - b) Nature of the Institutions : Primary school/Middle school /High school /Higher Secondary
 - c) Type of Institution : Government/ Private / Aided
 - d) Locality of the Institutions : Rural/ Urban
 - e) Income : Rs.5000/ Rs.5001- Rs.10000/ Above 10001
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 - g) Service : Below 5 years/5-10/ Above 10
 - h) Working hours : 8/8-10/10/12
 - i) Subject Taught : Arts/ Science
 - j) Designation : SGT/ BT/ PG
4. There is no significant relationship between Empowerment and Family Adjustment of women school teachers.

Methodology

In the present study, the investigator adopted the Normative Survey method. The normative survey method describes and interprets what exists at present. The investigator collected data from the Women teachers working in the schools in Karnataka state. For the data collection, as many as 500 Women teachers were selected. The sample was selected by using simple random sampling technique. The sample represents the entire population. Proportionate weightage was given to various sub-samples. The tools, used in this study, include Empowerment scale constructed and validated by Sridevi, 2005 and Family Adjustment scale constructed by the Spanier, 1976. For the analysis of the data descriptive analysis, differential analysis and correlation analysis were used.

Analysis and Interpretation

Table 1: The Mean and Standard Deviation of Empowerment Scores of Sub Samples

S.No	Samples	Sub Sample	N	Mean	S.D	F/t value	P-Value
1.	Educational Qualification	D.Ted., Teachers	367	21.17	1.82	0.104	0.958
		U.G. Teachers	97	21.07	1.81		
		P.G. Teachers	36	21.25	1.84		
2.	Nature of Institution	Primary	71	20.92	1.60	1.302	0.05
		Middle	229	21.19	1.84		
		High	48	21.58	2.04		
		Higher Secondary	152	21.14	1.84		
3.	Type of Institution	Government School Teachers	141	21.17	1.83	0.003	0.05
		Private Aided School Teachers	227	21.17	1.84		
		Private Unaided School Teachers	132	21.18	1.82		

4.	Locality of the study	Rural Teachers	282	20.98	1.76	2.65	0.01
		Urban Teachers	218	21.42	1.88		
5.	Income	Below Rs.10000	407	21.16	1.82	0.282	0.05
		Rs.10001- Rs.15000	78	21.17	1.77		
		Above Rs.15001	15	21.60	2.32		
6.	Medium	Kannada	292	21.33	1.85	2.24	0.05
		English	208	20.96	1.78		
7.	Service	Below 5 years	215	21.15	1.83	0.031	0.05
		5-10	210	21.18	1.83		
		Above 10	75	21.21	1.85		
8.	Working hours	8	405	21.10	1.84	1.249	0.05
		8-10	69	21.52	1.80		
		10	16	21.38	1.63		
		12	10	21.50	1.65		
9.	Subjects taught	Arts	328	21.25	1.82	1.368	0.05
		Science	172	21.02	1.83		
10.	Designation	SGT	111	21.11	1.83	0.171	0.05
		BT	277	21.17	1.84		
		P.G.	112	21.25	1.83		

The details of the calculation are given in the Table 1 The 'F' value is found to be 0.104, which is not significant at the 0.05 level. Therefore the null hypothesis is rejected. It is concluded that there is no significant difference between the various educational groups regarding their empowerment scores. So here the null hypothesis is accepted and alternate hypothesis is rejected. The details of the calculation are given in the Table the 'F' value is found to 1.302, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean empowerment scores of teachers working in Primary, Middle, High and Higher secondary school teachers. The 'F' value is found to be 0.003, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean empowerment scores of Government, Private aided and Private unaided school teachers. The 't' value is found to be 2.65, which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean empowerment scores of Rural and Urban teachers. Rural teachers have higher empowerment than the Urban school teachers. The 'F' value is found to be 0.282, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean empowerment scores of teachers' income below Rs.10000, Rs.10001- Rs.15000 and above Rs.15001. The details of the calculation are given in the table the 't' value is found to be 2.24, which is significant at the 0.05 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean empowerment scores of Teachers teaching in Kannada and English medium.

The 'F' value is found to be 0.031, which is not significant at the 0.05 level. Therefore the null hypothesis is retained. It is concluded that there is no significant difference between the mean empowerment scores of teachers having below 5 years, 5-10 years and above 10 years of service. The details of the calculation are given in the Table the 'F' value is found to be 1.249, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean empowerment scores of teachers working 8 hours, 8-10 hours and 10-12 hours. So teachers working ten hours have low empowerment compared to others groups. The details of the calculation are given in the Table the 't' value is found to be 1.368, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean empowerment scores of Arts and Science teachers. Arts group have better empowerment than Science group. The details of the calculation are given in the Table the 'F' value is found to be 0.28, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the various designation groups regarding their empowerment. So here the null hypothesis is accepted and alternate hypothesis is rejected.

Table 2: The Mean and Standard Deviation of Family Adjustmet Scores of Sub Samples

S.No	Demographic samples	Sub Sample	N	Mean	S.D	F/t value	P-Value
1	Educational Qualification	D.TEd., Teachers	367	77.28	13.23	18.67	0.01
		U.G. Teachers	97	86.62	4.52		
		P.G. Teachers	36	75.22	11.98		
2	Nature of Institution	Primary	71	88.07	11.86	235.07	0.01
		Middle	229	66.38	9.84		
		High	48	80.40	8.53		
		Higher Secondary	152	87.51	2.74		
3	Type of Institution	Government School Teachers	141	78.09	13.38	0.413	0.05
		Private Aided School Teachers	227	76.83	13.13		
		Private Unaided School Teachers	132	76.99	13.57		
4	Locality of the school	Rural Teachers	282	79.84	12.91	5.12	0.01
		Urban Teachers	218	73.84	13.07		
5	Income	Below Rs.10000	407	76.89	13.78	2.03	0.05
		Rs.10001- Rs.15000	78	78.54	11.27		
		Above Rs.15001	15	74.50	5.80		
6	Medium	Kannada	292	76.53	14.29	1.40	0.05
		English	208	78.21	11.73		
7	Service	Below 5 years	215	78.11	12.91	12.54	0.01
		5-10	210	78.79	12.88		
		Above 10	75	70.33	13.61		
8	Working hours	8	405	75.56	13.69	22.96	0.01
		8-10	69	88.20	2.49		
		10	16	69.06	9.10		
		12	10	82.30	3.30		
9	Subjects taught	Arts	328	80.34	10.20	7.631	0.01
		Science	172	71.29	16.23		
10	Designation	SGT	111	77.58	13.53	1.22	0.05
		BT	277	77.79	12.88		
		P.G.	112	76.50	14.05		

The details of the calculation are given in the Table 2. The 'F' value is found to be 18.67, which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Family adjustment scores of D.TEd., U.G. and P.G. teachers. U.G. teachers have better adjustment than the other groups. The 'F' value is found to 235.07, which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean family adjustment scores of teachers working in Primary, Middle, High and Higher secondary school teachers. Primary school teachers have better family adjustment than the other groups. Also the table 'F' value is found to be 0.413, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean family adjustment scores of Government, Private aided and Private unaided school teachers. The 't' value is found to be 5.12, which is significant at the 0.01 level. Therefore the null hypothesis is retained. It is concluded that there is there is a significant difference between the mean family adjustment scores of Rural and Urban teachers. Rural teachers have better family adjustment than the Urban school teachers. The 'F' value is found to be 2.03, which is not significant at the 0.05 level. Therefore the null hypothesis is retained. It is concluded that there is no significant difference between the mean family adjustment scores of teachers' whose monthly income below Rs.10000, Rs.10001- Rs.15000 and above Rs.15001.

The details of the calculation are given in the Table. The 't' value is found to be 1.40, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean family adjustment scores of Teachers teaching in Kannada and English medium. The 'F' value is found to be 12.54, which is significant at the 0.05 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the family adjustment scores of teachers having below 5 years, 5-10 years and above 10 years of service. The 'F' value is found to be 22.96, which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the family adjustment scores of teachers whose work load is 8 hours, 8-10 hours, 10 hours and 12 hours. The 't' value is found to be 7.631, which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is significant difference between the mean family adjustment scores of arts and science teachers. The 'F' value is found to be 1.22, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean family adjustment scores of teachers SGT, BT and P.G. designation.

Findings of the study

- ❖ There is no significant difference between the various educational groups regarding their empowerment scores.
- ❖ There is no significant difference between the mean empowerment scores of teachers working in Primary, Middle, High and Higher secondary school teachers.
- ❖ There is no significant difference between the mean empowerment scores of Government, Private aided and Private unaided school teachers.
- ❖ There is there is a significant difference between the mean empowerment scores of Rural and Urban teachers. Rural teachers have higher empowerment than the Urban school teachers.
- ❖ There is no significant difference between the mean empowerment scores of teachers' income Rs.5000, Rs.5001- Rs.10000, Rs.10001- Rs.15000 and above Rs.15001.
- ❖ There is a significant difference between the mean empowerment scores of teachers' teaching in Kannada and English medium.
- ❖ There is no significant difference between the mean empowerment scores of teachers having below 5 years, 5-10 years and above 10 years of service.
- ❖ There is no significant difference between the mean empowerment scores of teachers whose work load is 8 hours, 8-10 hours and 10-12 hours. So teachers working ten hours have low empowerment compared to others groups.
- ❖ There is no significant difference between the mean empowerment scores of Arts and Science teachers. Arts group have better empowerment than Science group.
- ❖ There is no significant difference between the various designation groups regarding their empowerment.
- ❖ There is a significant difference between the mean Family adjustment scores of D.Ed., U.G. and P.G. teachers. U.G. Teachers have better adjustment than the other groups.
- ❖ There is a significant difference between the mean family adjustment scores of teachers working in Primary, Middle, High and Higher secondary school teachers. Primary school teachers have better family adjustment than the other groups.
- ❖ There is no significant difference between the mean family adjustment scores of Government, Private aided and Private unaided school teachers.
- ❖ There is there is a significant difference between the mean family adjustment scores of Rural and Urban teachers. Rural teachers have better family adjustment than the Urban school teachers.
- ❖ There is no significant difference between the mean family adjustment scores of teachers' income Rs.5000, Rs.5001- Rs.10000, Rs.10001- Rs.15000 and above Rs.15001.
- ❖ There is no significant difference between the mean family adjustment scores of teachers' teaching in Kannada and English medium.
- ❖ There is a significant difference between the family adjustment scores of teachers having below 5 years, 5-10 years and above 10 years of service.
- ❖ There is a significant difference between the family adjustment scores of teachers whose work load is 8 hours, 8-10 hours, 10 hours and 12 hours.
- ❖ There is significant difference between the mean family adjustment scores of arts and science subject taught.

- ❖ There is no significant difference between the mean family adjustment scores of teachers SGT, BT and P.G. designation.

Conclusion

The results indicated that the Family Adjustment and Empowerment differed from person to person among the women teachers of school teachers. The educational qualifications of the women teachers differ significantly from their Empowerment. The years of experience of women teachers differs significantly from their Family Adjustment.

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Human Rights as Basic Rights or Fundamental Rights

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ABSTRACT: *This article introduces a peculiar distinction between "human" rights and "fundamental" rights, explaining through diverse areas, the role that the difference can play. Rights are loaded with contrasting properties and burdens, opposing features and values (neutral, pre-political, negotiable, and democratic, etc.). On the contrary, we should accept - on one side - human rights as moral visions of what is due to human beings, deontological imperatives, even if abstract. But on the other side we cannot ignore the ethical problems: e.g. those resulting from their blind implementation. We need to enhance the institutional, legal and ethical-political meaning of "fundamental" rights, i.e. those which are assigned a meta-normative role in a legal order and an ultimate value in the corresponding social and ethical context. The article shows also how the use of these definitions can clear some theoretical misunderstandings, improve our critical analysis and help in explanation of real processes.*

Keywords: *human rights, ethics, justice*

1. Introduction

Human rights may be regarded as those fundamental and inalienable rights which are essential for life as human being. Human Rights are the rights which are possessed by every human being, irrespective of his or her nationality, race religion, sex etc. simply because he or she is a human being. Human rights are thus those rights which are inherent in our nature and without which we cannot live as human beings. Human rights and fundamental freedoms allow us to develop fully and use our human qualities, our intelligence, our talents, and our conscience and to satisfy our physical, spiritual and other needs. They are based on mankind's increasing demand of mankind for a life in which the inherent dignity and worth of each called fundamental rights or basic rights or natural rights. As fundamental or basic rights not, be taken away by any legislature or any act of the government and which are often set out in a Constitution natural rights as they are seen as belonging to men and women by their very nature.

Meaning

Human rights are a generic term and it embraces civil rights, civil liberties and social, economic and cultural rights. It is therefore difficult to give a precise definition of the term human rights. However, it can be said that the rights that all people have by virtue of being human are human right. These are the right which no one can be deprived without a grave affront to justice. There are certain invaded, something which are supremely sacred. It is no because they may affect the human dignity. Thus, the idea of human rights is bound up with the idea of human dignity. Rights being immunities denote that there is a guarantee that certain things cannot or ought not to be done to a person against his will. According to this concept, human beings, by virtue of their humanity, ought to be protected against unjust and degrading treatment. In other words, human rights are exemptions from the operation of arbitrary power. An individual can seek human right only in an organized community.

Definition

"Human Rights" are the rights possessed by all human being simply because they are human beings. But a narrow definition of "human rights" has been given under protection of Human Rights Act, 1993. Section 2(d) of the Act defines "Human Rights" as the rights relating to life, liberty, equality and dignity of the individual guaranteed by the Constitution or embodied in the A International Covenants and enforceable by Courts in India. Thus the Act gives a very narrow definition Of "human rights" and does not include all the fundamental rights guaranteed by the Constitution or embodied in International Covenants on Human rights. For example, it does not include expressly fundamental rights of prohibition of employment of administer educational institutions. But several fundamental rights not especially mentioned in Section 2(d) of the Act other than the rights relating to life, liberty, equality and dignity have come within the scope of "human rights" by judicial implication and interpretation.

Classification of Human Rights

The rights proclaimed in the Universal Declaration of Human Rights, may be classified into following four categories:-

- I. General (Articles 1 and 2)
- II. Civil and Political (Articles 3 to 21)
- III. Economic, Social and Cultural Rights (Articles 22 to 27), and
- IV. Concluding (Articles 28 to 30)

General

Article 1 of the Universal Declaration provides that all human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. Article 1 thus proclaims the inherent freedom and equality in dignity and rights of all human beings. According to Article 2, everyone is entitled to all the rights and freedoms set forth in this Declaration, without discrimination of any kind, such as, race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore no discrimination shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent trust, non-self governing or under any other limitation of sovereignty. As noted above, remarkable thing about the Universal Declaration is that it is neither addressed to nations nor member States of the U.N. but to every individual. Thus is evident from Articles 1 and 2. Article 29 also deserves mention in the respect.

Civil and Political Rights

The civil and political rights enumerated under the Declaration include the following:

- 1) Rights to life, liberty and security of person.
- 2) Prohibition of slavery and slavery trade.
- 3) Prohibition of torture, cruel, inhuman or degrading treatment or punishment.
- 4) Right to be recognized as a person before law.
- 5) Equality before the law and equal protection of law against any discrimination in violation of the Declaration.
- 6) Prohibition of arbitrary arrest, detention or exile.
- 7) Right to a full equality to a fair and public hearing by an independent and impartial tribunal
- 8) Right to be presumed innocent until proved guilty according to law in public trial.
- 9) Freedom from ex-post facto laws.
- 10) Freedom from arbitrary interference with privacy, family, home correspondence or attack on honour or reputation and right to protection by law against such interference.
- 11) Right to freedom of movement and residence within the borders of State.
- 12) Right to live any country, including his own and to return to return to his country.
- 13) Right to seek and enjoy in other countries asylum from prosecution in respect of political crimes.
- 14) Right to nationality
- 15) Freedom from arbitrary deprivation of nationality and right to change nationality.
- 16) Right to marry and to found a family and equal rights as to marriage, during marriage and at its dissolution.
- 17) Right to own property and freedom from arbitrary deprivation of property.
- 18) Right to freedom of thought, conscience and religion.
- 19) Right to freedom of opinion and expression
- 20) Right to freedom of peaceful assembly and association.
- 21) Right to take part in the government of his country.
- 22) Right to equal access to public service in his country.

Economic, Social and Cultural Rights:-

Economic, Social and Cultural Rights are enumerated in Articles 22 to 27. They are”

- 1) Right to Social security and the right to realization of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.
- 2) Right to work, free choice of employment, just and favourable conditions of work and protection against unemployment.
- 3) Right to equal pay for equal work.
- 4) Right to just and favourable remuneration.

- 5) Right to form and to join trade Unions.
- 6) Right to rest and leisure.
- 7) Right to living adequate for the health and well-being of himself and his family.
- 8) Right to of all children to enjoy same social protection.
- 9) Right to education.
- 10) Right of parents to choose the kind of education for their children.
- 11) Right to participate in cultural life of the community.
- 12) Right to protection of moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Legality of human rights

A question arises as to whether human rights are legal rights? It may be noted that legal right is a right which is recognized and protected by the legal system. Legal rights have two important essential elements i.e. firstly, the holder of the right, and secondly, the person bound by the duty. Only legal persons can be bound by duties or be the holder of the legal. Every right therefore involves a relationship between two or more legal persons. Rights and duties are correlative, that is, a person cannot have a right without a corresponding duty. Human rights belong to human beings and the State has the corresponding duty to protect the rights of human beings. Declaration of the Human Rights Defenders adopted by the General Assembly on December 9, 1998 laid down under Article 2 para 1 that each State has the prime responsibility and duty to protect, promote and implement all human rights by adopting necessary measures. Para 2 of the above Article states that each state shall adopt necessary legislative, administrative and other steps to ensure that the right to protect human rights is effectively guaranteed. Further, International Covenant on Civil and Political Rights and International Covenant on Economic, Social and Cultural Rights adopted in 1966 stipulated in the Preamble as to the obligation of States to promote universal respect for and observance of human rights and freedoms. The above implies that human right is a legal right. While human beings have rights. It is the responsibility of the state to protect the rights.

Conclusion

Human rights are a matter and part and parcel of international law because human rights do not depend on an individual's nationality and therefore the protection of these rights cannot be limited to the jurisdiction of any state. In order words, human rights cannot be said to be a matter within the domestic jurisdiction of any State. After the adoption of the Universal Declaration of Human Rights in 1948, it was generally recognized that human rights have ceased to be a matter of domestic jurisdiction and have become a matter of international concern even though at that time it was agreed by all that Universal Declaration had only moral and political significance have no legal value. "Human Rights" is thus a subject of modern international law. The efforts to regulate human rights as an international level gained momentum after the establishment of the United Nations.

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“Effective role of Performing Arts in Enhancing Professional Capacities among Teacher trainees”

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“Literature, music and the arts, all are necessary for the development and flowering of a student to form an integrated personality”.

- Rabindranath Tagore

1. Introduction

Teachers play a very significant role in the early life of a child. After parents, teachers are the adults with whom the child starts interacting at a very early age (probably at the age of three years onwards) and this is the stage of foundation of the child’s learning and behaviour upon which he/she builds his/her future. While talking about the profile of the child in a curriculum, it is equally important to consider the profile of a teacher, teacher education, and the capacity building of teachers in India in the present scenario.

There is a strong need for revamping teacher education and capacity building for teachers in the country because the teacher is the key person who has to transform the curriculum and then transmit it in the classroom. Since the curriculum of art education at the pre-primary and primary stages has been largely integrated with the teaching of different subjects, the art education component in the teacher education and training—both pre-service as well in-service—needs to be adequate. Since the large number of schools have one teacher to teach a class in the primary stage, the teacher should apply teaching-learning methods of various visual and performing art forms to be more innovative and creative.

Education has been conceived as a continuing process of adjustment and experience. In the 21st century, one of the goals of education is to open new windows that would make the skills and standards relevant to the Digital Age learners. It means developing teacher trainees' knowledge and higher order skills; creativity, critical thinking, communication, and collaboration. In line with this goal, The National Council for Teacher Education (NCTE) sets an aim to upgrade the quality of Teacher Education continuously; its programs and system to be at par with international standards. Teacher education institutions' faculties are advised to research in line with the goals of the NCTE . Investigating the effective utilization of performing arts in teacher education is a reasonable undertaking, hence, this article.

2. Concept of Performing Arts: Music , Dance and Drama

“Art is expression of all characteristics of the Human mind aesthetically”.

These Characteristics, ie. The varied emotions are known as ‘RAS’ in Hindi, ‘ras’ literally means a sugary juice. It signifies the ultimate satisfaction of ‘aanand’ Human emotions can be categorized in to nine sub-headings or ‘navaras’ They are

1. Hasya – laughter
2. Bhayanak – evil shringar
3. Rudra- chivalrous
4. Karun – pathos
5. Vir- Courage
6. Adbhut- astonishing
7. Vibhatsa-terrifying gloary
8. Shaanti-peace
9. Shringaar-decorating one’s self

Art reflects human emotions and human beings spontaneously express their frame of mind through various art forms. Thus the intellectual mind merges with the artistic streak, giving birth to art. The expression is reflected in various styles like singing, dancing, drawing, painting, acting, sculpture. Some of these are expressed through live performances and others through visual arts. Sketching, painting, sculpture are

visual arts. Singing dancing, acting are attributes of performing arts Music from time immemorial has been the most popular art form of India. They are Sa, Re, Ga, Ma, Pa, Dha, Ne

3.The Benefits of Studying Performing Arts

➤ Critical Reflection

Teacher trainees gain valuable life skills by learning the importance of feedback, both positive and constructive. The arts also provide a place of solitude, where teacher trainees can immerse themselves without interference from their environment. This also provides a space for teacher trainees to engage in self-reflection – a vital skill for life after school.

➤ Collaboration

Performing arts is a discipline that encourages teamwork, whether that is in writing, creating or during the act of performing. Teacher trainees have the opportunity to engage in creative collaboration, a skill they have limited chance to develop outside of a rehearsal space.

➤ Creativity

Through creative expression teacher trainees learn to understand the world in a unique way, preparing them to navigate the challenges after Training. There is also great cross-over between performing arts and other disciplines – the creative thinking and study techniques learned during rehearsal can be transferred to all areas of study.

➤ Communication

Communication skills can be accelerated through performing arts, as teacher trainees learn to use verbal and non-verbal techniques in new ways to deliver their message. Some teacher trainees also find new levels of confidence through performing arts.

4. Strategies for Effective Implementation

To make the curriculum implemented successfully, various strategies have to be adopted at different levels: university, university exam section, education department ,college management, principal, teacher educators and parents. As per the NCTE,(2014)New norms for two year B.Ed programme with respect to visual and performing arts the following requirements to be provided.

➤ Infrastructure

All Teacher training institutes have the basic facilities to provide art education, which will include trained teacher educators, resources to provide basic materials ,separate space for conducting visual and performing arts.

➤ Classroom organization

In an ideal situation, Teacher training institute should have rooms especially allocated for activities related to both visual and performing arts. Activities related to art education need space where trainees can spread their work, sit at ease, and interact with teacher. A carefully planned, fully stocked, well equipped art room contributes more effectively in art teaching.

The arrangements in the music/dance room should be done on similar lines. In an ideal situation, schools should have a separate room for music, where the musical instruments, such as Tabla, Sitar, Tanpura, etc., may be kept for use by the students. The room can also be used for theatrical practice as well as dance. Since singing produces higher volume of sound, especially when a group is singing or playing instruments, it requires either a soundproof room or a room located in one corner of the school building.

➤ Practices in Classroom and Outside

Some strategies for classroom and outside-the-classroom practices have been suggested for the institute and teacher educators. Teacher educators should try to conduct group activities so far as possible. This will enable teacher trainees to share their resources and a sense of cooperation and sharing will develop among them.

➤ **Using Local Resources**

Looking at the socio-economic and cultural diversity of the country, it would be all the more essential for teacher training institutes, parents and teacher educators to be able to use the local regional arts and craft traditions in the developmental stages.

5. Transactions of Performing Art in Education at Our College

Vijayanagar Sri Krishnadevaraya University bellary has introduced the course and has successfully implemented by Kotturswamy College of Teacher Education, it is one of the reputed Teacher training institution rendering its service since 1963. The author of the paper being one of the Teacher educators dealing with the course, wants to focus on the transactions of performing art in education at our college. its effect on teacher trainees, implications during the citizenship training camp, school internship and during annual gathering .

6. Recommendations

Suggestive span of implementation of the course –

- Music should be thought during first semester of study paves way for personal development, it integrates different subjects. It helps to relieve stress and anxiety which creates focus learning atmosphere.
- Dance must be part of curriculum during second semester as it gives social experience , foster creativity and expression . it unites the students and help them to come out of their comfort zone. It will intern help the teacher trainees to perform during citizenship training camp (CTC) so that it will be easy to balance the academics as well as cultural well being .
- Drama is a one of the performing arts and way of learning , it involves the teacher trainees intellectually , physically, socially and emotionally .
- It is already part of curriculum in third semester , but it should practically implemented and not just revolve around Assignments and Seminars. It should gain some theoretical as well as application value.
- The Teacher Training Institute must ensure the organization of workshops and seminars in relation to performing arts .
- That the future researchers conduct experimental investigations on the impact of performing arts or art integration in the academic performance of the teacher trainees.

7. Conclusion

“Indian are intelligent but not creative” – In order to eradicate such statements, the implementation of performing arts in education is must. We don't lack **CREATIVITY** , we lack **OPPORTUNITY** , so in order to uplift people as well as our country to need some creative learning along with academics . hence the efforts and objectives of NCTE in introducing it in the form of the EPC cause can be realize by putting efforts to transect it in its full zeal and enthusiasm. We should get away from the boundaries of the evaluation and paper pencil test but evolve the mechanism of monitoring the teacher trainees progress in this area.

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Impact of Socio-Economic Profile on Print Media Preferences Among Muslim Women: A Case Study

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ABSTRACT: *The status of women is immensely developing in a faster phase in India in recent past irrespective of cast, creed and religion. Earlier the orthodox Muslims upheld the lower position of women as a symbol of cultural identity, but it is changing in a faster rate. Now a day's the women are respected and sent out side for education and professional trainings. One of the reasons behind this is awareness about their rights and duties not only for the family but to the society, created through media exposure. However, the following study found that Muslim women of various socio-economic profile like housewives, working women, students etc., utilise print media for various purposes. The study also lists factors that shape their preferences.*

Keywords: *Muslim Women, Print Media, Education*

1. Introduction

The influence of technological development has tremendously changed the world. These developments have also accelerated peoples' media exposure. Media play a vital role in disseminating news and educating people on issues relating to social, economic and religious concerns. Media are regarded as powerful public relation tools as it affects many facets of lives. The effect of news or information disseminated may have a short or long term impact.

Until 1980's mass communication relied primarily upon print and analogue broadcast models, such as those of television and radio. From the 1990's digital transformation brought in new media technologies such as internet, digital television, online publications, image manipulation software, social networking such as Facebook, Blogging, Twitter etc. The world has witnessed a new communication revolution with the new communication technologies that supplement the traditional media with new means of information dissemination (Faatin and Mujabeen, 2005). Among mass media, visual media has the highest impact on lifestyle changes and the most aspects of the life are affected by this kind of media (Ghaysvandi and Mostafaei, 2013).

Social networking platforms and smart-phone applications are becoming popular and are used by millions of people worldwide. A life without these technologies seems almost impossible. Social networking sites deeply penetrate their users' everyday life and unknowingly make the users adopt to them widely. The impact of this new lifestyle has had both beneficial and destructive effects.

2. Literature of Review

Fauzia Islam (2014) analysed the status of women in Muslim community. It also focused on the relationship between Muslim women's education and their family planning perspectives, employment, marital status etc. The study was conducted among 365 Muslim women selected across different categories. The researchers found that there is a relationship between their demographic profile and education.

Elaheh, et al (2014), aimed to study the impact of media on lifestyle changes on women from Iran. Effects of three channels Manoto, GEM and PMC on changing the lifestyle of the respondents were observed. The survey found that media had influenced the lifestyle among Iranian women.

Zulkifli, et al (2013) examined the roles of media in influencing women in wearing Hijab. In order to determine whether media is commercializing in Hijab modernization, a quantitative analysis was conducted over 80 women. Results proved that media is greatly influencing women wearing Hijab. Media is commercializing Hijab fashion to move forward in the fashion line. Muslim women are still holding onto Islamic regulation on dressing. But the media influenced created confusion on the understanding of the order wearing Hijab in Islam and ushered in new styles.

Saif, et al (2013), explored impacts of modern lifestyle on religious values and practices. Using quantitative research methodology, a random sample of 520 respondents was selected from Punjab and a province of

Islamic Republic of Pakistan. The study found that the respondents used modern technologies like computers, internet, mobile phone, and TV. The role of mass media on the lifestyle was highly positive in a way that further enhanced understanding religious practices.

Abdi et al (2013) examined the significant impacts of the new media technologies on the relationship between Muslim countries and the Western countries. Growing interest in the means of new media technologies has significant impacts on social, economic and political landscapes at the global level. Especially the perception of Islam is being challenged by these means of revolution. The paper is optimistic on the positive usage than being pessimistic about the application of the new media technologies.

3. Need for the Study

The literature review above shows the relationship between media exposure, education and empowerment, status and political participation of Muslim women. However, what drives their preferences in the selection of print media has not been clearly identified. Therefore present study throws light on identifying preferences of Muslim women in print media and factors influencing their selection.

4. Objective of the Study

The objective of this study was;

1. to analyse the socio-economic profile of the Muslim women in the study area, and
2. to know their impact on the preferences of different types of print media.

5. Research Methodology

The respondents of the study were 100 Muslim women of different categories like Home makers, Private employees, Government employees and Students in Shivamogga city. The researcher made sure that the respondents belonged to various ages, profession, and economic background. The researcher used a questionnaire based survey and the living conditions were observed and taken note of during the survey. Socio-economic profile such as age, education qualification, occupation, family income, marital status and family structure were gathered. In order to analyse the findings measures of central tendency and to test the hypothesis chi square test was employed using SSPS.

6. Results and Discussion

6.1. Print media preference and age

***Null hypotheses:** There is no significant relationship between age and preference of different types of print media among Muslim women.*

Table 6.1: Print media preference and age

Various print media	Age of the respondents					Total
	Below 20	20-29	30-39	40-49	50 & above	
Newspapers	19	19	31	12	19	100
Novels	11	7	36	26	46	100
Storybooks	13	8	22	16	41	100
Magazines	16	17	20	26	21	100
Fictions	31	13	30	14	12	100
Education and Career related	36	10	15	19	20	100
Others	36	15	19	20	10	100

Table 6.2: Chi-square analysis

Age and Preferences Cross Tabulated	Chi-square Values	Degrees of Freedom	Critical Value	Status of the Null Hypothesis
Newspapers	129.206	16	26.296	Rejected
Novels	66.184	12	21.026	Rejected
Storybooks	144.91	16	26.296	Rejected
Magazines	115.58	12	21.026	Rejected
Fictions	72.8	12	21.026	Rejected

Education and Career related	109.155	12	21.026	Rejected
Others	181.841	16	26.296	Rejected

Interpretation: Above table 6.1 clearly depicts the different age group of the respondents and their preferences of various print media. From the table 6.2 it is clear that the calculated chi-square values are more than the critical value. Hence the null hypothesis is rejected. Thus, it is evident that there is a significant impact of age on preference of different types of print media among Muslim women.

6.2. Print media preference and education qualification

Null hypotheses: *There is no significant relationship between education qualification and preference of different print media among Muslim women.*

Table 6.3: Print media preference and education qualification

Various print media	Educational Qualification of the respondents					
	Up to SSLC	PUC	UG	PG	Other Professional Courses	Total
Newspapers	19	19	31	12	19	100
Novels	11	7	46	30	06	100
Storybooks	13	8	22	16	41	100
Magazines	16	17	26	21	20	100
Fictions	21	13	30	14	40	100
Education and Career related	16	10	15	19	30	100
Others	10	15	19	20	10	100

Table 6.4: Chi-square analysis

Education Qualification and Preferences Cross Tabulated	Chi-square Values	Degrees of Freedom	Critical Value	Status of the Hypothesis
Newspapers	48.81	16	26.296	Rejected
Novels	27.095	12	21.026	Rejected
Storybooks	56.027	16	26.296	Rejected
Magazines	50.53	12	21.026	Rejected
Fictions	57.115	12	21.026	Rejected
Education and Career related	31.149	12	21.026	Rejected
Others	44.24	16	26.296	Rejected

Interpretation: Table 6.3 explains the relationship between education qualification and preferences of print media. As the calculated chi-square values (Table 6.4) are more than the critical value the null hypothesis is rejected. Hence it can be concluded that there is a significant impact of educational qualification on preference of different types of print media among Muslim women. It connotes that if the education qualification is improved then the women may prefer the print media for education and entertainment.

6.3. Print media preference and occupation

Null hypotheses: *There is no significant relationship between occupation and preference of different print media among Muslim women.*

Table 6.5: Print media preference and occupation

Various print media	Occupation of the respondents					
	Home maker	Employed	Business	Student	Agriculturist	Total
Newspapers	19	19	31	12	19	100
Novels	11	37	26	20	6	100
Storybooks	13	41	22	16	8	100
Magazines	16	28	20	26	10	100

Fictions	31	27	12	20	10	100
Education and Career related	10	20	46	14	10	100
Others	04	28	45	17	06	100

Table 6.6: Chi-square analysis\

Occupation and Preferences Cross Tabulated	Chi-square Values	Degrees of Freedom	Critical Value	Result
Newspapers	33.423	12	21.026	Rejected
Novels	32.618	9	16.919	Rejected
Storybooks	41.01	12	21.026	Rejected
Magazines	48.651	9	16.919	Rejected
Fictions	21.862	9	16.919	Rejected
Education and Career related	18.244	9	16.919	Rejected
Others	62.714	12	21.026	Rejected

Interpretation: The above table 6.5 depicts the occupation and preferences of print media. From the table 6.6 it is clear that the calculated chi-square values are more than the critical value therefore rejects the null hypothesis. Hence it can be concluded that there is a significant impact of occupation on preference of different types of print media among Muslim women.

6.4. Print media preference and family income

Null hypotheses: *There is no significant relationship between family income and preference of different print media among Muslim women.*

Table 6.7: Print media preference and family income

Various print media	Family income of the respondents					Total
	Below 5000	50001-10000	10001-20000	20001-30000	30000& above	
Newspapers	19	19	31	12	19	100
Novels	11	20	6	16	47	100
Storybooks	13	8	22	16	41	100
Magazines	6	17	10	21	46	100
Fictions	2	10	31	13	44	100
Education and Career related	2	27	9	12	50	100
Others	08	10	30	21	32	100

Table 6.8: Chi-square analysis

Family Income and Preferences Cross Tabulated	Chi-square Values	Degrees of Freedom	Critical Value	Result
Newspapers	23.474	12	21.026	Rejected
Novels	14.065	9	16.919	Accepted
Storybooks	17.609	12	21.026	Accepted
Magazines	22.266	9	16.919	Rejected
Fictions	17.915	9	16.919	Rejected
Education and Career related	13.219	9	16.919	Accepted
Others	27.229	12	21.026	Rejected

Interpretation: Table 6.7 shows the relationship between the family income and print media preferences of the respondents. From table 6.8 it is clear that the calculated chi-square values are more than the critical value in some cases therefore it is clear that the null hypothesis is rejected in those cases and thus

establishes a significant relationship between family income of the respondents and their preferences. However, in the case of novels, story books and books of competitive exams the null hypotheses is accepted and preference of these print media items are not related to the family income of the respondents.

6.5. Print media preference and marital status

Null hypotheses: There is no significant relationship between marital status and preference of different print media among Muslim women.

Table 6.9: Print media preference and marital status

Various print media	Marital Status			Total
	Married	Unmarried	Widow	
Newspapers	25	35	40	100
Novels	36	28	36	100
Storybooks	29	42	29	100
Magazines	34	43	23	100
Fictions	48	32	30	100
Education and Career related	54	32	14	100
Others	43	47	10	100

Table 6.10: Chi-square analysis

Marital Status and Preferences Cross Tabulated	Chi-square Values	Degrees of Freedom	Critical Value	Result
Newspapers	30.781	8	15.507	Rejected
Novels	59.472	6	12.592	Rejected
Storybooks	69.554	8	15.507	Rejected
Magazines	69.312	6	12.592	Rejected
Fictions	28.534	6	12.592	Rejected
Education and Career related	22.534	6	12.592	Rejected
Others	69.311	8	15.507	Rejected

Interpretation: Table 6.9 clearly shoes the relationship between marital status and the preferences of print media of respondents. Table 6.10 clearly shows that the calculated chi-square values are more than the critical value rejecting the null hypothesis. Hence it is proved that there is a significant relationship between marital status and print media preference of Muslim women. The reason behind this may be married women will be having more responsibility, they should take care of their family members and also if they are in any profession, work balance will be very difficult to them. So that they may not get any time to read the print media.

6.6. Print media preference and family size

Null hypotheses: There is no significant relationship between family size and preference of different print media among Muslim women.

Table: 6.11: Print media preference and family size

Various print media	Family Size				Total
	Below 4	4 to 6	6 to 10	Above 10	
Newspapers	50	14	16	20	100
Novels	30	20	14	36	100
Storybooks	44	15	32	09	100
Magazines	28	33	12	27	100
Fictions	28	19	37	16	100
Education and Career related	45	23	27	05	100
Others	32	33	24	11	100

Table 6.12: Chi-square analysis

Type of the Family Size and Preferences Cross Tabulated	Chi-square Values	Degrees of Freedom	Critical Value	Result
Newspapers	42.574	4	9.488	Rejected
Novels	45.443	3	7.815	Rejected
Story Books	90.46	4	9.488	Rejected
Magazines	72.68	3	7.815	Rejected
Fictions	13.543	3	7.815	Rejected
Education and Career related	31.2	3	7.815	Rejected
Others	58.442	3	7.815	Rejected

Interpretation: Table 6.11 shows the relationship between family size and preference of the respondents. From the table 6.12 it is clear that the calculated chi-square values are more than the critical value and rejects the null hypothesis. Hence it is proved that family size influences the preferences of different type of print media among Muslim women.

7. Conclusion

This study attempted to identify the reasons for the preferences of Muslim women in selecting various print media. The data gathered and analysed shows preference levels of print media among Muslim women. These preferences were found to be influenced by the socio-economic and other demographic conditions. The study found that educational qualifications, profession, marital status, family income, and age of the respondents in the study area were influencing their preference of various print media.

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Effectiveness of Using Mathematics Laboratory in Teaching Chemistry on Achievement of Secondary School Students

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ABSTRACT: *The present study investigated the Effectiveness of Using Mathematics Laboratory in Teaching Chemistry on Achievement of Class IX Students. Using Laboratory is a procedure for stimulating the activities of the Students and to encourage them to make discoveries and it is also based on the principle of learning by doing. Researcher adopted 'Pre-test'- 'Post-test' Experimental and control group design under True Experimental Research. The sample consisted of 70 students of Class IX from Government High School, Shivamogga, Karnataka. 35 students were assigned to the experimental group and 35 students in the control group equate through Intelligent Test. The experimental group was taught using Mathematics Laboratory and the Control Group was taught through the Conventional method. The data were analyzed using t-test. From the findings, it was observed that the use of mathematics laboratory in teaching chemistry Enhanced Achievement in Chemistry. The results also showed that no significant difference exists in the achievement of male and female students taught using mathematics laboratory. This method is suitable for teaching chemistry to the lower classes and higher classes as at this stage teaching is done with the help of concrete things and examples.*

Keywords: *Effectiveness, Chemistry, Mathematics, Laboratory and Achievement*

1. Introduction

Chemistry is a core science. At some point in any other science we need to understand at least some of the concepts we are being taught right now. We can't do medicine at any level (from Nurse to Physician Assistant to Physician) without knowing chemistry. Biology, physics, geology metallurgy, all assume we have a basic knowledge of atoms, molecules, electrons, measurement, significant figures, etc. That is why it is taught at the High School level--it is basic to anything else we plan to do. In other words, in high school chemistry, we should realize that Chemistry's is not about memorization. It's about understanding the universe and life.

Understanding Chemistry requires the concepts like Structure of atom, valency, Periodic table, Chemical reactions.

But for the most of the students these factors are unusual due to lack of practice.

School students gets more benefits from Chemistry.. But, if we think about it nearly every part of our life is related in some way to chemistry. What we wear, eat, drive, where we live, the air we breathe, what medicines we take. All of these areas of our life where we have to make decisions would be enhanced by some working knowledge of chemistry. So, take a look around and see how our life is touched by chemistry and begin to study these areas on a molecular level.

Mathematics is used by chemists in many ways. They balance the equation of a chemical reaction, use mathematical calculations that are absolutely necessary to explore important concepts in chemistry, and utilize dimensional analysis to find any range of information about reactions from finding the mass of chemicals reacted to the concentration of a chemical in a solution. In Chemistry, maths is required to calculate the amount of reactants needed for reaction, Quantity of substance required to reach desired concentration etc..

Significance of the Study:

Mathematical calculations are necessary in Chemistry and as well as other branches of Science. Some basic aspects of Mathematical calculation is much needed to understand the few concepts of Chemistry

Typically, mathematics is regarded as a useful tool by chemists, and all undergraduate chemists will need to attend some sort of mathematics course in order to access and make the most of their science. There are various levels of mathematics used in chemistry degrees, ranging from combinatory and proportional reasoning to heavy-weight differential equations and Fourier analysis. Many students then struggle with applying the quantitative knowledge in the complicated chemical contexts they encounter.

Mathematics is an essential skill for chemistry students to master; the number of chemistry departments either requiring or recommending study of A-level mathematics is but one indicator.

Mathematics is used widely in chemistry as well as all other sciences. Mathematical calculations are absolutely necessary to explore important concepts in chemistry. Without some basic mathematics skills, these calculations, and therefore chemistry itself, will be extremely difficult. However, with a basic knowledge of some of the mathematics that will be used in your chemistry course, we will be well prepared to deal with the concepts and theories of chemistry.

The knowledge of mathematics is much required to learn chemistry. There are very few studies which has specified the importance of math's in teaching chemistry.

Considering the acquisition of problem solving skills in chemistry, it seems reasonable to introduce tasks, which aim at problem solving by using mathematical models. A conscious handling of mathematical models demands the transfer and usage of mathematical knowledge in new and significant situations and thus can support the comprehension of the terms that were modeled and foster problem solving skills. The following quotation points out the definition of mathematical modelling, which is used in didactics of mathematics:

Many students leave high school chemistry courses with profound misunderstandings about the nature of matter, chemical processes, and chemical systems.

Most of the studies emphasized on the learning of chemistry by using mathematics knowledge. No research has been done on use of mathematics lab to learn chemistry. Few studies were done on showing inter relationship between the two subjects.

Keeping in view of the above said factors, this study will be focused on the following points.

- All students should be expected to attain a high level of scientific competency.
- All students should have access to supportive, challenging programs in science, mathematics, and technology, and all students should acquire literacy in these subjects by direct experience with the methods and processes of inquiry.
- Students should thoroughly learn a limited number of science and mathematics concepts rather than lightly touch on many.
- Curricula should stress understanding, reasoning, and problem-solving rather than memorization of facts, terminology, and algorithms.
- Teachers should engage students in meaningful activities that regularly and effectively employ calculators, computers, and other tools in the course of instruction.

This project, called ChemSense, involves a team of chemists, cognitive scientists, computer scientists, and science educators focusing on three critical and interrelated issues: chemical understanding, scientific investigations, and discourse and representation.

Statement of The Problem

"Effectiveness Of Using Mathematics Laboratory In Teaching Chemistry On Achievement Of Secondary School Students"

Operational Definitions:

- **Effectiveness:** The capability of producing a desired result. Here the term effectiveness refers to the teaching of chemistry by using practical knowledge gained in math lab, the effective teaching refers to clarify the mathematical concepts not by using traditional way of teaching but applying the knowledge gained in mathematics lab.
- **Teaching Chemistry:** Teaching is The act of imparting knowledge in accordance with this research, Teaching Chemistry is defined as, teaching Chemistry by using mathematics lab of the selected topics from class 9th prescribed by CBSE.
- **Achievement Retention:** It means that, Achievement of students done in Schools Which involves both the control group and Experimental group students selected from IX standard of CBSE schools of Shivamogga in terms of marks obtained, examinations which is the criterion for the performance of the student in the selected chapters of Chemistry.

Objectives and Hypotheses

The major purpose of this study was to investigate the effect of using Mathematics Lab in teaching Higher Primary students in Chemistry. Following were the main objectives of the study;

To compare the achievement of students taught by using Mathematics Lab in teaching Chemistry and students taught by traditional method in teaching Chemistry.

Null hypothesis was tested for the above objectives.

Ho1: There is no significant difference between the achievement of the controlled and experimental group in pre-test.

Ho2: There is no significant difference between the achievement of the controlled and experimental group in post-test.

Ho3: There is no significant difference between pre-test scores of achievement in chemistry of control and experimental group.

Ho4: There is no significant difference between post-test scores of achievement in chemistry of control group and experimental group.

Ho5: There is no significant difference between post-test & delayed post-test scores of achievements in chemistry of the experimental group

Variables of the Study

The study involves the following variables.

Independent variables

- Teaching Chemistry Using Mathematics Lab
- Traditional Teaching

Dependent variable

- Achievement in Chemistry.

Mathematical calculations are necessary in Chemistry and as well as other branches of Science. Some basic aspects of Mathematical calculation is much needed to understand the few concepts of Chemistry

Typically, mathematics is regarded as a useful tool by chemists, and all undergraduate chemists will need to attend some sort of mathematics course in order to access and make the most of their science. There are various levels of mathematics used in chemistry degrees, ranging from combinatory and proportional reasoning to heavy-weight differential equations and Fourier analysis. Many students then struggle with applying the quantitative knowledge in the complicated chemical contexts they encounter.

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Variables of The Study

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Independent variables

- Teaching Chemistry Using Mathematics Lab
- Traditional Teaching

Dependent variable

- Achievement in Chemistry.

Methodology

The following procedure was adopted in conduction of this study.

The present study is an experimental study as it aimed to study the Effectiveness of Teaching Chemistry Using Mathematics Lab for VII standard students. A two group randomized subjects (experimental and control), pre-test, post-test design will be used in the present study.

Table 1: Design of the Study

Group	Pre-Test	Independent Variable (Treatment)	Post-Test	Delayed Post-Test
Experimental Group	Achievement in Chemistry	Teaching Chemistry Using Mathematics Lab	Achievement in Chemistry	Achievement in Chemistry
Control Group	Achievement in Chemistry	Traditional Teaching	Achievement in Chemistry	--

Sample

The method of purposive sampling was used in the selection of the sample. The group consists of 80 students from Government High School, Shimoga including both boys and girls.

Students are divided into two groups as Experimental and Control groups. The number of students in the experimental and control group was 40. The difference was that controlled group was taught by traditional method while, experimental group was instructed by Teaching Chemistry Using Mathematics Lab.

Tools Used for the Study

- Raven's Standard Progressive Matrices (RPM, 1996) Intelligence may have a significant influence on the performance of the pupils. To partial out the differences between the pupils of the two groups based on intelligence, the investigator administered an intelligence test to the pupils of both experimental, control groups, and calculated their scores on intelligence. Raven's Progressive Matrices (often referred to simply as Raven's Matrices) or RPM is a nonverbal group intelligence test typically used in educational settings. It is the test administered to groups ranging from five-year-olds to the elderly. It is made of 60 multiple choice questions, listed in order of difficulty. This format is designed to measure the test takers' reasoning ability or, ("meaning-making") component of Spearman's g, which is often referred to as general intelligence. The tests were originally developed by John C. Raven in 1936.
- The achievement test on Chemistry was constructed by the investigators and used as pre-test and post-test to study the effect of Teaching Chemistry Using Mathematics Lab. Researcher used self developed Questionnaire as tool for assessment based on reviews and consultation of experts. The test included 25 questions containing multiple choice questions, matching questions, fill in the blanks with correct answer and practical solutions to measure students 'academic achievement and performance skills respectively. All the items in the test based on the 9th grade Chemistry textbook in the area of Chemical reactions, Concentration of solutions and Balancing the equations. Test covers the all objectives of teaching and learning. The same Chemistry achievement test was used for pre-test and post-test treatment but the order or sequence of numbers of questions was changed in the pre-test. The validity of the items was assessed by the Subject and Educational experts. The instrument was pilot tested with 25 students in a school not participating in the study but within the same area of study.
- The investigator prepared the Instructional Material based on Teaching Chemistry Using Mathematics Lab of Standard Seventh. The lesson plan and the worksheet were submitted for validation to five experts including three teacher educators at the secondary teacher education level who were experts in Models of Teaching and two practicing teachers in Chemistry at upper primary level.

Statistical Technique Used

The data obtained on conducting the pre-tests and post-tests were tabulated and analysed using appropriate statistical techniques. Descriptive and inferential statistical techniques such Mean, Standard Deviation and Test of Significance of Difference between the Means of Two Independent Groups (t-test) were used by the investigator.

Findings

- Teaching Chemistry Using Mathematics Lab on the Achievement Retention in chemistry was effective in bringing improvement. Therefore, it could be concluded that instruction Chemistry Using Mathematics Lab was effective over traditional method of teaching.
- There is no significant difference between the means of scores on pre-test in algebraic expressions of experimental group and control group and also means of scores on pre-test and post-test in algebraic expressions of control group it shows that the differences in the mean scores are not significant.
- There is a difference between the pre-test score and post-test scores the mean difference 9.10 was found to be in favour of the achievement of the group on post-test was differently better than their pre-test. By this, it could be inferred that the Teaching Chemistry Using Mathematics Lab was effective in bringing improvement achievement of VII standard in Chemistry for the experimental group.

Educational Implications

- Permitting the students to learn abstract concepts through concrete experiences and thus increasing the understanding of those ideas.
- Making students to see the origin of mathematical ideas and participating in "mathematics in the making and apply the same to chemistry.
- Arousing interest and motivating learning, cultivating favorable attitudes towards mathematics and Chemistry.

- Context and opportunity to discover through doing, through activities students learn to do.
- Offers more scope for individual participation
- Encourages students to become independent and allows them to learn them at their own pace.
- It widens the experimental base and lays groundwork for chemistry.
- Maths lab help to develop metacognitive abilities.

Delimitations of the Study

The following are the delimitations of the study

1. The present study is confined to only 9th standard Government High School Students.
2. It is restricted to only for 70 students.
3. The present research was delimited to Chemistry subject only.
4. The present research was delimited to Shimoga city only.

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Yoga Through Personality Development

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ABSTRACT: Value education and Yoga education plays an important role in the process of education. We give this type of education through normal Education. The article emphasizes the importance of yoga and value education. This paper highlights the concepts of like – Meaning of values and types of values, importance of values and also history of yoga, objectives of yoga, Objectives of Yoga education. This is the scope and needs of this paper. In order to develop values we have to confront the reality that it represents. This calls for self-discipline in the form of self-control, self-knowledge and inward concentration. This kind of self-discipline, in due course, brings about transformation of one's consciousness which is what Yoga aims at. Yoga is thus, the connecting link between values and reality. Yoga transforms value experience into mystic experience. Yoga gives us the power to go beyond values and realize the ultimate reality which they symbolize. Without Yoga, values remain mere dreams of poets and preachers. For many people Yoga means nothing more than some postural exercises.

1. Introduction

Personality is an important theme. In modern psychology, several approaches have been adopted to understand it. However, from Yogic point of view, personality can be understood from a different perspective. A holistic personality comprises physical, emotional, intellectual, social and spiritual dimensions.

In this unit, personality will be discussed from Yogic point of view. Patañjali's Aṣṭāṅga Yoga will be delineated in the context of holistic personality development. To bring more clarity on the topic, various activities have been given in the Unit. An attempt has been made to integrate the Yogic and modern approaches to understanding and development of personality.

Yogic concepts of personality

Personality is a central theme of the disciplines of Yoga and psychology. Personality refers to persistent patterns of a person's behavior. It tells about the unique characteristics of a person. You are aware that in modern psychology, personality has been explained in various ways. For the convenience of understanding, these theories of personality have been divided into four broad categories, namely, type and trait theories, psycho-analytical theories, learning theories, and humanistic-existential theories. Modern psychology recognises body and mind as the two entities of a person. In order to understand mental processes and behaviour of an individual, modern psychology takes the help of various concepts like ego, self, consciousness. However, in Yoga philosophy, personality has been viewed differently. Yoga views the person more deeply over and above physical body and mind; it has added a third entity called self (*ātmā*). In Yoga, the concepts of ego, self, and consciousness have different connotations. Concepts of *pañcakoṣas* and *guṇas* are very relevant in the context of understanding and development of personality.

You can understand the above paragraph if you look around and observe how your friends and family members behave; how they interact with one another; how they express their feelings and emotions; how they react or respond to a given situation or event. Each one of your friends behaves differently. One who is short tempered, reacts furiously; the other keeps cool, no matter what happens.

It means that an individual is an indivisible unit. For the sake of convenience, we should continue to say that, it is body, it is mind and so on. This is called an integrated approach to personality. In Yoga philosophy, in its entirety, it comprises five sheaths, called *pañcakoṣa*, which are described as under.

Dimensions of integrated personality

Personality development in an individual is a process that involves patterns of changes or movements that begin at the conception and continues throughout his/her life span. Development is a multi-dimensional process that consists of evolution of personality on several dimensions. It is a multidirectional process characterised by both growth and decline. During infancy, childhood, adolescence and early adulthood,

growth is the centre-stage of all development. However, as the person grows into middle and late adulthood, maintenance and regulation become more important and are more sought after (Santrock, 2007).

Personality development is a multi-dimensional phenomenon. There are several dimensions which need to be integrated. Absence of any one dimension makes one's personality incomplete and lop-sided. For a holistic personality, the following dimensions are required to be integrated (Figure 2):

- Physical dimension
- Intellectual/cognitive dimension
- Emotional dimension
- Social dimension
- Spiritual dimension

Physical dimension

Physical dimension is mainly concerned with the development of body from anatomical and physiological point of view. Changes in height, weight, and motor skills, development of brain, hormonal changes, cardiovascular changes etc. – all are parts or aspects of the physical development. The physical dimension is concerned with physical health and fitness of body. It gets reflected in healthy functioning of the body where different systems of body work in a coordinated way.

Emotional dimension

The emotional dimension involves development of skills for management of emotions including feelings and attitudes. Emotions may be positive such as state of happiness, joy, contentment, love, kindness, compassion etc. They may be negative also, such as state of hate, anger, fear, sadness, jealousy etc. It is important that positive emotions are developed to the maximum; and negative emotions are controlled and expressed in a proper way. It is equally important that a person is emotionally stable. There should not be frequent and rapid mood swings. Thus we can say that emotional stability, development of positive emotions, proper expression and channelization of negative emotions lie in this domain. The development of this dimension is reflected in appropriate emotional reaction towards a given situation.

In order to do this, it is necessary that we effectively manage our emotions. This area falls in the domain of emotional intelligence which is related to management of emotions in an intelligent way. An emotionally intelligent person explores her/his emotional behaviour. This exploration helps in gaining personal insight into the way how one feels and behaves. It also helps in learning new healthy ways to deal with ups and downs of life.

In emotional management, Yoga can play a crucial role. Yama, niyama, prāṇāyāma, pratyāhāra, dhyāna (meditation) are the Yogic practices which facilitate the development of this dimension.

Cognitive, intellectual dimension

Cognitive or intellectual development is related to mental abilities and mental processes, such as perception, learning, memory, thinking, language, concept-formation, reasoning, decision making, problem solving, creative activities etc. Due to the development of this dimension, we are able to acquire new skills and knowledge about the facts and environment around us and perform various mental tasks like analysing, synthesising,

You have read in this Unit that personality is an important concept both in Yoga and in modern psychology. In modern psychology, personality has been discussed in several ways. In Yoga, an individual's personality can be understood in terms of Pañcakoṣas and by referring to Guṇas (Attributes). Pañcakoṣa views the 'self' as the real identity of person. But it is difficult to access it as the 'self' is covered by series of five bodies/sheathes namely, Annamaya koṣa, Prāṇamaya koṣa, Manomaya koṣa, Vijñānamaya koṣa and Ānandamaya koṣa. These koṣas represent the functioning of a person at various levels. Annamaya koṣa is physical or gross body; Prāṇamaya koṣa is the energy body; Manomaya koṣa is concerned with emotions of a person; Vijñānamaya koṣa concerns with 'intellect' of the person; and Ānandamaya koṣa concerns with love, joy and eternal peace of the individual.

Yoga and Yogic practices have a great potential to develop a holistic personality in an individual human being. Yogic attitudes protect a person from unwanted negativities and help in proper development of emotional, social and spiritual dimensions of her/his personality.

Aṣṭāṅga Yoga, as propounded by Patañjali, is very relevant for development of a holistic personality. It consists of the following eight limbs: Yama, Niyama, Āsana, Prāṇāyāma, Pratyāhāra, Dhāraṇā, Dhyāna and

Samādhi. All limbs, if practised together help a person in developing all dimensions making her/him a holistic personality.

A nurturing environment is essential for cognitive development. Developing the habit of reading good literature (svādhyāya) is a healthy way to cognitive development. Various other Yogic practices such as pratyāhāra, dhāraṇā and dhyāna (meditation) also facilitate it by enhancing concentration and memory.

Social dimension

The social dimension of personality is concerned with social skills. This dimension includes interdependence, harmony with others, behaving according to rules and norms of the society, developing healthy and caring relationships with those around us etc. A person may be called socially developed if s/he conforms to the social norms and can bring balance between her/his social and personal life. The development of this dimension gets reflected in the feeling of association with other people and participating in community activities.

Social dimension is an important aspect of personality as it brings harmony in society. Lack of social development may cause severe problems in society. Many of the social problems like divorce, quarrels in the family, drug-addiction, rebellious behaviour, act of terrorism are the result of lack of social development. Therefore, it is essential that this dimension is developed. For this, a person needs to develop social skills and take interest in the community work.

Spiritual dimension

Spiritual dimension of personality includes knowing the 'self' or more appropriately realizing the 'self', having a sense of right and wrong (moral values) and understanding meaning and purpose of life. It also includes integration of values with actions. The actions of spiritually developed person would match with her/his beliefs and values (respect for human life, honesty, equality, integrity, simplicity etc.).

Spirituality is an important dimension of personality; and is increasingly being identified as a vital part of psychological well-being. Humanistic psychologists like Carl C. Rogers, A. Maslow and Fritz Pearl put much emphasis on human values. According to them, spiritual emptiness and affluence of materialism are major reasons of mental health related problems.

Conclusion

A holistic personality, spirituality is essential. We may be intelligent, may have high status in the society, may have good physical appearance, but if we do not have universal human values, then we may not be feeling fully satisfied in life and may sometimes perceive life as a meaningless journey. This is due to the lack of spirituality. Therefore, for a holistic personality, spiritual growth is essential.

Here, it is important for you to know that spirituality and religion are two different concepts. Many people consider spirituality and religion as one and the same thing. This is a wrong notion. Spirituality is a universal concept and revolves around ethics, morality and knowing about the 'true self'. Religion is different; it may be one of the several means to achieve spirituality, but cannot be called as spirituality in itself.

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Legal Literacy and School Based Legal Education Programme for Secondary School Students of Kasaragod District

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ABSTRACT: *The present study was aimed at evaluating the Legal Literacy and School Based Legal Education Programme for Secondary School Students of Kasaragod District. The study was a survey cum experimental in nature. A total of 381 students of standard nine were selected randomly based on Gender, Locality and Type of Curriculum followed in school. A Legal Literacy test to standard nine students was developed by the investigators. A School Based Remediation programme consists of Eight Individual Instructional Modules on Legal Literacy was developed by Investigators. A one group pre-test post-test Experimental design was used, 24 students of standard nine constituted the sample of the experimental study. Descriptive Standard Deviation and inferential statistics were used for the analysis of the data. The study revealed that the Legal Literacy among the standard nine students was found to be low. Female students have higher Legal Literacy than Male students of standard nine and CBSE students have higher Legal Literacy than State board standard nine students. The School Based Remedial Legal Education Programme was significantly effective in developing Legal Literacy of the standard nine students.*

Keywords: *Legal Literacy; Legal Education Programme; Secondary School Students*

1. Introduction

India is the largest democratic country in the world. The democratic system of India acts as a 'body' and the constitution as its 'soul'. The constitution of India is the supreme law of the nation and according to which the India is to be governed. The constitution provides fundamental rights, directive principles and duties of the citizens and also defines fundamental political principles, establishes the structure, procedures, powers and duties of government institutions. Legal Literacy means knowing the primary level in law. Legal Literacy is the empowerment of individuals on different issues involving the law. Legal Literacy helps nations to promote legal culture, participation in the formation of laws and the rule of law. It is the need of every citizen to be Legally Literate. Unless people are not aware of their rights they cannot enjoy their rights guaranteed by the constitution and such situations will lead to failure of the democratic country. The lack of Legal Literacy among people leads to a poor governance, violations, discriminations, corruptions, injustice etc. It is the primary responsibility of the society to give adequate Legal Literacy to the people. Government of India initiated the National Legal Literacy Mission (NLLM) in 2005 with the aim of providing Legal Literacy through various programmes. Kerala State Legal Services Authority (KELSA) made an effort to distribute self learning materials on Legal Literacy to the State Board and CBSE students of standard nine. But the programme has not been successful in providing Legal Literacy to Secondary School Students.

Need and significance of the study:

India is a land of various constitutional laws. These laws are related to the benefits of the people. But due to the lack of awareness among the people about their rights, they hardly enjoy the rights. There is a need of public awareness to safeguard their rights and for the promotion of entitlements. The present school curriculum doesn't give much importance to Legal and Political matters. CBSE, ICSE and State Board schools in India are trying to provide legal and political contents through the Social Science Subject at the secondary level. But no attempts are being done seriously to develop a structured syllabus to teach the legal and political contents. Usually students join the streams that interest them after completion of their secondary education. Students who chose Science and Commerce don't get an opportunity to study legal and political matters. In this situation, there is a need to structure the school curriculum to recognize and spread legal literacy among secondary school students. This knowledge serves students with a tool of power and self realization.

The study undertaken by **Patil S.S. and Lavanya. C (2012)** revealed that the secondary school students are having sufficient Legal Literacy in certain areas and students are not aware of the certain areas like Directive principles of state policy, child labor, etc. The results of the study say that the rural students have more Legal Literacy than the urban students. **Devi Manjula V. and Ranjithamani (2017)** found that the urban teachers

are having better awareness towards legal rights than rural area teachers. **Rahmatallah Marzooghi1 and others (2016)** found that the elementary and secondary school teachers have no appropriate Legal Literacy. The above discussion led the investigator to undertake a survey study to study the Legal Literacy of Secondary School Students and a School Based Remediation Legal Education package to develop Legal Literacy among Secondary School Students.

Objectives of the study:

1. To study the Legal Literacy of standard nine students of Kasaragod District.
2. To Study the Legal Literacy of male and female standard nine secondary school students in Kasaragod District.
3. To Study the Legal Literacy of urban and rural standard nine secondary school students in Kasaragod District.
4. To Study the Legal Literacy of students of standard nine studying in different type of school curriculum(CBSE and State Board) in Kasaragod District.
5. To find the effectiveness of School Based Remedial Legal Education Programme on the Legal Literacy of standard nine students.

Hypotheses of the study

- H01: There is no significant difference in Legal Literacy among male and female students of standard nine.
 H02: There is no significant difference in Legal Literacy among Urban and Rural students of standard nine.
 H03: There is no significant difference in Legal Literacy of students of standard nine studying in different type of school curriculum (CBSE and State Board) in Kasaragod District.
 H04: There is no significant difference in the mean post test and pre test scores on Legal Literacy among the students of standard nine.

Methodology of the Study

The investigator had followed a survey cum experimental research design in this study. A total of 381 students of standard nine of Kasaragod district were selected as sample using stratified random sampling based on Gender (Male and Female), Locality (Urban and Rural) and type of curriculum (CBSE and State Board) to study the Legal Literacy of the standard nine students in Kasaragod District. A one group pre-test post-test Experimental design was used. The Legal Literacy test was constructed and validated by the investigators. From the list of secondary schools in Kasaragod District, one was randomly chosen to represent the sample of the Experimental study. A total of 24 students of standard nine were used for the experimental study.

Analysis and Findings

Objective 1:

The obtained scores on Legal Literary of standard nine students based on Mean and Standard Deviation is given in Table 1.

Table 1: Legal Literacy level of standard nine students of Kasaragod District.

Legal Literacy	High M+1SD	Average	Low M-1SD	Total
No. of Students	70	228	83	381
%	18%	59.84%	21.78%	100%

From the table 1 it is observed that the Legal Literacy scores are normally distributed among standard nine students. The maximum score was 55 and the percentage of the Legal Literacy among standard nine was found to the 42.71%. Hence is it is concluded that the Legal Literacy among the standard nine students found is low.

Objective 2

The obtained scores of Legal Literacy of male and female students of standard nine were tabulated and appropriate statistics was computed, the results are given in Table: 2

Table 2: Number (N), Mean (M), Standard deviation (SD) and ‘t’ value and results of scores on Legal Literacy of male and female students of standard nine.

Gender	N	Mean	SD	‘t’ value	Results
Male	204	22.19	7.30	3.93	Significant at 0.05 level
Female	177	25.02	6.89		

From the Table 2 it is observed that ‘t’ value is found to be significant at 0.05 level. Hence it was concluded that there exists a significant difference in the Mean scores on Legal Literacy of Male and Female students of standard nine. The female students of standard nine have higher Legal Literacy than the male students of standard nine.

Objective 3

The obtained scores on Legal Literacy of urban and rural standard nine students were tabulated and appropriate statistics was computed, the results are given in Table: 3

Table 3: Number (N), Mean (M), Standard deviation (SD) and ‘t’ value of scores on Legal Literacy of urban and rural students of standard nine

Locality	N	Mean	SD	‘t’ value	Results
Urban	127	24.12	7.75	1.17	Not significant at 0.05 level
Rural	254	23.17	6.97		

From the Table 3 it is observed that ‘t’ value is found to be not significant at 0.05 level. Hence it was concluded that there is no significant difference in Legal Literacy of Urban and Rural students of standard nine. The Urban and Rural students of standard nine do not differ in their Legal Literacy.

Objective 4

The obtained scores of Legal Literacy of CBSE and State board standard nine students were tabulated and appropriate statistics was computed, the results are given in Table: 4

Table 4: Number (N), Mean (M), Standard deviation (SD) and ‘t’ value of scores of Legal Literacy of CBSE and State board students of standard nine.

Board	N	Mean	SD	‘t’ value	Results
CBSE	178	25.66	7.12	5.82	Significant at 0.05 level
State Board (Kerala)	203	21.58	6.82		

From the Table 4 it is observed that ‘t’ value is found to be significant at 0.05 level. Hence it was concluded that there exists a significant difference in the Mean scores on Legal Literacy of CBSE Students of standard nine. The CBSE students of standard nine have higher Legal Literacy than the State board students of standard nine.

Objective 5

The obtained Pre test and Post test scores on the Legal Literacy of standard nine students were tabulated and appropriate statistics was computed, the results are given in Table: 5

Table 5: Number (N), Mean (M), Standard deviation (SD) and ‘t’ value of Pre-test, Post Test scores of Legal Literacy of students of standard nine.

Legal Literacy	N	Mean	SD	‘t’ value	Results
Pre-test	24	25.46	7.38	15.27	Significant at 0.05 level
Post-test	24	35.08	7.82		

From the Table 5 it is observed that 't' value is found to be significant at 0.05 level. Hence it was concluded that there exists a significant difference in the Mean Pre test and Post test scores on Legal Literacy of standard nine students. The School Based Remedial Legal Education Programme was significantly effective in developing Legal Literacy of the standard nine students.

Findings

- The Legal Literacy among the standard nine students was found to be low.
- The female students of standard nine have higher Legal Literacy than the male standard nine students.
- The Urban and Rural students of standard nine do not differ in their Legal Literacy.
- The CBSE students of standard nine have higher Legal Literacy than the State board students of standard nine.
- The School Based Remedial Legal Education Programme was significantly effective in developing Legal Literacy of the standard nine students.

Educational Implications

The present study demanded the need and urgency of the Legal Literacy among secondary school students and the following recommendations are made:

- The present school curriculum should be restructured with adequate Legal Education Programme.
- Instructional designers should take adequate efforts to design the Individualized Learning Modules to enhance the Legal Literacy of the secondary school students.
- The individualized Learning Modules prepared by the investigators can be used at the secondary and senior secondary school levels to enhance the Legal Literacy of teachers and students.
- Students should be provided various learning materials related Legal Literacy to develop their Legal Literacy. Legal Literacy Club can be formed in schools and various activities can be organized. Seminars, Quiz Competitions, Elocution, Essay writing, Drama, Awareness Campaigns, Collage Making, Poster Writing, Debate, etc can be organized in schools to strengthen Legal Awareness among students.
- Kerala State Board Education should make efforts to strengthen their curriculum by integrating Legal Literacy Awareness Modules.
- Efforts should be taken by the schools and teachers especially among boys to improve Legal Literacy.

Conclusion

Legal Literacy should be given equal and universal access for the achievement of educational objectives. The Legal Education Programme should be designed considering individual and national interest. When the people are aware of their rights provided by the constitution they will help them to fight against injustices. Legal Literacy will lead the future citizens of India to be aware of their rights and duties and this will prepare them to be fit to live in the democratic society and face the challenges of the country.

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The Effectiveness of Memory Training Programme in Improving the Academic Performance

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1. Introduction

Education by all means an attempt to mould and shape the behaviour of the people. Education aims to produce desirable changes in pupils all round development of personality as our knowledge is based on our memory. Memory is the instrument that preserves the continuity of experience and shapes whole personality.

Memory refers to retaining and recalling information over a period of time, depending upon the nature of cognitive task you are required to perform. It might be necessary to hold information for a few seconds. For example, you use your memory to retain an unfamiliar telephone number till you have reached the telephone instrument to dial, or for many years you still remember the techniques of addition and subtraction which you perhaps learned during your early schooling. Memory is conceptualised as a process consisting of three independent, though interrelated stages. These are encoding, storage, and retrieval. Any information received by us necessarily goes through these stages.

According to Woodworth and Marques, "Memory consists in remembering what has previously been learned". A number of strategies exist both for helping pupils consolidate and for increasing the efficiency of their long term memory. Some of the strategies are Association technique, Chain system, Peg system, Initializing system, Pallet system and figure alphabet system.

Some of the strategies which help children to remember what they read are,

1. Clarity about the purpose of reading.
2. Concept analysis and notes taking.
3. Visualizing what they read.
4. Concentration.
5. Repetition.
6. Spaced learning
7. Repeating what they learn
8. Over learning
9. Whole learning.

When a memory trace has little energy to being with the experience if represents is said to be forgotten.

Budley puts cause of forgetting, they are:

1. Weak impression.
2. Disuse.
3. Retroactive and proactive interference
4. Repression.

Objectives of the Study are

1. To assess word recall and number recall for VI Standard students.
2. To study the effectiveness of memory training programme in improving memory skills among VI standard students.
3. To develop memory training programme to improve recall of words using chaining system.
4. To develop memory training programme to improve recall of numbers using number alphabet system.

Methodology

1. **Sample:** Around 50 students were selected from 5 different government primary schools of Mysore city (10 students from each school were selected)

2. **Data gathering tools:** In research, tool is necessary to acquire sufficient reliable valid and relevant data adequate in quality and developed to aid in the acquisition of data. A tool is said to be good tool when it possesses the following characteristics:
- Objective
 - Validity
 - Reliability
 - Practicability

Word recall test consists of phonic components and structural components. Phonic components:

1. Consonants
Single Blended Diagraph Silent
2. Vowels
Single Controlled Diagraph Diphthong
3. Long Short

Structural components:

1. Root words
2. Compound words
3. Inflectional endings
4. Prefixes
5. Suffixes
6. Contraction.

Tools

For the present memory training programme, experimental method is most suitable

In experimental research, the researcher analysis, describe and observes the educational trends, events and practices under controlled conditions. Only in experimental research, the variable which are not included in the study are controlled.

Tools for the study are:

1. Immediate memory span test constructed by M. C. Joshi
2. Word recall test [40 words were selected from the standard test constructed by Jyothi M. R
3. Memory training programme developed by the researcher.

Techniques of Analysis

In order to test the research hypothesis setup, significance of mean difference for parallel group was done using 't' test.

Definition of Technical terms:

1. **Memory:** The power that we have to store our experience, and to bring them into the field of consciousness sometime after the experience have occurred is termed as memory.
2. **Memory Training Programme:** It is a programme developed by the researcher using chaining system and number alphabet system to improve the memory abilities of the VI standard students in recall of words and recall of numbers.
3. **Chain System:** This system helps one to remember any amount of ideas or clues in a sequence. It is usually helpful for remembering a list of ideas discussion points, facts places, study points, reports etc. Using the technique of association a list of jobs or ideas should be linked, the first with second and second with third and so on to form a chain pattern of thoughts. We can think any two words at a time the help of the technique of cause and effect.
4. **Figure Alphabet System:** We live in a society filled with numbers without a special technique numbers are very different to memorize because they hard to associate. We could mentally converted number into a word. A word that represents a mental picture it will become easy to remember a number.

In order to study a row of figure, the first step is to convert the digits one to nine and zero into consonants. Table shows consonants and digits:

No	Letter sound	Memory aid
1	T	T has one down stroke
2	N	N has two down stroke
3	M	M has three down stroke
4	R	four end with R
5	L	Latin 50=L, 5 is first unit of this Number
6	J, Sh, Ch	J reversed look like 6
7	k, g, q, c, x	Visualize k drawn with 27's
8	f, r	Cursive f has 2 loops as 8
9	p, b	p reversed look like 9
10	z, s	zero first letter is z

For any research study, it is necessary to know about review of related literature. It is key to vast store house of published literature may open doors to sources of significant problems and explanatory hypothesis and provide helpful orientation.

Review of related literature provides up to date information about the literature related to his own problem already done by the others. It is considered as most important actual planning conducted by study.

1 It provides duplications of the study.

2. It suggests appropriate data gathering tools and techniques of collection of data and analysis of data.

3. It provides comparative data useful in the interpretation and discussion of result and formulation of conclusion.

Procedure of the Experiment

Immediate memory span test for numbers constructed by M. C. Joshi was used in the present study. This test consists of 2 forms both of equal difficulty and digits. There are three lists in each of these two test they have to be administered in the same manner and in each list these digits ranging from 3-10.

The experimenter is to read out each digital one by one and the subject is asked to repeat the same immediately. The experimenter will note down each digit as the same is spoken out by the subject. The tester will use even timings and tone in presenting the number which are to be pronounced singly and clearly. The tester starts with 3 digits number and will proceed to the number of next higher digits of the tester has recalled the given number correctly. This goes on until the tester has failed twice in succession in recalling numbers of different digits when the tester fails to recall the numbers after the digits are spoken from the first list, the tester must give another chance by giving other numbers of some digits from list-II of course without letting the tester know the outcome through comment, gesture or tonal clues. In case the tester fails again in second trail too. He is given one more chance and the numbers from list III are used. If he still fails then the tester starts with the list of next higher digit and tries all the three lists and a failure on all three is taken as a conclusive proof of the tester's inability. If at any stage, the tester is able to recall the numbers from the II list and also from III list he gets a score of 2.3 for that level of digits of the earlier level are added to give the span of immediate memory.

Researcher conducted experiment on control group and experimental group. Sampling is 50 students from each group.

Findings

1. There significant difference between means of scores on pre-test and post- test on word recall of experimental group.
2. There is a significant difference between means of scores on pre-test and post-test on number recall of experimental group.
3. There is significant difference between means and scores on pre-test and post-test on word recall of controlled group but less significant than experimental group.
4. There is no significant difference between means and scores on pre-test and post- test to on number recall of controlled group
5. There is a significant difference between means and scores on tests on word recall of experimental and controlled group
6. There is a significant difference between means and scores on post-test on number recall of experimental and controlled group

Educational Implications

1. The present study helps the teachers and students to know about different memory strategies
2. The present study help the teachers to improve word recall among the students using memory training programme developed by the researcher for improving word recall
3. The present study hell the teachers to improve number recall among the students using memory training programme developed by the researcher for improving number recall

Conclusion

To improve the memory skill in recall of words and recall of numbers among students the techniques prescribed in the memory training programme i.e., chaining techniques and number alphabet system can be used. Using these techniques teacher can help children to achieve to the greatest level in their Academics.

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“A Study on the Development of Programmed Learning Material in English Grammar at the Level of 8TH Standard”

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ABSTRACT: *In the development of the programmed learning material validating them empirically is essential. Data through empirical tryout a collected to see whether the material is effective and efficient. The tryouts are like experiments or researches studies various questions were posed relation to preching strategy and facts on se of questions passed particularly by cognitive theorist Bruner amusable etc. was regarding the structuring of a learning situation so as to obtain the excepted behavior, which would be reinforced Chronologically, the Greek philosopher, socrates is said to be the first programmer, who developed a programme in geometry which was recorded by his disciple plats in the dialogue menu. The author holds a quite different opinion as regards the origin of programmed learning material the treats Gita as the first programmed text in the world.*

With the advent of programmed learning and programmed instruction concept, a new dimension of educational technology came on the educational horizon. It tried to individualize the process of education and introduced a system of self-learning in the form of designed self-instructional material and teaching machine. As a result educational technology was being regarded to concern with the preparation and use of individualized instruction or self-instructional programmed material leading to the use of teaching machine for auto-instruction or learning.

The present paper focuses on the development of programmed learning to improve the achievement of higher secondary school students.

Keywords: *Programmed learning, achievement, English grammar*

1. Introduction

Education is a new emerging discipline in the area of human knowledge. Education is the most important invention of mankind. Education has a very wide meaning and it is not possible to give its precise meaning, different scholars and philosophers have defined education according to their ideas and philosophies. Education is a process of importing certain information or knowledge in an individual, educating a child means “Nourishment” or “Bring-up” the child according to certain aims through different methods of teaching and learning process. It is a process of inculcating certain good habits in the individuals and in relation to help the individual to increase his intelligence, creativity and in turn help to have a good life style. Programmed instruction is hardly new or revolutionary. It represents the effective innovations in teaching learning process as highly as individualized and systematic instructional strategy it has been found quite useful for class room instruction as well as self learning or auto instruction. In our country their have been attempts for the use of programmed instruction especially in providing material to the students of correspondence course. Suitable self instructional programmed materials for different subject and grades have been prepared and it is being used for instructional or self instructional purposes.

Need and Importance of the Study

The whole field of education is in the process of changing. In a developing country like India, the growing interest for a switch-over from traditional methods of teaching to modern methods is originating from educational technology which one of the crucial developments taking place in the shadow of educational innovations. Research workers are confronted by several methodological problems and are conducting research in the area of teaching-learning methods. Teaching is too complex, an activity to be expressed in a single measure. The “Programmed Instruction” is the new strategy of teaching and learning which has overcome these crucial problems of conventional teaching. Not only the teachers are to be trained initially, but they are also to be refreshed periodically to keep them acquainted with new developments in different aspects of education. Programmed learning can supplement the efforts made in the area of teaching and training the teacher educator. It can also be used as a mechanism of feedback device for the modification of teachers’ and students behaviour.

Statement of the Problem

“A Study on the Development of Programme Learning Material in English Grammar at the Level of 8th Standard”

Objectives of the Study

1. To find out the impact of conventional method of instruction and Programmed learning material of English achievement of higher secondary school students with reference to gender, locality, type of management.

Hypotheses of the Study

1. There is no significant difference between the learning pre test₁ and post test₁ of boys experimental group rural private school
2. There is no significant difference between the learning pre test₂ and post test₂ of girls experimental group rural private school no. 2.
3. There is no significant difference between the learning pre test₃ and post test₃ of boys experimental group rural government school no. 3.

Variables of the Study

In the present study researcher has identified the following variables;

Independent variable: Programmed Learning material

Dependent variable: English achievement

Moderate variable: Gender, Locality, School management

Design of the Study

Experimental method was used with normative scale, next sample selection, collection of data and analysis of data statistically is involved in the study.

Sample Selection

The most important factor in determining the generalization of research results is the selection of sample used in data collection by the researcher. Sampling is a miniature picture of the cross section of the entire group from which the sample is taken. So, that the investigator under her investigation has chosen the secondary school student of Shivamogga district for pilot try out.

For the investigation, the investigator has chosen schools in Shivamogga district, Government and the other is the private school. The total number of sample chosen for data collection is 60 i.e., rural schools- 30 and urban schools- 30.

Schematic Representation of Experimental Method

Sample of 60 students was selected based on their locality wise i.e., rural and urban, gender wise i.e., boys and girls and school management type i.e., govt. school and private school bases. The sample of 60 students was again divided on the basis of locality wise i.e., rural 30 students and urban 30 students.

The locality wise sample of 30 students in rural and 30 in urban was further divided on the bases of management type i.e., govt.- school, 15 students and private school, 15 students. After management type sampling gender wise sampling was formed to make a group of control group, 15 students which include 8 boys and 7 girls, in the same way experimental group was formed 8 boys and 7 girls.

Instrumentation**Programmed Instruction****Construction of Pre – Achievement Test (Part I)**

The success of an individual programme depends on some pre-request behaviour, which form the basis of the programme. If the student don't possess there pre requisite or entry level behavior, there would not be able to understand the subsequent frames and would not be able to progress through the programme. Thus, for an effective learning and teaching to take place, a very careful identification of pre-requisite skilled is a desired exercise. It is therefore, imperative that the students must be tested for their entry level behavior, before the administration of the programme only those students should be allowed to learn through the programme who possess the necessary entry level behavior for the present instructional programme, a pre-

achievement test (English comprehension test) i.e., pre-achievement test of 30 items was developed and validated.

The reliability of the questionnaire was checked and was found to be 0.82 which is considered to be highly reliable. The validity of the questionnaire was obtained by giving it to the research experts and child psychiat

Analysis and Interpretation

Objective 1: To find out the impact of conventional method of instruction and Programmed learning material of English achievement of higher secondary school students with reference to gender, locality, type of management.

Hypothesis1(a): There is no significant difference between the learning pre test₁ and post test₁ of boys experimental group rural private school

Table No. 1: Comparison of programme learning method pre test₁ and post test₁ mean scores, standard deviation and 't' value of boys experimental group rural private school no. 1.

School No.	Variables	N	Mean	SD	't' value
1.	Learning pre test ₁	30	17.23	1.61	8.95**
1.	Learning post test ₁	30	26.10	5.47	

** Significant at 0.01 level.

Interpretation: The above table implies that the obtained 't' value 8.95 is greater than the table 't' value. It is observed that the learning pre test₁ mean score 17.23 and SD 1.61 is less than the post test₁ mean score 26.10 and SD 5.47 of boys experimental group rural private school no. 1.

It shows that there is significant difference between the learning pre test₁ and post test₁ of boys experimental group rural private school.

Hypthesis 1(b): There is no significant difference between the learning pre test₂ and post test₂ of girls experimental group rural private school no. 2.

Table No. 2: Comparison of programme learning method pre test₂ and post test₂ mean scores, standard deviation and 't' value of girls experimental group rural private school no. 2.

School No.	Variables	N	Mean	SD	't' value
2.	Learning pre test ₂	30	16.70	2.71	19.36**
2.	Learning post test ₂	30	29.53	1.94	

** Significant at 0.01 level.

Interpretation: The above table implies that the obtained 't' value 19.36 is greater than the table 't' value. It is observed that the learning pre test₂ mean score 16.70 is less than the post test₂ mean score 29.53 of girls experimental group rural private school no. 2.

It is clear that there is significant difference between the learning pre test₂ and post test₂ of girls experimental group rural private school no. 2.

Hence, the above stated sub- hypothesis is accepted.

Hypthesis 1(c): There is significant difference between the learning pre test₃ and post test₃ of boys experimental group rural government school no. 3.

Table No. 3: Comparison of learning pre test₃ and post test₃ mean scores, standard deviation and 't' value of boys experimental group rural government school no. 3.

School No.	Variables	N	Mean	SD	't' value
3.	Learning pre test ₃	30	17.36	2.10	8.65**
3.	Learning post test ₃	30	25.76	4.91	

** Significant at 0.01 level.

Interpretation: The above table implies that the obtained 't' value 8.65 is greater than the table 't' value. It is observed that the learning pre test₃ mean score 17.36 which is less than the post test₃ mean score 25.76 of boys experimental group rural government school.

It clears that there is significant difference between the learning pre test₃ and post test₃ of boys experimental group rural government school no. 3. Hence, the above stated sub-hypothesis is accepted.

Major Findings of the Study

The study reveals the following findings

1. There is a significant difference found in the mean score of the programme learning method pre test and post test of school no. 1 boys experimental group rural private school at 0.05 and 0.01 level of significance.
2. There is a significant difference found in the mean score of the branching programme pre test and post test of school no. 2 girls experimental group rural private school at 0.05 and 0.01 level of significance.
3. There is a significant difference found in the mean score of the branching programme pre test and post test of school no. 3 boys experimental group rural government school at 0.05 and 0.01 level of significance.

Conclusion

The present study is in agreement with the previous studies done by different researchers. As programme instruction is a self learning material. It is a human tutor which speaks back. It does not expose ones weakness allows to take their own time to work with it.

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A Study on Self Concept of B. Ed Student Teachers

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ABSTRACT: *The research study was taken up to investigate the Self Concept of B. Ed Student teachers. The sample of 50 B. Ed student Teachers from SVK National College of Education was selected to adopting simple random sampling technique. B Ed student teacher's Self Concept was accessed with the help of Self Concept scale developed by Dr. Prathibha Duo (1998). Specific objectives formulated were: 1. To assess the level of self concept of B. Ed student teachers. 2. To study the Significant difference between Male and Female B. Ed student teachers with respect to their self concept. 3. To study the Significant difference between Arts and Science stream B. Ed student teachers with respect to their self concept. The descriptive survey method was adopted for the study. The data, which was obtained from that survey, was analyzed using percentage analysis and t-test. Findings of the study were 1. A majority (56%) of the B. Ed student teachers was found to possess average level of Self Concept and (14%) were found to possess low level of self concept, Only (30 %) of the B. Ed students possess high Self concept. 2. Significant difference was found in self concept of male and female B. Ed Student teachers comparing mean scores. It is found that the female student teachers have High self concept than their male counterparts. 3. No significant difference was found between Arts and science B. Ed student teachers in their Self Concept.*

Keywords: *Self Concept, Student teachers, Stream*

1. Introduction

Education is regarded as the potential instrument of national development. Basically education deals with improvement of human resources. Nation transmits its heritage, recreation, culture, strengths through education. Its values it is the means of such immense importance that education has been enunciated one of the fundamental human rights. It is also important for solve economic planning and training in different service which are the internal components of the human resource development. Education is essential for everyone. It is the level of education that helps people earn respect and recognition and it is indispensable part of life both personally and socially.

The modern aim of the education is the harmonious development of the personality. It means moral, social, spiritual, intellectual, emotional and physical development. All these aspect are equally important for developing healthy personality in the society. It is through schools, that the aim of education can be achieved. In schools, the teacher plays an important role in molding the character of the child. Therefore training institutions have to play vital roles in ensuring adequate development of knowledge, skills, and attitudes necessary for teaching. Teachers are the main resources of an education system. They have significant roles and responsibilities to exercise in the teaching profession and to mould students in accordance with the changing social needs. Teacher's behaviour in the class-room is a function of his 'self-concept'. If the teacher have positive self-concept, his performance is better and gets more success in his everyday life and they may be successful in the proper guidance of their students.

Principles of Self-Concept

1. Those with high self-concept take complete responsibility for what happens in their lives. Instead of wasting time finding fault, they look for ways to change themselves to create new circumstances.

Meaning and concept of self Concept

Self-concept refers to self-evaluation or self-perception, and it represents the sum of an individual's beliefs about his or her own attributes. According to Baumeister, "Self-concept is the individual's belief about himself or herself, including the person's attributes and who and what the self". Self-concept is a multifaceted structure (Mischel and Morf, 2003). It is an organized collection of beliefs about themselves. The self-schemas are developed from past experience and are concerned with one's personality physical features, abilities, trait, goals, values and social roles (Cambell, and Dipaula). People have self-schemas on dimensions that are important including strengths and weakness.

Characteristics of Self-Concept

Self-accepting people are more aware of their environment, with human and non-human. They are not afraid of the unknown and can tolerate uncertainty accompanying the perception of the unknown and unfamiliar.

1. **Acceptance of self, others and Nature:** Self actualizing persons are not ashamed (or) guilty their human nature, with its shortcomings imperfections and weakness. They respect and concept themselves and others. Moreover, they are honest without pose (or) facade.
2. **Problem Centering:** Self accepting persons are not ego-centered, but focus on problems outside themselves. They are mission oriented often or sense or the basis of a sense responsibility later than personal choice.
3. **Interpersonal relationship with others:** They are relative, however their circle of friends may be small, still they attract others to them as admirers (or) as disciples.
4. **Democratic Character Structure:** The self-accepting persons do not discriminative on the basis of class, education, race (or) colour. He is humbly in his recognitions of what he knows in comparison with what could be known and he is ready and willing to learn from anyone.
5. **Means and Ends:** Self-accepting persons are highly ethical. They clearly distinguish between means and ends and sub ordinate means to ends.
6. **Creativeness:** It is a fresh native direct way of looking at things. Creativeness is a characteristic that most would agree to as characterizing the self acceptance persons.

Self-concept is love and happy with whom you are now. It is an agreement with yourself to appreciate validates, accept and support who you are at every moment. Self concept is the degree to which and individual having considered his personal characteristics is able and willing to live with them.

Dimensions of Self-Concept

The following are the six dimensions of Self-Concept:

- ❖ **Physical self-concept:** refers to the perception individual has about one's own physical appearance and this would be in relation to what is considered to be attractive. It refers to how anxious, how happy or satisfied one feels with one's own physical appearance.
- ❖ **Social Self-Concept:** Social self-concept refers to personal believes about an individual's ability or skills to initiate and maintain inter personal relationships. It also refers to his ability to read social indications and to be feeling the need to be a part of a group.
- ❖ **Temperamental Self-Concept:** Temperamental self -concept is the ability to accurately recognize emotional signals which are key aspects of emotional functioning. It is the perception of an individual about the ability of oneself to control the expression of emotion at various situations.
- ❖ **Moral Self-Concept:** Moral identity, moral cognitions and Moral behaviors are important to moral self-concept. Perception of oneself with respect to moral identity, moral cognitions, and moral behaviors indicate moral self-concept.
- ❖ **Work-related Self-Concept:** refers to perception of oneself about self-efficacy, work-related performance and efficiency.
- ❖ **Intellectual Self-Concept:** is indicated by perception of oneself about his/her capacity to take in and recognize related data, compare them and make sense of the information to find solution to problems.

Self concept composes of multidimensional characteristics. It is highly complex, well organized and works in a consistent way. Self related photo types or self schemas that make up a teacher's self concept organize and guide processing of their self. It guides psychological functioning of the teacher by helping him/her maintain the consistency within him/her. This may contribute to enhance the effectiveness of teacher's performance.

Need and Importance of the Study

Today's children are the builders of the future of a nation. Kothari Commission opines that the future citizens of the nation are shaped in its classrooms. It also opines that the teachers are the builders of the nation. The role of teachers, particularly those of secondary schools in shaping the personality of younger generation, is becoming increasingly important. Whether teacher is viewed as a model, director, supervisor, guide, co-worker or leader, the teacher has a crucial role in moulding the behaviour of pupils. Any invention or technological advancement, cannot replace a teacher if he/she is effective.

A positive self-concept builds the optimism needed to try things out, to aim high, and to succeed. It built emotional resilience to deal with challenging pupils, and the stamina necessary for a sustained contribution

in the classroom. Effective teachers believe in themselves and have the conviction to be ambitious for their pupils, for the school, and for themselves. In the modern age of competition, all parents are worried about future of their children. It is therefore important for the teachers to know and understand their level of self concept. Therefore, it is very much appropriate and necessary to conduct a research study in this area. The review of related literature has revealed that there are fewer attempts to study the self concept of B. Ed student teachers. Hence this investigation is a modest venture in this direction.

Methodology

The present study was taken up to investigate the self concept of pre-service teachers and to find whether there is any significant difference in these variables with respect to gender and medium. Descriptive survey method of the study was followed.

Statement of the Problem

As student teachers at secondary level are going to handle young minds that are the stage to mould their personality in a desirable way. It is important to develop such perspective teachers who are having self-concept. In this regard the present study intends to investigate the self-concept of B. Ed student teachers. Hence the present study is entitled: "Self Concept of B. Ed Student teachers"

Objectives of the Study

The following are the objectives of the study

1. To assess the level of self concept of the B. Ed student teachers.
2. To study the Significant difference between Male and Female B. Ed student teachers with respect to their Self Concept.
3. To study the Significant difference between Arts and Science stream B. Ed student teachers with respect to their Self- concept.

Hypothesis of the Study

In pursuance of the objectives of the study, the following null hypotheses were formulated.

1. There is no significant difference between male and female B. Ed student Teachers with respect to their Self-Concept.
2. There is no significant difference between Arts and Science B. Ed student Teachers with respect to their Self Concept.

Operational definitional of the key terms:

- ❖ **Self Concept:** Self-concept refers to the overall perception of an individual about the various abilities and attributes of oneself. **In the present study, the level of self concept of B. Ed Students is represented by the total scores obtained by the B. Ed Students on Self concept Scale that was constructed by Dr. Prathibha Duo (1998). Self Concept of B. Ed Students is categorized as high, average and low Self Concept.**
- ❖ **B. Ed Student teachers:** The Students who finished their bachelor degree (BA/B. Sc) course and joined bachelor of degree in education under different streams like arts and science and also in different college like Government, private Aided and private Un-aided.
- ❖ **Streams:** In the present study streams means the methodology subjects studies by B. Ed student teachers.
 - **Arts Stream:** The student who studied arts as major subjects in degree or in Master degree and studying B. Ed under arts method like History-Kannada, History-Geography, History-English are called Arts stream.
 - **Science Stream:** The student who studied Science as major subjects in Bachelor degree and studying B. Ed under Science method like Physics and Mathematics, Chemistry and Biology are called Science Stream.

Variables of the study

The following are the variable of the study

- ❖ **Main variable:** Self Concept
- ❖ **Background variables:** Gender (Male / female) and Streams (Arts / Science)

Methodology

The present study was taken up to investigate the self concept of B. Ed Student teachers and to find whether there is any difference in these variables with respect to gender, and Stream. Descriptive survey method of study was followed.

Sample of the Study

The study was conducted on a sample of 50 B. Ed Students of SVK National College of Education in Shivamogga town (The population of the study is 04 B Ed colleges in shivamogga town. The college was selected using lottery method). The selection of B Ed Student teachers was done on the basis of simple random sampling method.

Tools used for data collection

Self Concept Scale: Self Concept Scale constructed and standardized by Dr. Prathibha Duo (1998) was used in the present study. The scale consisted of 90 items to be rated on a five point scale. In the rating scale, the weightage were given positive and negative items on the five point response such as very much, much, uncertain, not like that, not at all. Test-Retest Reliability of the scale was 0.89.

Procedure for Data Collection

Data for the study was collected by administering the Self Concept Scale to the selected sample by the investigator. The obtained data with respect to different back ground variables were tabulated and subjected to statistical analysis employing appropriate statistical techniques.

Statistical Techniques used for Analysis of Data

The obtained data was analyzed using Percentage Analysis, and ‘t’ test.

Analysis and Interpretations of the Result

The analysis of data interpretation and discussion of the results are presented below:

Objective No 1: To assess the level of self concept of B. Ed student teachers

Analysis related to objective 1 is presented in table no. 1

Table No 2: Table showing the percentage of B. Ed student teachers with respect to their different levels of Self Concept.

Level of Self Concept	Percentage of B. Ed student teachers	
High Self Concept	15	30%
Moderate Self Concept	28	56%
Low Self Concept	07	14%
Total	50	100%

Table no. 1 reveals that majority of B. Ed student teachers that is 56% of B. Ed Student teacher’s have moderate level of Self Concept. It is seen that only 14% and 30% of B. Ed student Teachers are processing low and high level of Self Concept.

Hypothesis 1: There is no significant difference between male and female B. Ed student teachers with respect to their Self Concept.

‘t’ test was calculated to test the hypothesis no 1. The results are presented in the table no 2.

Table No 2: Summary table of ‘t’ test of self concept of male and female B. Ed student teachers.

Gender	N	Mean	SD	df	‘t’	Level of Significance
Male	06	269.30	25.64	48	3.27	Sig
Female	44	284.78	26.44			

Sig-Significant

Table no. 3 shows that obtained 't' value of 3.27 is more than the tabled 't' value of 2.01 at 0.05 level of significance for the degrees of freedom 48. Therefore the null hypothesis there is no significant difference between male and female B. Ed student teachers is rejected and it is concluded that there is a significant difference in male and female B. Ed student teacher with respect to their Self Concept. Comparing the mean value it is found that female B. Ed student teachers have a better Self Concept comparing male counterpart.

Hypothesis No. 2: There is no significant difference between Arts and Science B. Ed student teachers with respect to their Self Concept.

't' test was calculated to test the Hypothesis no 2. The result are presented in the table no. 3

Table No. 3: Summary table of 't' test of Self Concept of Arts and Science B. Ed student teachers.

Stream	N	Mean	SD	df	t	Level of Significance
Arts	25	281.06	29.21	48	0.321	N S
Science	25	279.64	24.95			

NS - Not Significant

Table no. 3 shows that obtained 't' value of 0.321 is less than the tabled 't' value of 2.01 at 0.05 level of significant for the degrees of freedom 48. Therefore the null hypothesis there is no significant difference between arts and science B. Ed student teachers with respect to their Self Concept is accepted and it is concluded that there is no significant difference in Arts and Science B. Ed student teachers with respect to their Self Concept.

Findings of the Study

It was found that

1. A majority (56%) of the B. Ed student teachers was found to possess average level of Self Concept and (14%) were found to possess low level of self concept, Only (30 %) of the B. Ed students possess high Self concept.
2. Significant difference was found in self concept of male and female B. Ed Student teachers comparing mean scores. It is found that the female student teachers have High self concept than their male counterparts.
3. No significant difference was found between Arts and science B. Ed student teachers in their Self Concept.

Educational Implications

The following are the educational implications of the study:

1. The present study has shown that there is a need to develop Self Concept of B. Ed student teachers. Because teachers are the nation builders. They affect the life of students a lot, so the teachers should be socially mature and they should be effective leader in dealing with the today's generation. High self-concept is vital for psychic well being teachers which would create effective interpersonal relationship and thus contribute to their performance. Low self-concept develop fear of new challenges to be faced and rebellious behaviours, hence teacher education curriculum and teaching methodology should focus on inspiring high levels of self-concept among teachers, develop belief in their ability to perform create sense of self-responsibility.
2. The present study found that the female student teachers have high self concept than their male counterparts. Both male and female students share equal status in the society. No discrimination is made between them. They both enjoy equal rights and opportunities which enables them to adjust to the society with maturity. The present scenario of society is characterized as being full of anger, hatred, distrust, disharmony, confrontation and above all degradation of human values. At this point of time, the colleges of education are considered more conducive place for the cultivation of certain desirable psychological and social skills among future teachers. They have to be trained to develop self-confidence, self-direction, self awareness, social feeling, social and human values.

Conclusion

Quality Education is a concern today and therefore the internal processes that ensure quality education is the need of the hour. A good environment can have good personality because self concept enhances the

personality of a person. The Qualities which reflects from the personality of a student are thus honesty, competency, forward looking, inspiring intelligent, fair minded, broad minded, courageous straight forward, imaginative and innovative. The findings suggest the need to design a training program that could contribute to the improvement of teachers' positive self-image. The program should be based on the participation in social activities, having in mind that the teaching profession includes communication among students, teachers and other social representatives. Based on research findings, more positive self-concept would support teachers' capacities, and this way it is possible to improve the quality of teaching and education in general.

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Comparative Study on Reading Comprehension Ability in English Among Secondary School Students of Shimoga Taluk

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ABSTRACT: *The Present study aimed at to Study the Reading Comprehension Ability in English Among Secondary School Students. Main Objectives of the study are, to analyze the Phonological Awareness, Phonics Survey, Fluency and Vocabulary & Comprehension of Reading Comprehension Ability in English of Secondary School Students and to Study the Significant difference in the Mean Scores of Reading Comprehension Ability in English of Secondary School Students with respect to Gender, Locality and School Type. Descriptive survey method was employed. Sample of Two Hundred (N=200) Secondary students was drawn from 04 Schools of Shivamogga taluk of Karnataka state was selected by random sampling technique. to fulfil the objectives of the present study, the investigator was developed The Reading Comprehensive Ability Test. The tool consists of 50 items includes Phonological Awareness, Phonics Survey, Fluency, and Vocabulary & Comprehension. the tool had accepted levels of validity and reliability. Major Findings are, Girls had higher Reading Comprehension Ability than the Boys, Urban School Students had higher Reading Comprehension Ability than the Rural School Students and Private School Students had higher Reading Comprehension Ability than the Government School Students.*

1. Introduction

Reading Comprehension is a holistic process of constructing meaning from written text through the interaction of the knowledge the reader brings to the text, i.e., word recognition ability, world knowledge, and knowledge of linguistic conventions; the reader's interpretation of the language that the writer used in constructing the text, and the situation in which the text is read (Maria, 1990). Similarly, Aquino (2005) views reading as the interaction between the reader and the text. The reader constructs meaning from the text by guessing and predicting the succeeding texts based on the reader's prior knowledge of the text and the world.

On his part, William Gray, the known Father of Reading, defined reading as a four-step process which includes perception of the word, comprehension of its meaning, reaction to the meaning in terms of prior knowledge, and integration of idea into one's background of experience (Villamin, Salazar, Bala & Sunga 1994). For Flick and Lederman (2002), they viewed reading comprehension as the employment of high-level thinking to infer the meaning of text, consider its implications, and decide on applications.

Calahan and Clark (1988) put together reading comprehension into three levels: reading the lines, reading between the lines, and reading beyond the lines. These three levels encompass relevant sub-skills such understanding vocabulary in context, getting main idea, noting specific details (first level), making inference (second level), predicting outcome and drawing conclusion (third level).

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about (Kintsch 1998; van Dijk and Kintsch 1983).

Significance of the Study

Reading comprehension is a very complex cognitive activity. Comprehends are not viewed as merely passive recipients of information but as active constructors of meaning. Skilled comprehends use a wide repertoire of language skills to gain meaning from text by constructing a text-based model while at the same time they draw upon and use their own background knowledge to construct a situation model of the understandings related to the text passage. To be effective, readers need to be actively engaged in the reading process by using their metacognitive skills to monitor and regulate their own meaning making processes. Some of the factors that impinge on comprehension are situated either within the reader or are found outside of the

individual. There are four main reader variables within the socio-cultural context that impact on the efficiency of reading comprehension for any individual: (a) the text, (b) the task (c) the reader characteristics and (d) the purpose of the activity.

The components most highly related to reading comprehension scores were the ability to access prior knowledge from long-term memory and the ability to integrate this knowledge with new information. Thus, in addition to the need for explicit word knowledge, comprehension also depended on students' ability to access and integrate this prior knowledge with new information. In addition, reading comprehension was significantly related to the remaining two component scores: drawing text-based inferences based on a text and recall of information explicitly presented in the text. Therefore, aside from the ability to access and integrate prior knowledge, the ability to remember, understand, and make deductions based on a given text was strongly related to students' scores on reading comprehension tests.

Objectives of the Study

1. To Analyze the Phonological Awareness, Phonics Survey, Fluency and Vocabulary & Comprehension of Reading Comprehension Ability in English of Secondary School Students.
2. To Study the Significant difference in the Mean Scores of Reading Comprehension Ability in English of Secondary School Students with respect to Gender, Locality and School Type.

Hypotheses

1. There is no Significant difference in the Mean Scores of Reading Comprehension Ability in English of Secondary School Students with respect to Gender.
2. There is no Significant difference in the Mean Scores of Reading Comprehension Ability in English of Secondary School Students with respect to Locality
3. There is no Significant difference in the Mean Scores of Reading Comprehension Ability in English of Secondary School Students with respect to School Type.

Variable

- Reading Comprehension Ability (Phonological Awareness, Phonics Survey, Fluency and Vocabulary & Comprehension)
- Gender (Boys & Girls)
- Locality (Rural and Urban)
- School Type (Government and Private)

Research Method

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, analysis, evaluation and generalization. All these direct towards a proper understanding solution of significant educational problem. This specific type of research involves the distribution of a survey instrument to collect data from visually challenged students.

Sampling

For the present study Simple random sampling technique was used and the study covers Secondary School Students studying in Shimoga Taluk of Karnataka state. Sample of Two Hundred (N=200) Secondary students was drawn from 04 Schools. Out of 200 Students, Researcher Selected each 50 students from Rural Government and Private Schools and each 50 students from Urban Government and Private Schools.

Tools used in the Study

After the selection of the sample the investigator had to find a suitable tool to measure the Reading Comprehensive Ability in English. As, no suitable tool could be located to fulfil the objectives of the present study, the investigator was developed The Reading Comprehensive Ability Test. The tool consists of 50 items includes Phonological Awareness, Phonics Survey, Fluency, and Vocabulary & Comprehension. the tool had accepted levels of validity and reliability.

Statistical Techniques

Percentage Analysis, Quartile Deviation, Mean, Standard Deviation and t-test were used for analysing the data. The Statistical Package of the Social Sciences (SPSS) version 23.0 was used to analyse the data. Descriptive Statistics were used to describe and summarize results.

Major Findings

- 31% of the Secondary School Students had performed Low level of Reading Comprehension Ability, 41.7% of the Secondary School Students had performed Moderate level of Reading Comprehension Ability and remaining 27.3% of the Secondary School Students had performed High level of Reading Comprehension Ability.
- There was a significance difference in the Mean Scores of Reading Comprehension among Secondary School Students with respect to Gender ($t=2.647$, $p>0.05$). Girls had higher Reading Comprehension Ability than the Boys.
- There was a significant difference in the Mean Scores of Reading Comprehension among Secondary School Students with respect to Locality ($t=3.160$, $p>0.05$). Urban School Students had higher Reading Comprehension Ability than the Rural School Students.
- There was a significant difference in the Mean Scores of Reading Comprehension among Secondary School Students with respect to School Type ($t=1.981$, $p>0.05$). Private School Students had higher Reading Comprehension Ability than the Government School Students.
- Performance of the Urban school students in the rhyme identification test, phonics survey test, words context test and syllable blending test of the Reading Comprehension Ability is more than the Rural School Students.
- Performance of the Girls students in the word's context test, Fluency and Vocabulary & Comprehension of Reading Comprehension Ability is more than the Boys.
- Performance of the Private School students in the Phonological Awareness test and Phonics Survey test of Reading Comprehension Ability is more than the Government School Students.

Educational Implications

- To improve students' reading comprehension, teachers should introduce the seven cognitive strategies of effective readers: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing.
- teachers learn to raise students' awareness of strategies which help them to use these strategies where it is relevant and suitable. By raising awareness, students have more responsibilities for using the proper strategies independently.
- The tasks give to the students and the opportunity to describe and explain their own ideas and practice, and then refine their ideas through discussion with peer group
- Reading comprehension requires one to think, feel and imagine and also requires correct pronunciation, articulation, intonation, rhythm and stress.
- Reading promotes understanding and expression and useful and helpful exercise and it is helpful to possess the ability to read well and fluently.
- It is helpful to express appreciation, understand comprehension and obtain knowledge
- A study to develop in them the ability to recognize English sounds without errors.

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“Human Rights Education in Indian Schools”: With Special Reference to Curriculum Development

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ABSTRACT: *Human Rights are a universal phenomenon because rights have been imbibed in our society over the years. It has been realized that without human rights we cannot live as human beings. These rights are necessary to ensure the dignity of every person as a human being irrespective of one's race, religion, nationality, language, sex or any other factor. India, the largest democracy in the world, is a big country with a lot of human rights challenges. If human rights are violated in India, the largest democracy in the world will be in danger. For the sake of democracy and sustainable development in India, human rights education in India is essential because knowledge of human rights is the best defence against their violation. The present paper highlights the importance of human rights education in India for effectively discharging the duty imposed on all Indian citizens by the various articles embodied in our constitution. Human rights education is not something like consideration of abstract ideas reflecting certain generous ideas. It is naturally to be adapted to the specific needs of every human being by providing one with norms, values and criteria to which one can refer to in the course of daily life. This paper tries to present Human Rights Education as a means of ensuring the observance of human rights and at the same time UGC's approach towards human rights and also the present paper focuses on the initiatives taken by the educational organisations in India unlike UGC, NCERT, NCTE etc for promoting human rights education in India and the challenges these organisations face in the successful completion of this great work. The paper concludes with some suggestive measures that should be taken as a part of educational programmes for making education an effective tool for elimination of human rights violations.*

Keywords: *Human Rights; Dignity; Discrimination; Universal; Education; Democracy.*

1. Introduction

“Human rights are the result of humanity's increasing and persistent demand for dignity, respect, justice, protection and freedom--all needed for a decent human existence”.

A nation is good or bad, can be measured in an easy way by the measuring unit of human rights. The nation makes adequate provisions for its citizens a bunch of rights for realization of potentialities and exaltation of personality. The individuals who enjoy and exercise the rights in full measure must contribute to the development of nation.

Human rights education also provides a basis for conflict resolution and the promotion of social order. ... As a value system based on respect and the equality and dignity of all people, human rights can create a framework for analyzing and resolving such differences.

The contemporary conception of human rights has historical roots. Rousseau, Socrates, and Plato in the West, and Manu, Vyasadeva, Gandhi, Aurobindo, and others in India have enunciated principles of human rights. Important milestones in the struggle for human rights are the struggle between the British crown and Parliament, the French revolution, the struggle for American independence, the Russian revolution, and the adoption of the Universal Declaration of Human Rights by the United Nations on 10 December 1948. The Declaration symbolized the beginning of the international human rights movement. In 1959, children's rights to life, education, health, protection, and development were proclaimed in the Declaration of the Rights of the Child. The Universal Declaration of Human Rights embodies a set of guarantees enabling one.

- Not just to live but to live with dignity;
- To develop fully and use one's human qualities, intelligence, talents, and conscience; and
- To satisfy one's physical, mental, social, and spiritual needs.

In other words, it asserts one's right to be human. The first sentence of the Declaration states that respect for human rights is the "foundation of freedom, justice and peace in the world." The Declaration has influenced the constitutions and legal systems of various countries. It was followed by many other declarations issued at the International Congress on Human Rights (Teheran, 1968), the International Congress on the Teaching of Human Rights (Vienna, 1978) organized by UNESCO, the Seminar on the Teaching of Human Rights

(Geneva, 1988), and the United Nations World Conference on Human Rights (Vienna, 1993), which recommended the adoption of the United Nations Decade for Human Rights Education (1995-2004).

The past half-century since the adoption of the UN Charter has been dismal for human rights. Some have called it catastrophic (Dev 1996). Human rights education is stressed in all human rights documents as "an essential contribution to the development of a global human rights culture".

Historic Events: It is universally accepted that education is the best source of social mobility, equality, and empowerment, both at the individual and collective levels. Further, it is considered as a precondition for a healthy democratic society. It is thus important that education include the study of peace, human rights, and democracy as essential to society's development.

The Declaration states the following: Every one has the right to education. Education shall be free at least at the elementary and fundamental stages. Elementary education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups and further the activities for maintenance of peace (Article 26).

The International Covenant on Economic, Social and Cultural Rights (1976) reaffirms and strengthens these provisions. The 1978 International Congress on the Teaching of Human Rights and the 1993 Vienna conference called upon UN member-states to introduce human rights education at all levels of education. The World Congress on Human Rights in Delhi, 1990, urged that human rights education be understood as encompassing formal, nonformal, and informal education systems, and also reach parents and policymakers. It aimed to develop awareness of how to translate human rights into social and political reality.

The 1993 Vienna conference reiterated the urgency of respecting human rights and fundamental freedoms, and emphasized that human rights education must be treated as essential to the development of a global human rights culture. Four paragraphs of the Vienna Declaration and Programme of Action are related to education and training:

The World Conference on Human Rights considers human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace.

States should strive to eradicate illiteracy and should direct education towards the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. The World Conference on Human Rights calls on all States and institutions to include human rights, humanitarian law, democracy and rule of law as subjects in the curricula of all learning institutions in formal and non-formal settings.

Human rights education should include peace, democracy, development and social justice, as set forth in international and regional human rights instruments, in order to achieve common understanding and awareness with a view to strengthening universal commitment to Human rights. Taking into account the World Plan of Action on Education for Human Rights and Democracy, adopted in March 1993 by the International Congress on Education for Human Rights and Democracy of the United Nations Educational, Scientific and Cultural Organization, and other human rights instruments, the World Conference on Human Rights recommends that States develop specific programmes and strategies for ensuring the widest human rights education and the dissemination of public information, taking particular account of the human rights needs of women.

Pursuant to the Vienna Declaration, the UN declared 1995-2004 as the United Nations Decade for Human Rights Education.

The Decade's Plan of Actions aims to accomplish the following

- Assess needs and formulate strategies to further human rights education at all school levels, in vocational training and formal as well as nonformal learning.
- Build and strengthen programs and capacities for human rights education at the international, regional, national, and local levels.
- Coordinate the development of human rights education materials.
- Strengthen the role and capacity of the mass media in the furtherance of human rights education.
- Globally disseminate the Declaration in the most number of languages possible and in other forms appropriate for various levels of literacy and for the disabled.

- Human rights education is defined as training, dissemination, and information efforts aimed at building a universal culture of human rights by imparting knowledge and skills, and moulding attitudes. the strengthening of **respect** for human rights and fundamental freedoms, the full development of humanity.
- Human rights education is defined as training, dissemination, and information efforts aimed at building a universal culture of human rights by imparting knowledge and skills, fully developing the human personality and its dignity;

Human Rights Education Has Five Dimensions:

- Strengthening respect for the human personality and its dignity;
- Fully developing the human personality and its dignity;
- Promoting understanding, tolerance, gender equality, and friendship among all nations, indigenous peoples, and racial, national, ethnic, religious, and linguistic groups;
- Enabling all persons to participate effectively in a free society; and
- Furthering the activities of the United Nations to maintain peace (Guidelines for national plans of action for human rights education-UN-A/52/469/Add.1.)

The Indian Constitution and Human Rights:

The Constitution shapes the country's concept of human rights. The Preamble, Fundamental Rights, Fundamental Duties, and Directive Principles of the State policy are concrete steps toward the realization of human rights. Whereas basic objectives have been defined in the Preamble, the protection of human freedom and liberties are emphasized in Fundamental Rights and Directive Principles of State Policy. The rights of the child have been given the greatest priority. Since rights and duties are inseparable, Fundamental Duties (Article 51) are also imperative. These provisions epitomize the collective will and aspiration of all Indians.

The following provisions in Constitution safeguard human rights:

- Equality before the law (Article 14);
- Non-discrimination on ground of religion, race, caste, sex, and place of birth (Article 15);
- Equality of opportunity (Article 16);
- Freedom of speech, expression, assembly, association, movement, residence, acquisition, and disposition of property, practice of any profession, carrying out any occupation, trade, or business (Article 19);
- Prohibition of traffic in human beings and forced labor (Article 23);
- Prohibition of labor in case of children below 14 years (Article 24);
- Freedom of religion (Article 25);
- No provision for religious instruction in any educational institution wholly maintained out of State funds (Article 28);
- Conservation of language, scripts, and culture (Article 29 [1]);
- Right of minorities to administer educational institutions (Article 30);
- State guarantee of social order (Article 38 [1], Directive Principles of State Policy);
- Adequate means of livelihood, equal pay for equal work for both men and women, non-abuse of health of the worker, opportunity for children to develop in a healthy manner and in conditions of freedom and dignity (Article 39, Directive Principles of State Policy);
- Right to work, education, and public assistance in specific cases (Article 41, Directive Principles of State Policy);
- Provision for free and compulsory education of children up to 14 years of age (Article 45, Directive Principles of State Policy); and ensuring education and economic development of scheduled castes, scheduled tribes, and other weaker sections of society (Article 46, Directive Principles of State Policy).

Educational Policies and Human Rights: The reports of various Education Commissions and the statement of educational policy have articulated the importance of the right to education and education in human rights as part of the effort to reform and develop education. They assign special status in the national educational system to women, scheduled castes, scheduled tribes, minorities, and the handicapped, and emphasize values education. They also define the basic components of the core curriculum, which reflects some important human rights concerns.

The National Curriculum Framework is provided for by the 1986 National Education Policy. It covers core elements that cut across narrow subject boundaries and is designed to promote values such as India's common cultural heritage, egalitarianism, democracy, secularism, equality of the sexes, observance of small-family norms, and inculcation of scientific temper, among other things.

Policies and Actions

Human rights education is significant as an instrument of raising awareness of human rights. Of the world's school children, about 77% are in primary school and of these, 68% are girls. As per the Annual Report of UNICEF (1999), 130 million primary-school-age children in the developing world are denied the right to basic and quality education; 70 million are girls (40 million of whom are Indian girls). It is lamentable that in the early 1990s, more than one quarter of the 95 million school children in developing countries did not reach the fifth grade. Most countries failed to achieve universal access to education by year 2000.

Human rights education is not a mere vision. It will become a way of life. It is necessary if nonformal education is to prepare millions of children to be good world citizens. A framework to support nonformal human rights education has to be developed.

Why Human Rights Education in the School Curriculum?

Schooling provides not only basic education but also, under the best circumstances, aids a child to explore the world and express ideas. The school can help establish an intellectual basis for teaching the historical development of human rights and their contemporary significance. This knowledge should ultimately extend beyond the pupils' immediate environment and culture. Human rights should be presented in the context of a society's moral and social traditions. The school is not just for transmitting a national ideology and a common historical memory through the curriculum. On a deeper level, like the political nation, the school forms a constructed place in which students, like citizens, are treated equally, irrespective of their background. The concept of the school is like the "concept of citizenship, impersonal and formal. By understanding the idea of school as a community, citizens will learn to understand and feel included in the political nation" (Osler and Starkey 1996). The school is a model of good society as John Dewey (1909) suggested. Schools are places where it is theoretically possible to operate a community based on social justice and human rights. The climate of a school should encourage open expression of views and dialogue between students and teachers. The school can work toward building a closer relationship between itself and the community. Human rights should permeate the whole school--from its ethos and organization to the content of its curriculum.

The first National Curriculum Framework formulated by the National Council of Educational Research and Training (NCERT) in 1975 states: "The awakening of social consciousness, the development of democratic values and of a feeling for social injustice and national integration are extremely important.... All subjects should be taught in such a manner so as to foster the spirit of scientific humanism." The National Curriculum Framework for primary and secondary education (NCERT 1988) identifies and addresses some of these concerns such as promoting values of egalitarianism, democracy, secularism, equality, removal of social barriers, and creating a sense of common citizenship. It proposes that the school curriculum reflects some world issues and helps make children become aware of and appreciate different world cultures. Highlighting the need to strengthen national identity, the National Curriculum Framework for School Education (NCERT 2000) reaffirms the 10 core components identified in the National Policy on Education (1986):

The history of India's freedom movement

- Constitutional obligations;
- The content essential to nurture national identity;
- India's common cultural heritage;
- Egalitarianism;
- Democracy and secularism;
- Equality of the sexes;
- Protection of the environment;
- Removal of social barriers;
- Observance of small-family norms; and
- Inculcation of scientific temper.

It further emphasizes the need to include the fundamental duties as laid down in Article 51 A of Part IV A of the Constitution as common core components of the curriculum: "These core components need to be integrated in school curriculum in a suitable manner. It is envisaged that they would help in instilling a nationally shared perception and values and creating an ethos and value system in which a common Indian identity could be strengthened."

Curriculum Development

Curriculum development includes curriculum planning, formulation of curriculum policy, implementation, and evaluation. The process of curriculum renewal has to be continuous to accommodate new developments and changes in various subjects. The curriculum development exercises should be undertaken as a systematically planned improvement strategy based on accepted foundational principles. Human rights education should not only be incorporated into the formal curriculum as a separate subject but also integrated into the entire curriculum, including the hidden curriculum (i.e., the culture of schooling and teacher training institutions and programs). Human rights teaching materials should be produced in different forms. There should be no separate human rights curriculum. Rather, human rights dimensions can be integrated into the existing curriculum. The heart of human rights education is curriculum development for all stages of school education. The curriculum should incorporate valuable ideas from the Vienna Declaration--human rights, humanitarian law, democracy, rule of law, peace, development, and social justice. We can add many more to provide local color and to relate human rights with the needs of learners at different stages. Maybe some of these topics are already in the curriculum, but now the challenge is to make the topics the main agenda of learning.

Objectives of Human Rights Education

Human rights education aims to do the following

- Enhance the knowledge and understanding of human rights.
- Foster attitudes of tolerance, respect, solidarity, and responsibility.
- Develop awareness of how human rights can be translated into social and political reality.
- Develop skills for protecting human rights.
- The design of the curriculum needs to be built on the philosophical, psychological, and sociological bases of curriculum planning and development. The school curriculum should work toward the holistic development of the individual.

Methodology, Approaches and Strategies

Human rights education can be incorporated into the school curriculum in several ways:

The formal curriculum: Schools may choose to examine their present curriculums and identify areas where themes and elements of human rights education already exist. Human rights education is considered the most important part of the core curriculum of good general education.

The informal curriculum: Human rights education can also be promoted through the extracurricular and co-curricular activities of the school.

The hidden curriculum: Human rights education should also address the far-reaching hidden curriculum of the school to create a school atmosphere that truly reflects respect for human rights. Values, attitudes, knowledge, and patterns of behaviour should be integrated into the students' personal experiences in order to help them view reality critically.

Context and Approaches to Curriculum Organisation.

The contexts of and approaches to incorporating human rights education in the curriculum are the following:

- ☞ **Direct context:** This involves including specific topics or subjects that focus on human rights education into mathematics, science, or history subjects, for example. India has introduced human rights education at the higher education levels. Recently, the Indira Gandhi National Open University (IGNOU) started a certificate course in human rights education.

☞ **Indirect context:** This involves the use of all school subjects as vehicles for human rights education. Some examples are (i) creating "learning units in human rights" in order to integrate the content of different subjects toward solving a particular problem and (ii) including human rights elements in every subject.

☞ **Implicit context:** This involves the creation of a sociocultural ethos in schools that will develop students' understanding of human rights.

The question is how to introduce the new curriculums at various levels. It is obvious that one more subject cannot be added to an already overloaded curriculum, as it would constitute a violation of human rights of sorts. Human rights education should be integrated into existing curriculums. The question, however, is what and how much is to be integrated. The answer requires a selection of issues. Teaching the basic rights may be done under the umbrella of ethics. At the secondary level, basic and other rights may be introduced into existing foundation courses.

Content and Core Values: The first question in curriculum building is in what way human rights issues can be structured and elaborated upon at different levels.

The curriculum, among other things, stresses the following core values.

- **Issues of human rights and democracy:** (i) dignity; (ii) equality; (iii) justice; (iv) protection of rights; (v) freedom of participation; (vi) freedom of speech and expression; and (vii) freedom of religious belief.
- **Values and attitudes:** (i) human rights and democracy; (ii) cooperation and solidarity; (iii) preservation of culture; (iv) self and others; (v) internationalism; (vi) protection of the environment; and (vii) spirituality.

These values are deemed universally acceptable and desirable in such documents as the Declaration, the Convention on the Rights of the Child, the Convention on the Elimination of Discrimination against Women, etc.,

Human rights education is interdisciplinary. The central area may be outlined as follows: (i) education for tolerance; (ii) democracy and national understanding; (iii) protection of human rights; (iv) violation of human rights and democratic freedom; (v) economic rights; (vi) civil rights; (vii) critical thinking; (viii) scientific temper; (ix) intellectual honesty; (x) justice and empathy; (xi) legal awareness; (xii) equality of educational opportunity; (xiii) gender equality; (xiv) political economy and humanism; (xv) minority rights; (xvi) local government and civic rights; (xvii) constitutionalism and legitimacy; (xviii) history and philosophy of human rights; (xix) world citizenship; (xx) role of the UN; (xxi) human rights and national and world histories; (xxii) international understanding and (xxiii) environmental protection. Human rights education should focus on attitudes of tolerance, respect, and solidarity, and develop individual awareness of how human rights can be translated into social and political reality.

Basic Approach: The basic approach to human rights education in schools is to integrate it into various subjects and not treat it as a separate area of study. It also requires a multidisciplinary approach. The issue of human rights is inextricably linked with other major curricular issues. *The National Curriculum Framework for School Education* (NCERT 2000) recommends the integration of various curricular concerns:

The curriculum development process is often influenced by a 'panic approach' in which the local, national or international developments with some socio-economic and political bearing influence the decisions concerning the curriculum without prior, careful and structured planning. This 'panic approach' of including new and temporal curricular concerns may often lead to an overloading of the curriculum. At a time when concerns such as 'literacy', 'family system', 'neighbourhood education', 'environmental education', 'consumer education', 'tourism education', 'AIDS education', 'human rights education', 'legal literacy', 'peace education', 'population education', 'migration education', 'global education' and 'safety education' are making a case for separate place in the school curriculum, the best approach would be to integrate these ideas and concepts, after a careful analysis in the existing areas of learning. Appropriate strategies for this integration may be suitably worked out in the detailed subject curricula.

It is vital to examine the learning opportunities available when designing new curriculum or introducing specific changes so as to avoid a disparity between expectation and reality. This should constitute a realistic approach --meaningful, responsive, and result oriented. Human rights are itself an educational conception involving human interaction inside and outside school.

Human Rights Education and Curriculum: Human rights education is not treated as a separate area of the curriculum but is integrated into various subjects at different stages:

- The Indian political system and Constitution;
- Problems and challenges of contemporary life--political, economic, social, cultural, educational--that have direct or indirect bearing on human rights;
- Diversity and variety of Indian culture, its composite and non-monolithic character;
- The Indian social system and dynamics of social change;
- Major events in Indian and world history relating to the struggle for political and civil rights as well as economic and social rights, and the role of the people and outstanding leaders in these struggles;
- The world human rights situation with regard to gross violations in the form of colonialism, racism, and apartheid; and
- Literary works that reflect human rights concerns and the quest for freedom and rights.
- Major historical documents such as the American Declaration of Independence, the French Declaration of the Rights of Man and the Citizen, the UN Charter, and the Universal Declaration of Human Rights should be discussed. It is imperative to discuss the human rights curriculum as a cross-curricular approach at the elementary and secondary levels.

Human Rights education and the elementary-level curriculum:

The major subject areas relevant to human rights at the lower-primary stage are social studies, environmental studies and languages.

- Human rights issues are integrated into environmental studies, starting with the child's immediate environment and gradually taking the child to the study of the district, state, country, and the world.
- Narratives and biographies of men and women from the history of India and of the world, India's freedom struggle, and certain aspects of the Indian Constitution should be included in this course.
- The language curriculum should focus on the development of compassion, tolerance, and sympathy, through stories and poems.
- Environmental studies dealing with family, neighbourhood, relations, food, clothing, shelter, religious festivals, and national heroes expand the knowledge of and respect for diversity and human equality.
- Children also develop an understanding of independent India as it evolved during the freedom struggle. Learning about the nation's goals and the main features of the Constitution--fundamental rights, directive principles of State policy, and fundamental duties, as well as secularism and democracy--may help promote human rights.

In the higher-primary stage, the major subject areas relevant to human rights education are social studies, science and languages.

History courses deal mainly with Indian history and, in general, with the history of world civilization, stressing an understanding and appreciation of India's cultural heritage and composite nature, its richness and variety. They focus on understanding diversity and consideration for other's rights.

The human rights dimension lies in providing a critical understanding of Indian society through the ages, with focus on the position of women and the inequalities created by the caste system.

Children should be made aware of legislative reforms and the role of international organizations in uplifting women and children.

The course in geography helps children develop an appreciation for different ways of living, interdependence, and sharing of common values by diverse cultures. Civics helps promote values of democracy, secularism, socialism, and national integration. It also includes the study of issues relating the environment, arms race, and human rights. Children develop a perspective of these problems in an international context. It is possible to introduce the student to a more comprehensive view of the concept of human rights and the interconnection between the ideals of secularism and democracy.

The thematic and ideational content in language help to promote awareness of human rights, international understanding, and related issues of global significance. The subject of language similarly lays the foundation for an appreciation of the underlying humanistic values conveyed through folk tales, legends, poems, essays, and dramas.

Science is an undiversified subject. Stress is on inculcating a national outlook and thereby helping to combat obscurantism and prejudice based on narrow consideration of caste, sex, or religion. The course guidelines also emphasize promoting understanding of the processes and problem areas related to agriculture, health

and nutrition, environmental protection, energy, material resources, and, more important, developing a scientific attitude.

Human rights education and the secondary curriculum: Secondary schools offer a much wider and varied range of opportunities to teach human rights and to practice and observe rights and duties.

A literature course may offer the opportunity to study the rights of children and young people. Literature and language classes can be used to promote cultural exchanges with schools in other countries as well as to promote social relations, peace, freedom, and justice.

At this stage, "the global perspective" and "major concerns" are integrated into the social sciences. Human rights can be taught in the context and understanding of the following:

- "Small" society--family life, school, and community;
- The "big" society--community, country, and State;
- Forms of government--democratic, dictatorship, parliamentary;
- The United Nations;
- The world today--East-West problems, armaments, events, and personalities in international affairs;
- The world around us--studies of individual countries;
- The family and society--economic, political, and cultural interdependence; and
- Religion and philosophy of life--What do we believe in? Analysis of different religions, traditional beliefs, and practices.

History allows the study of human rights as it covers topics such as the growth of democracy, development of trade unions, social reforms, and independence movements. The Industrial Revolution, and its impact on countries outside Europe, might be linked with the study of the International Labour Organization and its efforts to ensure just and equitable conditions for all workers, and to abolish child labor and other abuses of human dignity. It also introduces the students to some of the significant declarations on human rights, from the American Declaration of Independence to the Universal Declaration of Human Rights.

Geography stresses environmental and pollution issues and the study of international ecological problems.

Civics focuses on Indian democracy, including topics such as the individual and society, democratic citizenship, the Constitution, the judiciary, democracy, foreign policy, the UN, world problems (human rights, disarmament, new international order, etc.).

Economics focuses mainly on the study of the Indian economy--economic development and social justice--by covering content areas such as the rights of consumers, and consumer protection.

Science stresses the development of scientific temper; cultivation of social, ethical, and social values; and the possible misuse of science. Biology can explore the scientific bases for human rights and social prejudice. Science can also include teaching of health, diseases, and the contribution of the World Health Organization.

Mathematics can teach the skills related to elementary statistics and graphing, which may be used to interpret data on food and population, agriculture and industrial outputs, expenditure on armaments and on education, and other topics that have a bearing on basic human rights. Natural science and mathematics also reflect the modern scientific and technological work that may either benefit humankind or work to its detriment.

Teaching Human Rights through Co-curricular Activities:

Human rights education goes beyond subject teaching to organization of other activities and should be considered as an integral part of the whole education process. Activities that promote cooperation and group living can include human rights content. Teachers can involve elementary-school children in creative tasks such as paper cutting, drawing, collage, and work related to science, environmental studies, and social studies. Exhibitions, displays, and debates on human rights issues should be considered as core elements of human rights education. The activities themselves lead to an understanding of human rights as the children learn to cooperate and respect each other.

Theatre and literacy activities should be part of human rights education. Role play is an important strategy for inculcating values in children. Even the study of major literary and artistic works may promote human rights education, international understanding, and peace. International-relations clubs, art, music or drama circles, and UNESCO and United Nations clubs promote international understanding. Activities such as putting up wall newspapers and posters on current events, holding debates, writing essays and poems,

celebrating special days such as Human Rights Day and World Health Day, and activities relating to population, apartheid, literacy, etc. inculcate human rights values and generate awareness of human rights. Human rights education projects can be taken up in any discipline--history, geography, civics, literature, and science, etc. Since co-curricular activities complement human rights teaching in the curriculum, appropriate materials such as references and activity books are needed.

Methodology

As discussed earlier, human rights teaching should permeate not only all school subjects but also every aspect of school life. There is no denying the fact that human rights can be taught more effectively through various co-curricular activities. The methodological issues are relatively more important than the content as far as human rights education is concerned. Teaching methods are crucial in sensitizing and changing attitudes and creating a human rights culture. As the current teaching methodology may reduce human rights education to a mere academic exercise, it is important to bring field experiences into the classroom and take students to the communities. Teachers attitudes and assessment methods are important in conveying key messages to students. It is also important that the practices adopted in schools and the classroom reflects a climate and culture of human rights. The flesh and blood of schooling--the relationship among students, teachers, and school administrators, and teaching strategies--need to be rebuilt on the basic philosophy of human rights.

Central Importance of Teachers And Teacher Education: Teachers are clearly important in human rights education. Can they teach with uniform proficiency? What about teachers who are not even aware of their rights and duties in the classroom? Simply, they are to be trained in content as well as pedagogy, material preparation, and curriculum development as they have to be role models. It is the most effective way to improve the quality and effectiveness of human rights education programs. They should be provided with the knowledge, skills, and understanding to inculcate human rights as part of their teacher education courses at both the pre- and in-service levels. Empowerment of teachers and parents is also a key issue that should be tackled and worked out at all levels of government. Education should be considered a duty not a right. Otherwise, the Declaration will become a mere subject of academic study.

Conclusion

There is no doubt that some initiative have been taken by educational organisations like UGC, NCERT and NCTE for promoting human rights education in India. But these initiatives are directed towards formal education on human rights. But in a country like India where less than half of the population is illiterate. Hence, HRE must not be linked to formal schooling only. Such people have every right to know their rights. Therefore such programmes should be developed that accommodate their Needs and situations. The techniques of popular education music, street theatre, documentary films, cosmic books, alternative media, and itinerant story tellers can help much more for making them aware of their rights. In formal schooling teaching students about human rights in their own mother language will make them more prompt about their values and ways to use them in their day to day life. The running thread of this presentation is promotion of human rights education as a means of ensuring the observance of these rights in the interest of this generation to come. Science and technology have opened up tremendous prospects practically all along the line for material progress. Peaceful conditions should ensure a just social order for all human beings all over the world. National and regional efforts are to be directed at sharing the benefits of progress on an equitable basis.

Over the last five decades, the process of internationalization and globalization of the concept of human rights has generated the movement "*All Human Rights for All.*" In a complex country such as India, violations of human rights at all levels necessitate human rights education at all school levels in general and teacher education in particular. Hence, human rights education should find its rightful place in the school curriculum, teacher training courses--pre- and in-service, textbooks, supplementary reading materials, educational policies, and school administration. Human rights education must exert its influence from early childhood education onward and through a broad range of disciplines to build a human rights culture. Hence, greater commitment from all sectors and preparation of a sound, realistic plan of action can help us achieve human rights education for all and transform the human rights movement into a mass movement to achieve a better social order and peaceful coexistence. Society would be better place to live in if both the male and female views are given equal importance. Democracy is functional only when citizens, both men and women, are political equal. Indeed, this is one of the greatest challenges in the 21st century.

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“A Study on Attitude of Parents towards Girls Higher Education”

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ABSTRACT: *A study on Attitude of Parents towards Girls Higher Education has been dealt with in this paper. The sample included 200 parents selected by using random sampling technique from Shimoga and Davanagere district, the questionnaire developed by Kale S.M. (2010) to question attitude of parents towards girl's higher education was used for data collection. 't'-test' technique was adopted for data analysis. There is no significant difference between both the male parents and female parents to girl's education, the urban parents are better than rural parents in attitude of parents towards girl's higher education and the literate parents are better than illiterate parents in attitude of parents towards girl's higher education.*

1. Introduction

Education is very important to every person. Today, the need for education is largely felt, as there is realization and desire for education among people. In spite of this realization, the education of girls is not given its due importance.

Even if sunshine all the day and the lamp burns all the night, the house without an educated women is dark. The best thermometer to know the progress of a nation is the condition of its women. Literacy makes women to grow individually and independently. Only by education character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on her leg. Education is an essential element of the empowerment of girls and women. A good quality education, designed on the basis of women and girl's immediate and strategic needs, builds women's capacities and prepares them to seize opportunities in the public and private domains.

In today's society, the modern woman will not be prepared to accept the view that marriage is a woman's destiny. She would say that women have as much a right to be educated and become established in life as any man. A woman is in no way inferior to man and she has an equal right to be educated. Women in the past did not deserve to be educated and were always kept under control and subjugated. Marriage was her only aim and devotion to her husband and his family was her sacred duty. There was no life for her outside the home. She did not enjoy any status in the society. At the turn of the century, the earlier opposition to woman's education had fizzled out. However, a number of obstacles remained in the way of women's education. Most of obstacles exist only in people's minds in the form of prejudice, traditional beliefs and cultural practices. However, as a result of the efforts of social reformers, the upper middle class women of the society had some sort of schooling. The rural and urban orthodox families still consider that educating a girl is unnecessary and even dangerous, because education makes her think independently. They feel that an educated and status-oriented woman would refuse to be submissive. This resulted in the wide illiteracy of women, child marriages and lack of higher education. Hence this study on the attitude of parents towards girl's higher education is under taken.

Review of related literature:

Singh,V(1988) investigated the extent and causes of dropout among girls in rural schools of Chandigarh. He found that the dropout rate of rural girls was higher at class I in primary stage compared to other classes; with this rate going down in the higher grades the girls were weak in English and Mathematics. Parents were unwilling to their daughters because of domestic reasons. **Jain,G(1991)** found that both rural and urban adolescent girls aspire to study science as their first preference and prefer government service as a first choice followed by banking, civil services and clerical work. The aspiration level of both rural and urban girls was found to be average. **Nayer, U. (1991)** found that the provision of schooling /educational facilities for girls is low and its utilization is still lower on account of school, economic and attitudinal barriers and sheer physical distance. The curriculum and its transaction remain sex stereotyped and biased. Poverty and hunger were listed as the chief causes of non- enrolment and non- attendance of girls. **Duggal, J.(1992)** undertook a micro-study of access of scheduled castes girls to elementary education in rural Haryana and found that physical facilities in sample schools were inadequate and utilization was low.

Objectives of the study:

The following objectives were framed for the present study

1. To study the attitude of Male and female parents towards girls higher education.
2. To study the attitude of Urban and Rural parents towards girls higher education.
3. To study the attitude of Literate and Illiterate parents towards girls higher education.

Hypotheses

In pursuance of the objectives 1- 3 following Null Hypotheses were set up.

1. There is no significant difference between male and female parents attitude towards girl’s higher education.
2. There is no significant difference between Urban and Rural parents attitude towards girls’ higher education.
3. There is no significant difference between Literate and Illiterate parent’s attitude towards girls’ higher education.

Sample of the study

Sample is a true representative of the population. In the present study researcher has used the stratified sampling technique for drawing the sample. The sample consisted of 200 parents from Shimoga and Davanagere District.

Tool Used For Collection of Data

The tool used for collection of data is: The questionnaire developed by Kale S.M. (2010) to question attitude of parents towards girl’s higher education was used for data collection. The test has the content validity as it is developed by taking the opinion of experts. The content validity is determined by expert’s judgment. The experts in the area covered by the test were asked to assess its content validity.

Statistical Technique Used ‘t’ – Test

t- test was used to find the significant difference in the attitude of parents towards girl’s higher education with reference to gender, location, and Literate and Illiterate . The obtained t-value was referred to t-distribution table for the appropriate degrees of freedom at 0.01 and 0.05 levels of significance.

Major findings

Table 1: The difference in the attitude of parents towards girl’s higher education with reference to gender (female and male parents).

	Variable	N	Mean	SD	t-value
Gender	Female	100	15.3535	2.7776	0.5321*
	Male	100	15.7451	3.2225	

*Significant at 0.05 level of significance

The above table- 01 reveals that the obtained t-value in the attitude of parents towards girl’s higher education gender scores level is less than the tabled values (1.96) at 0.05 levels of significance. Therefore the null hypothesis in this regard is accepted. Therefore it is concluded that both the male parents and female parents to girl’s education. As the families are closely knitted, both male and female are highly conscious about the role of education in the lives of their girl children.

Table 2: The difference in the attitude of parents towards girl’s higher education with reference to location (Rural and urban parents)

	Variable	N	Mean	SD	t-value
Location	Rural parents	100	13.1414	3.6790	2.7567**
	Urban parents	100	15.3535	2.7776	

** - Significant at 0.01 level of significance

The above table- 02 reveals that the obtained t-value in the attitude of parents towards girl's higher education location scores level is more than the tabled values (2.58) at 0.01 levels of significance. Therefore the null hypothesis in this regard is rejected. It means that the obtained t-values are found to be significant. Therefore it is concluded that the urban parents are better than rural parents in attitude of parents towards girl's higher education.

Table 3: The difference in the attitude of parents towards girl's higher education with reference to literacy. (Literate and Illiterate parents)

	Variable	N	Mean	SD	t-value
Literacy	Illiterate parents	100	12.0505	1.8317	2.4018*
	Literate parents	100	13.1176	1.8051	

*- Significant at 0.05 level of significance

The above table- 02 reveals that the obtained t-value in the attitude of parents towards girl's higher education literacy scores level is more than the tabled values (1.96) at 0.05 levels of significance. Therefore the null hypothesis in this regard is rejected. It means that the obtained t-values are found to be significant. Therefore it is concluded that the literate parents are better than illiterate parents in attitude of parents towards girl's higher education.

Conclusion

In the present study the results reflects the attitude of parents towards higher education, as the both male and female are highly conscious about the role of education in the lives of their girl children. Though the urban parent's literate parents have highly favorable attitude towards girl's education, rural parents illiterate parents not have ambitions aspirations of girl's higher education. Hence the government to conduct awareness programmes for girls higher education in rural area and illiterate parents. Government provides all the facilities and extends the necessary incentives to the concerned to promote girl's education to the desired levels.

Educational Implications

1. More and more facilities should be provided for girl's education so that the position can improve since the attitudes are found favorable.
2. Parents should be motivated in various ways to send their daughters to higher education.
3. Appropriate incentives to attract more and more girls to educational institutions must be given.
4. Curriculum should be organized in such a way as to suit the girls.
5. Schools, colleges and universities exclusively for girls should be increased.
6. Teachers should treat the girl students with due dignity and respect.

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Usage of Mathematics Lab Components in Teaching Chemistry

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ABSTRACT: *Secondary chemistry teachers face a host of challenges as they are given the responsibility of deciding how they will deliver assigned curriculum. To meet these challenges teachers has to consider new scenario. This paper speaks about different approach of teaching chemistry by using mathematics lab. Using laboratory is a procedure for stimulating the activities of the students and to encourage them to make discoveries which is based on learning by doing. There are four components of mathematics lab. 1. The simple balance and algebraic tiles is used to teach understanding of algebraic expressions and then balancing of algebraic equation. This finds its application on balancing of a chemical equation in chemistry. 2. The mathematics lab components like the percentage protractors and fraction tiles are used to understand the concepts related to fractions, percentage and ratios. This mathematical concept is very important for the understanding of dilution and concentration of solution in chemistry. 3. Probability spinner board and dice is used to understand and explain theoretical and practical concepts of probability and statistics in mathematics, which intern would help in understanding trial and error method of experimentation and understanding averages. 4. The coordinate geometry and 3d solids through beads and sticks is used to create 3 dimensional objects. The understanding of vertices and edges helps in gaining better visualization for the crystal structures of molecules and chemical compounds in chemistry. Thus this study shows the relationship between understanding chemistry and mathematics, particularly using math lab components. It also shows that understanding of fundamental concepts is very critical in exploring higher order concepts in Chemistry.*

1. Introduction

Chemistry is the branch of Science which involves structure of atoms, symbolic representation of elements, combination of atoms, their composition properties and structure. The study of Chemistry deals with formation of bonds and how these bonds leads to new compounds.

Teaching Chemistry

Chemistry are often one in all the toughest subjects to show, because so many different types of thinking come into play. To successfully teach it, should provide math instruction, hands-on technique, 3-D visualization, and a history lesson. Secondary chemistry academics face a bunch of challenges as they're given the responsibility of deciding however they're going to deliver allotted course of study. In Secondary Schools the need and importance of the content varies along with the resources available, students' interest. To meet all these requirements the educator should be able to apply new pedagogical technological methods. Importance of Chemistry

Chemistry is taken into account a core science which will permeate many areas of data, such as engineering, health, astronomy, biology, and geology, among others. Chemistry is one which helps in intellectual development and understanding the nature and also leads to transfer of knowledge. The chemistry disciplines in teaching will afford distinctive opportunities to students perceive the planet within the "chemical" viewpoint and to assist them learn vital ideas.

Chemistry as a branch of science is highly important in modern societies because of its requirement as a prerequisite to the study of many other science oriented courses. It thus appears that for a nation to develop in science and technology, the teaching and learning of chemistry need to be improved. It is therefore becomes pertinent that performances in chemistry and in science generally should be of high levels.

Mathematics lab

A arithmetic laboratory may be a place wherever we discover a group of games, puzzles, teaching aids and other materials for carrying out activities.

These are meant to be used both by the student by their own and together with their teacher to explore the world of mathematics, to discover, to learn and to develop an interest in mathematics.

Although arithmetic isn't associate experimental science within the approach within which physics, chemistry and biology are, a mathematics laboratory can contribute greatly to the learning of mathematical concepts

and skills.

Mathematics teaching is not just practicing of solutions to the given problems by pen and paper, a right ambiance is required and it is definitely the Mathematics Laboratory.

It is as a result of, Mathematics Laboratory can act like a concomitant between teacher and students and provides an opportunity to understand and discover the beauty, importance and relevance of mathematics as a discipline. It can be expected to enhance the pupil's understanding of the subject as taught at the school and can also provide a glimpse of what is beyond.

The Mathematics Laboratory is a unique concept in the field of mathematics education that was introduced in the year 1994. It has come a long way in enriching mathematics at primary, secondary and senior secondary level.

In developed countries, the arithmetic Laboratory is associate integral a part of regular course of study.

Importance of Mathematics Lab in Secondary Schools:

Mathematics laboratory is described as the organization of learning experiences which are designed to achieve some desired objective(s) and which feature child involvement. Labs may involve a great amount of independent discovery by the child or they may primarily involve guided discovery. Guided discovery activities are probably more effective in most classroom situations than independent discovery activities.

It is expected that teaching and learning of mathematics with mathematics laboratory may help to reduce the abstract nature of the subject and draw the students to follow. Here are some ways we think a mathematics laboratory could contribute to learning mathematics:

- A mathematics laboratory provides an opportunity for the students to discover through doing. Activities help the children in concretizing the knowledge.
- It gives more scope for individual participation. It encourages students to become
- Autonomous learners and allows a student to learn at his or her own space.
- It widens the experiential base, and prepares the ground for later learning of new areas in mathematics and of making appropriate connections.
- In various puzzles and games, the students learn the use of rules and constraints and have an opportunity to change these rules and constraints. In this process they become aware of the role that rules and constraints play in mathematical problems.
- Because of the larger time available individually to the student and opportunity to repeat an activity several times, students can revise and rethink the problem and solution. This helps to develop metacognitive abilities.
- It builds up interest and confidence in the students in learning and doing mathematics.
- Importantly, it allows variety in school mathematics learning

Relation between Chemistry and Mathematics:

Chemists use math for a variety of tasks. They balance the equation of a chemical reaction, use mathematical calculations that are absolutely necessary to explore important concepts in chemistry, and utilize dimensional analysis to find any range of information about reactions from finding the mass of chemicals reacted to the concentration of a chemical in a solution. Mathematics knowledge is required in calculating the energy produced in reactions, amount of substance required in forming desired concentration of solutions.

Mathematics skill is used in many science contents. Without the basic skill of mathematics it is difficult to explore the chemistry.

There are various levels of mathematics used in chemistry degrees, ranging from combinations and proportional reasoning to heavy-weight differential equations and Fourier analysis.

Mathematical Lab Instruments in Teaching Chemistry:

1. The simple balance and algebraic tiles

It is used to teach and understanding of algebraic expressions and then balancing of algebraic equation. This finds its application on balancing of a chemical equation in chemistry.

Chemistry Syllabus	Critical Knowledge of Mathematics	Mathematics Lab Component
Balancing Chemical Equation	1. Balancing using simple balance 2. Understanding Algebraic Expression and Balancing Algebraic Equation	1. Simple balance 2. Algebraic tiles

Activity through Mathematics Lab Components

Activity 1(a): Use of Simple Balance:



Figure 1.

A simple balance is used to measure the weight of any unknown object. The simple balance shows that when the weight on both the sides of the balance is equal, it balances. However when we remove some weight from one of the side and place it on the other side, it does not balance. It also means that the weights are not equal on both the sides.

Observation

This simple experiment shows that the Left-hand side of the balance and the Right-hand side of the balance need to have equal weights in order to balance the weights on either side. It also shows that the value of an unknown object is shown using a symbol “x”.

Activity 1b: Algebraic Tiles to understand algebraic identities

Area of a Square= Length X Length

Area of Rectangle=Length× Breadth

Therefore area of above figure

$$(a+b) \times (a+b) = a^2 + ab + ab + b^2$$

$$(a+b)^2 = a^2 + 2ab + b^2 \text{-----(equation-1)}$$

Area of larger square=Area of all 4 pieces

LHS=RHS

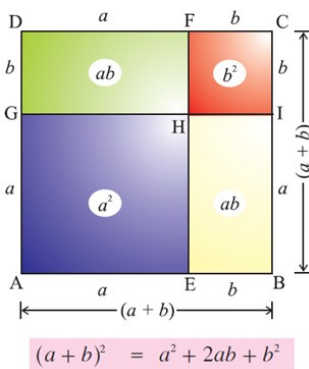


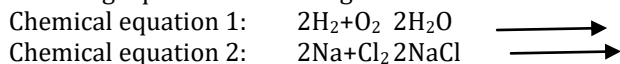
Figure 2

In this mathematical experiment we are proving the algebraic identity (equation 1), by showing the area of larger square is equal to the area covered when the same square is broken into 4 parts. The abstract concept of an algebraic identity can be easily understood with the help of visual aid, algebraic tiles. The abstract concept is understood using geometrical shapes.

Chemistry Application of algebraic Tiles:

Chemistry is the study of matter which includes different types of atoms, molecules and its composition. A chemical equation is a very important tool for a student to understand exact nature of chemical reaction. The chemistry lab thus provides an opportunity for the student to perform several experiments related to chemical reactions. However the foundation of any such chemical reaction is always represented using a chemical equation. Hence the understanding and balancing of chemical equation is very essential to apply proper scientific approach to the study of chemistry.

However the students do not appreciate the importance of a chemical equation and hence are not able to understand the chemical reaction in depth. The fundamental problem does not lie only in understanding a chemical equation because fundamentals of balancing chemical equations are derived from mathematics, balancing LHS and RHS in an algebraic expression. Hence the experimental students were taught balancing algebraic expression as shown in equation 1, through mathematics component figure 2 and then the following equations were taught



It may be observed that the number of molecules to the LHS of a chemical equation should be equal to the number of molecules in the RHS of the equation. This is followed in balancing of every chemical equation. Thus fundamentals of mathematics play an important role in understanding chemical equation.

2. Percentage Protractors and Fraction Tiles:

Chemistry Syllabus	Critical Knowledge of Mathematics	Mathematics Lab Component
Dilution and concentration of solution	1. Fractions, 2. Equivalent fractions 3. Percentage and 4. Ratios	1. Percentage protractors 2. fraction tiles

Mathematical Concept

Activity 2(a): Understanding Fraction Tiles and ratios

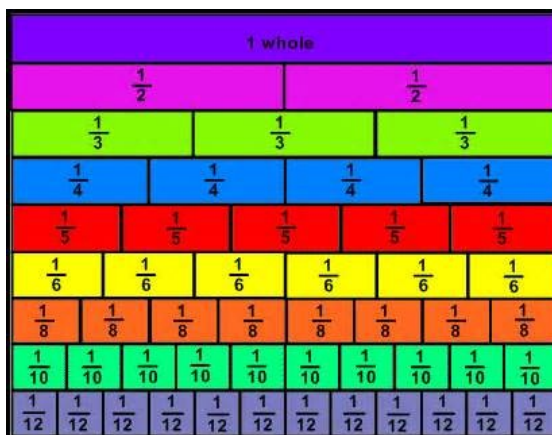


Figure 3

The fraction tiles as shown in figure 3, is a mathematical component used to understand the concept of fractions. The students are asked to understand and observe various strips and compare with the longest

strip which represents whole number 1. The subsequent strips represent $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$ and $\frac{1}{12}$. Each of the smaller strip shows that smaller the tile, smaller is the fraction. It also shows that as the longer scale is broken into more parts, the value of the fraction also decreases. It is an interesting observation that the value of fraction decreases as the value in the denominator increases. This is a very fundamental concept in understanding fractions and fraction tile allows the students to grasp the concept.

It can also be observed that the fraction tiles can be used to understand equivalent fractions for example

$$\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$$

$$\frac{1}{4} = \frac{2}{8}$$

This shows that the lowest fraction multiple gives the ratio of the equivalent fraction. The concept of equivalent fraction is essential to understand the concept of ratios and proportions.

Activity 2(b): Understanding Percentage:

The percentage protractor represents the percentage within a circular framework. The students get to understand that percentages are also concepts which represent parts of a whole. On combining percentage protractor and fraction tiles, it is possible for us to demonstrate to students that fractions and percentages are different kinds of representation of the same concept, that is parts of a whole number. More over these concepts allows students to grasp the meaning of ratios and proportion.



Figure 4

Chemistry application of Fractions, Ratios and Percentage - Concentration of Solution:

These mathematical components are used to understand the concepts related to fractions, percentage and ratios. This mathematical concept is very important for the understanding of dilution and concentration of solution in chemistry. Concentration of Solution represents the quantity of solute dissolved in solvent. The fundamental mathematical concepts which are necessary to understand this chemistry

For example - 60% concentrated H_2SO_4 - represents that the Sulphuric acid (solute) has 60% proportion of acid in the solvent used (Water)

3. Probability Spinner Board and Dice

Chemistry Syllabus	Critical Knowledge of Mathematics	Mathematics Lab Component
Trial and error method of experimentation and understanding averages.	Probability and statistics	Probability spinner board and dice



Figure 5

Mathematical Concept

Activity 3: Understanding Probability and Statistics using Spinner Board:

The probability spinner board is used to understand the theoretical and empirical probability of occurrence of an event. In this spinner board there are 6 colors and a random pointer. The students are asked to spin the pointer randomly and identify the color where it stops. This experiment is repeated for about 100 times and the observations are recorded as follows:

Trial No	Color1	Color2	Color3	Color4	Color5	Color6
1	1					
2		1				
3			1			
4	1					
.						
.						
.						
.						
98					1	
99			1			
100						1
Total						

The Total number of times each color occurs during the spin is recorded in the above table and the total is tabulated. It is observed that each of the occurrences of each of the color is almost same and it equals the theoretical probability as the number of trials increase. Hence this experiment helps the students to understand the concept of probability. It also shows them that as the number of trials increases the reliability of the data increases. Also the students learn the concept of descriptive statistics like – mean, median and mode.

Chemistry Application of the Concept of Probability and Statistics:

In chemistry, various experiments are conducted on a trial and error basis. More number of trials are made to observe the outcomes of the experiment. Most often, more the trials, the better the results of the experiment. The current concept of spinner board is used to understand and explain theoretical and practical concepts of probability and statistics in mathematics, which intern would help in understanding trial and error method of experimentation and understanding averages.

4. The Coordinate Geometry and 3D Solids through Beads and Sticks:

Chemistry Syllabus	Critical Knowledge of Mathematics	Mathematics Lab Component
crystal structures of molecules and chemical compounds	vertices and edges Graphs and 3D - co-	The coordinate geometry and 3d solids through beads and sticks

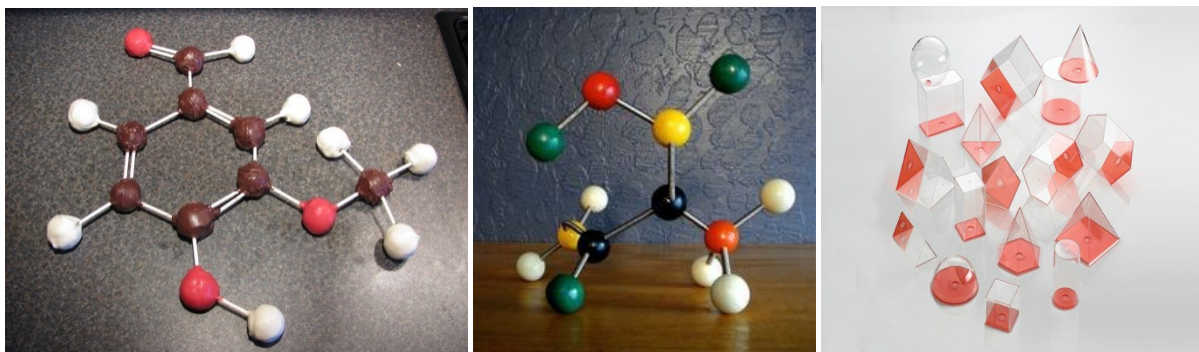


Figure 6

The Mathematical Concept

Activity 4: Making Different 3D Geometrical Solids using Beads and Sticks:

The 3D solids through beads and sticks can be used to join the vertex and edges of the geometric solids and visualize them easily. This helps in understanding not only simple three dimensional objects like cube, cylinder, pyramid, etc but also complex 3D solids like tetrahedron, dodecahedron, octagonal pyramid, etc. Also the knowledge of placing these 3D objects in a 3 dimensional co-ordinate map enables the student to get a clear idea on the 3 axes of rotation , i.e. X - axis, Y - axis and Z - axis. The knowledge of vertex and edges along with their co-ordinates is very essential for understanding various physical phenomena.

Chemistry Application of Understanding 3D Solids and Co-ordinates:

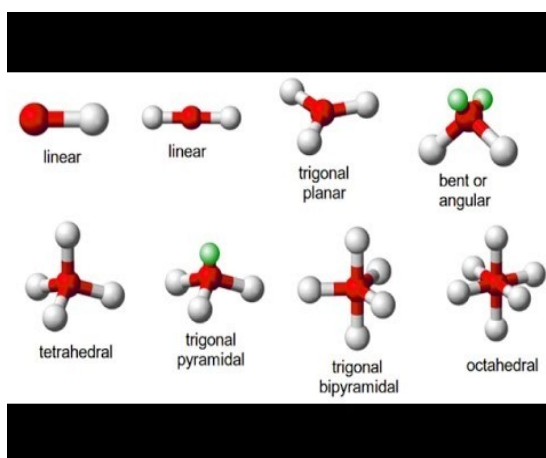


Figure 7

The understanding of vertices and edges helps in gaining better visualization for the crystal structures of molecules and chemical compounds in chemistry. The various structures of certain chemical compounds like the Benzene hexagonal shape can be easily visualized and memorized using simple play way methods. Also 3D structures help in understanding various bonding mechanism between atoms and molecules. It also helps the students in visualizing complex structures of RNA and DNA molecules (Double helix structure) which are in mathematical shapes.

Conclusion

Thus, it can be very clearly observed that the mathematical experiments using the mathematics lab components help students in gaining strong fundamentals on the underlying mathematical principles in understanding chemistry. Following are the conclusions of the novel method of leaning chemistry:

- It will help in creating interest of the students in the learning of mathematics and chemistry.
- It will help in making use of all the progressive methods like inductive, analytic, laboratory, heuristic and project methods in the teaching and learning of Mathematics and Chemistry.
- It will help in the inculcation of scientific, problem solving and heuristic attitude among the students.
- The theoretical concepts may be easily clarified through practical demonstration. In this way the laboratory should would definitely save the time and energy of the teachers as well as students.
- It will help in training the students for the practical application of Mathematical facts and apply principles of Mathematics in Chemistry.
- It will help in satisfying the creative and constructive urges of the students

Further research can be done on understanding new concepts of mathematics which are linked to different branches of chemistry like organic chemistry, inorganic chemistry, physical chemistry, bio chemistry, etc. The current attempt is to demonstrate the importance of learning mathematics in learning chemistry. This can very well be extended to learning of other science subjects like Physics, Biology, Zoology, environment, Geography and other pure and applied sciences. The current study is focused on high school students. The study can be further extended to undergraduate and post graduate students to enhance their mathematical ability to enable them to have better grasp of their respective subjects.

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Analysis of Intelligence Through Kannada Handwriting of Post Graduate Students

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ABSTRACT: *Handwriting is an essential skill for both children and adults and handwriting Analysis is very easy to identify the educational skills and personality traits for students, Education among other things is to improve students' ability to express in writing and hence cannot be neglected in instruction. This study investigated the levels of Intelligence on the basis of Kannada Handwriting of Postgraduate Students in Kuvempu University Karnataka Indian. This study employed the descriptive method of research. Simple random and purposive sampling techniques were employed to select the sample. This study used Raven's Standard Progressive Matrices (SPM), and Kannada Handwriting Analysis scale for collecting the data. The chi-square statistical technique was used for Analysis and interpretation of the data. The results show that, the finding related to Baseline Handwriting of Post Graduate Students, it is found that, "There is a significant difference in levels of Intelligence of Post Graduate Students with their baseline Handwriting" is accepted. The finding related to size of Handwriting of Post Graduate Students, it is found that, "There is no significant difference in levels of Intelligence of Post Graduate Students with their size of Handwriting" is accepted. This study inferred that intelligence can be analyzed through various ways, and Handwriting analysis is one of the methods.*

Keywords: *Handwriting Analysis, Kannada Handwriting, Intelligence, Post Graduate Students.*

Background of the Study

Importance of handwriting in the education and development of individuals can never be exaggerated. Handwriting is an image of unique personality. Handwriting is an essential skill for both children and adults (Feder and Majnemer, 2007). Handwriting Analysis is very easy to identify the educational skills and personality traits for students, (Girisha T., Dange, J. K., & Nagaraj S.H, 2016). Education among other things is to improve students' ability to express in writing and hence can not be neglected in instruction (Abdul Gafoor. K, & Naseer A.R, 2015). Handwriting is an essential skill for both children and adults (Feder & Majnemer, 2007). Even in the age of technology, handwriting remains the primary tool of communication and knowledge assessment for students in the classroom. The demand for good handwriting and its analysis is great, whether in the classroom or beyond. The most popular elements to evaluate are the size and slant of letters, pressure applied, leveling of lines, word spacing and creation of margins and paragraphs, (Prasad et al. 2010). For example, many graphologists agree that writing large letters can identify someone who likes to be noticed and stand out in a crowd, or writing with a right slant symbolizes someone sociable, friendly and interested in others, (Prasad et al. 2010). According to an expert in Educational psychology from the University of Washington, handwriting instruction benefits students' cognitive development as well as motor functioning (Zubrzycki, 2012). In terms of students' cognitive development, evidence-based research has shown that handwriting skills can: (Rosenblum, et al. 2003) Increase brain activation, Impact performance across all academic subjects, Provide a foundation for higher-order skills and Influence reading, writing, language, and critical thinking. Hence, handwriting is also known as brain writing.

Need and Importance of the Study

Handwriting analysis is very essential for teachers to the purpose of understanding the students and helpful for Teachers to developing the student personality and motivation to high order skill and achievement of academic goal, promote to good citizen characters, develop ambition, idealism, leadership, adventure, courage, and generosity (Girisha,T, et al). Graphology is one of the branches of a diverse group of sciences of character reading. Human beings have always been intrigued by human variability and uniqueness of the individual. With the help of graphology one focuses on interpreting the individual's.

Many researchers conducted studies on analyzed the levels of intelligence through Handwriting by conducting different intelligence tests and comparing to graphology. Ary Setya B. Ningrum and Rohmat Agung Wibowo (2017) study found that Intelligence made significant strong relationship between students' abilities in reading and their abilities in writing. Graphology is the scientific study of Handwriting.

Graphology analysis is the most powerful science of understanding the strength and weaknesses of a person, (Ravindra Negi, 2014). Furnham, Adrian; Chamorro-Premuzic, Tomas; and Callahan, Ines (2003) Graphological variables did correlate with both participants' gender and intelligence, but the pattern was different in the two studies reinforcing the idea that chance factors were influential. Another one study [Elmer A. Lemke](#) and [John H. Kirchner](#) (2010) found that handwriting factors could be predicted personality and intelligence factors. One more study Pillai, Nair and Nair (1967) also found a small positive correlation obtained between the Malayalam handwriting and intelligence (RPM).

The purpose of this study is to assess whether the following levels of intelligence will have a significant difference in students' handwriting and whether this intelligence will influence the students' handwriting. Therefore, this research is intended to Measure and analyze the difference in levels of intelligence of Post Graduate Students with their different categories/ different types of Kannada Handwriting.

Objectives of the Study

1. To Measure and analyze the difference in Intelligence of Post Graduate Students with their baseline Handwriting.
2. To Measure and analyze the difference in Intelligence of Post Graduate Students with their size of Handwriting.

Hypothesis of the Study

The hypotheses were framed in the null form

1. There is no significant difference in levels of Intelligence of Post Graduate Students with their baseline Handwriting.
2. There is no significant difference in Intelligence of Post Graduate Students with their size of Handwriting.

Variables of the Study

The variables considered are Post Graduate student's Kannada Handwriting and Intelligence.

Methodology of Research

In this study, Descriptive survey method of research was used and Employed the Simple random and purposive sampling technique used to select the sample of 400 (Four hundred) Post Graduate Students (without physically challenged students) from different departments of Post Graduate in Kuvempu University Karnataka India.

Tools Used for the Study

In this study Raven's Standard Progressive Matrices (SPM), and Kannada Handwriting Analysis scale (Girish and Jagannath Dange, 2017) was used to collect the data.

Statistical Techniques Used for the Study

In pursuance of objectives of the study and in order to test the null hypothesis set up, the Chi-square statistical technique was used to see the significance of variables.

Analysis and Interpretation of Data

The data interpretation is done on the basis of objectives and Hypothesis.

Objective-01: To Measure and analyze the difference in Intelligence of Post Graduate Students with their baseline Handwriting.

Hypothesis-01: There is no significant difference in levels of Intelligence of Post Graduate Students with their baseline Handwriting.

Table 1: Shows Chi-Square Value of the students with different levels of Intelligence falling under different types of baseline Handwriting.

Levels of Intelligence		Baseline Handwriting			Total
		Descending	Ascending	Stable	
	Observed Frequency (f_o)	0	15	48	63

Intelligent	Expected Frequency (f_e)	6.3	14.6	42.1	63.0
	% within Intelligence	.0%	23.8%	76.2%	100.0%
	% within Baseline	.0%	16.1%	18.0%	15.8%
	% of Total	.0%	3.8%	12.0%	15.8%
Average	Observed Frequency (f_o)	20	38	176	234
	Expected Frequency (f_e)	23.4	54.4	156.2	234.0
	% within Intelligence	8.5%	16.2%	75.2%	100.0%
	% within Baseline	50.0%	40.9%	65.9%	58.5%
	% of Total	5.0%	9.5%	44.0%	58.5%
Below Average	Observed Frequency (f_o)	20	40	43	103
	Expected Frequency (f_e)	10.3	23.9	68.8	103.0
	% within Intelligence	19.4%	38.8%	41.7%	100.0%
	% within Baseline	50.0%	43.0%	16.1%	25.8%
	% of Total	5.0%	10.0%	10.8%	25.8%
Total	Observed Frequency (f_o)	40	93	267	400
	Expected Frequency (f_e)	40.0	93.0	267.0	400.0
	% within Intelligence	10.0%	23.3%	66.8%	100.0%
	% within Baseline	100.0%	100.0%	100.0%	100.0%
	% of Total	10.0%	23.3%	66.8%	100.0%
$\chi^2 = 44.643$ df=4, N=400, P<0.000 (S)					

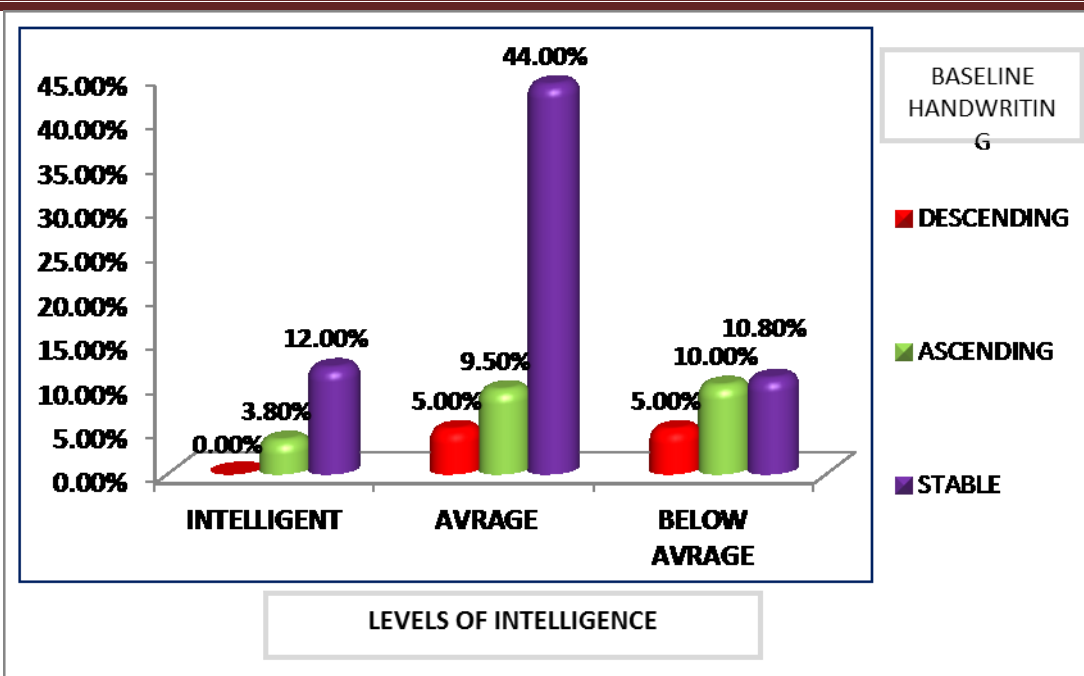
The above table-1 reveals that, about 15.8% of the students fall in intelligent level of intelligence, about 58.5% of the students fall in average level of intelligence and remaining about 25.8% of the students' fall in below average level of Intelligence.

Among 15.8% of the intelligent level of intelligence students, 12% of the students have stable baseline handwriting and remaining 3.8 % of the students have ascending baseline handwriting.

Among 58.5 % of the average level of intelligence students, 44% of the students have stable baseline Handwriting, 9.5. % of the students have ascending baseline handwriting and remaining 5% of the students have descending baseline handwriting. Among 25.8 % of the below average level of intelligence students, 10.8% of the students have stable baseline Handwriting, 10 % of the students have ascending baseline handwriting and remaining 5% of the students have descending baseline handwriting.

It is observed that, about 66.8% of students who have stable type of baseline handwriting comprised 12% of the students have intelligent level of intelligence, 44% of the students have average level of intelligence and 10.8% of the students below average level of intelligence.

It can be inferred from the above table 4.9 that, the obtained χ^2 value 44.643, with df=4, which is higher than the theoretical table value 9.48 at 0.05 level of significance, so above null Hypothesis is rejected and formulated the alternative hypothesis, "There is a significant difference in levels of Intelligence of Post Graduate Students with their baseline Handwriting.



Graph 01: Graph showing difference between Post Graduate Students with different levels of intelligence and their baseline Handwriting.

Graph-1 illustrates the percentage of baseline handwriting of postgraduate students having more stable baseline handwriting (66.8%), descending baseline (10%) and ascending baseline (23.3%). The graph also depicts that among stable baseline handwriting students, 44% students have average level of intelligence, 12% students are intelligent and 10.8 % students below average level of intelligence.

Objective 02: To Measure and analyze the difference in Intelligence of Post Graduate Students with their size of Handwriting.

Hypothesis-02: There is no significant difference in Intelligence of Post Graduate Students with their size of Handwriting.

Table 02: Shows Chi-Square Value of the students with different levels of Intelligence falling under different types of size of Handwriting.

Levels of Intelligence		Size of Handwriting			Total
		Small	Large	Medium	
Intelligent	Observed Frequency (f_o)	7	16	40	63
	Expected Frequency (f_e)	8.3	21.4	33.2	63.0
	% within Intelligence	11.1%	25.4%	63.5%	100.0%
	% within Size	13.2%	11.8%	19.0%	15.8%
	% of Total	1.8%	4.0%	10.0%	15.8%
Average	Observed Frequency (f_o)	35	82	117	234
	Expected Frequency (f_e)	31.0	79.6	123.4	234.0
	% within Intelligence	15.0%	35.0%	50.0%	100.0%
	% within Size	66.0%	60.3%	55.5%	58.5%
	% of Total	8.8%	20.5%	29.3%	58.5%
Below Average	Observed Frequency (f_o)	11	38	54	103
	Expected Frequency (f_e)	13.6	35.0	54.3	103.0
	% within Intelligence	10.7%	36.9%	52.4%	100.0%
	% within Size	20.8%	27.9%	25.6%	25.8%

	% of Total	2.8%	9.5%	13.5%	25.8%
Total	Observed Frequency (f _o)	53	136	211	400
	Expected Frequency (f _e)	53.0	136.0	211.0	400.0
	% within Intelligence	13.3%	34.0%	52.8%	100.0%
	% within Size	100.0%	100.0%	100.0%	100.0%
	% of Total	13.3%	34.0%	52.8%	100.0%
$\chi^2=4.661$ df=4, N=400, P>0.324 (NS)					

The above table-2 reveals that, about 15.8% of the students fall in Intelligent, about 58.5% of the students fall in Average level of Intelligent and remaining about 25.8% of the students fall in Below Average level of intelligence.

Among 15.8 % of intelligent students, 10 % of the students have medium size Handwriting, 4.0% of the students have large size Handwriting and remaining 1.8% of the students have small size handwriting. Among 58.5 % of Average level of intelligent students, 29.3% of the students have medium size Handwriting, 20.5% of the students have large size handwriting and remaining 8.8% of the students have small size handwriting. Among 25.8% of Below Average level of intelligence students, 13.5% of the students have medium size Handwriting, 9.5% of the students have large size Handwriting and remaining 2.8% of the students have small size Handwriting.

It is observed that, about 52% of students who have medium size of handwriting comprised 10% of students have intelligent level, 29.3% of students have average level of intelligence and 13.5% of the students have Below Average level of intelligence.

It can be inferred from the above table 4.10 that, the obtained χ^2 value 4.66 with df-4, which is not significant at 0.05 level of significance, so above null Hypothesis "There is no significant difference in Intelligence of Post Graduate Students with their size of Handwriting" is accepted.

Delimitations of the Study

This study on Assessing levels of Intelligence through Kannada Handwriting of Post Graduate students in Kuvempu University, Karnataka, India. The study is limited to a sample of 400 students studying in Post Graduate courses only. The study is limited to the Post Graduate students who were studying in campus of Kuvempu University.

Findings and Conclusion of the Study

The present study found that, there exists a significant difference in levels of Intelligence of Post Graduate Students with their baseline Handwriting. ($\chi^2=44.64$ P<0.000). percentage of baseline handwriting of postgraduate students having more stable baseline handwriting (66.8%), descending baseline (10%) and ascending baseline handwriting (23.3%). among stable baseline handwriting students, 44% students have average level of intelligence, 12% students are intelligent and 10.8 % students below average level of intelligence. Another one more result found that, there is no significant difference in level of Intelligence of Post Graduate Students with their size of Handwriting. ($\chi^2=4.66$ P>0.324) But It is found that the percentage of size of handwriting of postgraduate students having more medium size handwriting (52.8%), than the large size (34%) and small size handwriting (13.3%). among size of handwriting students, 29.3.% students have average level of intelligence, 13.5% students are below average level of intelligence and 10.% students are intelligent.

The present research revealed that Handwriting Analysis is a tool of identification of levels of intelligence. Study found significant difference in levels of Intelligence of Post Graduate Students with their baseline Handwriting. The result is in support with the finding of John Antony D. (2008) that, the Straight line is a straightforward path and its meaning is a firm, unchanging foundation. Its positive qualities are straightness, discipline, and willpower, the constancy of purpose, realism, and responsibility. Another study by Jess E. Dines (1994) found straight baseline indicates a consistent and controlled behavior exhibited. The study also found that, there is no significant difference in level of Intelligence of Post Graduate Students with their size of Handwriting. In concluded this study helps the teachers to identify the students' level of intelligence based on Kannada Handwriting. A study can be conducted to find the reasons of significant difference in levels of Intelligence of Post Graduate Students with their baseline Handwriting and different categories of Handwriting. It can be used to find out and analyze various factors associated, so that necessary steps can be

taken to create an environment in which the emphasis can be given to enhance the good Handwriting of the students in using proper way of writing at the college level.

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Fictional Works: The Mechanisms of Colonial Consciousness

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ABSTRACT: *This article discusses how literature plays a predominant role in strengthening colonial consciousness in post-colonial India. Many thinkers from the domain of creative writing think that creative literature is immune to colonial consciousness, and hence it can provide an 'authentic' description of Indian society that is not cast in the colonial framework. However, contrary to this dominant view, this article will show Kannada novels and stories strengthen the colonial frameworks and spread the colonial consciousness. They do so by creating imaginary events [evidences?] which I prefer to call 'pseudo facts'. These pseudo facts are derived from the stereotypical image of India produced during the colonial period. It is interesting to see how Kannada intellectuals, researchers and activists, who work within the colonial framework, find it convenient to see and make use of these pseudo facts as the empirical reality of our society. Hence the inquiry as to how literature occupies a crucial role in entrenching the colonial consciousness deeper into our society.*

Keywords: *Colonialism, Social Representation, pseudo facts, Creative Writings.*

1. Introduction

There are many modes through which a society gets represented such as, art, literature, social sciences etc. In recent years, there has been a discussion about the relationship between social sciences and creative literature. Much has been said about this relationship in Kannada too. Now I will try to introduce the discussion.

Social Theories vs. Creative Writings:

If we closely scrutinize the ideas considered as important in the literary world, then we will be able to isolate the following recurring line of argument: where social sciences have failed to provide sound descriptions of our society, novels have fared better by producing descriptions which are both different and better. The apologists for this argument include not only novelists but also literary critics and social activists. Rahamat Tarikere, who best exemplifies this position, has this to say:

The irony of social sciences is that, in some paradoxical way, the relation between acquired knowledge and the living environment is severed. This paradox dogs many theoretical disciplines in social sciences and humanities too. On the one hand, there are lifeless and outdated theories born from mimicking the West. On the other, there are vernacular languages, literature and societies embodying life as lived in the present and in the light of our own eyes.

He continues further,

Compared to social scientific writings in Kannada, it was literature, with its subtle responses to the social and political world, which groomed people like me intellectually. In my opinion, to be a serious student of Kannada literature is itself tantamount to being a student of the social sciences. (Tarikere, 2007: 167-171)

Many literary writers and critics believe that social sciences simply continued with the uninterested concepts and outdated theories born from mimicking the West. But "creative writers have got away from mimicking the west. They have created a literature with native flair". (Ramachandran, 2002: 81). In other words, while the social sciences are trapped in the colonial framework, the Kannada literature has not only broken away from it but has also preserved the ways of reflecting that are original to them. There seems to be general consensus among the readers about the point that the creative literature represents Indian social reality. Populist movements and a majority of the social scientists, consider them as an authentic source of information. Furthermore, literary critics argue that the programme of rejuvenation of social sciences in India has to get inspiration from creative literature (Tarikere, 2005).

If these claims hold, then the following questions have to be answered: do novelists and story writers really depict our society without being caught in the colonial framework? This paper will answer this question negatively. The events narrated in the novels and stories are, the paper contends, but narrativized versions of colonial descriptions. And therefore, contrary to the popular claim, they are not the authentic descriptions of our society. The events which are taken to be authentic representations are what I prefer to call as

'pseudo facts'¹. The pseudo facts are the parts of the narratives in a fictional work created through an author's imagination structured by the colonial framework, but taken to be representing empirical reality by its readers.

'Pseudo Facts' in Creative Writings:

We can test some of the events which are narrated in the Kannada novels and stories, which are considered to be the authentic representations of our society. I will take a few examples from the literary works of a well-known writer in Kannada literature, U. R. Ananthamurthy. He provides a description of a village in his novel *'Bharathipura'*. This description includes a view of his village and the role of Holeyas in the village. The streets spread out in a circular network. They can't create anything, at any time. Even as the fame of Manjunatha spread, these streets have grown, without sewers, one leading to the other. *If the Holeyaru struck work for even a week, and refused to fill the shit into baskets and carry them out on their heads, then these streets would be filled with such stench as would pervade even the innermost chambers of the temple where Manjunatha dwells.* Jagannatha Shuddered with disgust at the much thought. Not a single beautiful thing could be created in these towns where Brahmins and traders lived. Wonder why? Some ten miles from Bharathipura, there were masons who made pots and pans of stone, and woodcarvers who sculpted beautiful figurines from sandalwood. In a village just about two miles from here, lived puppeteers. But there was never ever anything beautiful in the town of Bharathipura except the main street paved with red mud when the President came to visit. And, anyway, even that had turned slushy after a few days. Jagannatha walked gingerly to avoid children's feces and reached the somewhat broader Chariot Street. (Punitha [trans.] 2010:10)

This is the picture of the village Bharathipura, a village near today's Thirthahalli city, located in the 'Malnad' region of Karnataka. Literary critics consider this novel as an authentic representation of Malnad society. Considering its geographical location, those hailing from this region would refuse to consider this as a real picture of a Malnad village. I would like to classify this picture along with the social structure the novel represents as a pseudo fact based on the following considerations:

1. Everyone knows that the Malnad region is full of forests and grasslands along with flowing water. This topography has influenced the peculiar toilet habits which do not create the need for a separate class or caste of toilet cleaners. No section of the society uses constructed toilets, or uses streets for that purpose. Therefore such practices did not exist in this region.
2. The main theme of the story revolves around caste exploitation for which Ananthamurthy imagines such a class of Holeyas in Bharathipura. No doubt this description is based on the stories of the caste system and colonial descriptions that the untouchables are professional toilet cleaners which are not true in the case of this region. However for those who believe in the story of the caste system in India and do not know the region this novel provides a proof.

We can see another example from his novel *Samskara*. In this novel he problematize the cremation of the dead body of Naranappa who had rejected all Brahmanical practices. Naranappa ate fish; he had developed the habit of drinking liquor; he had lived with a prostitute called Chandri etc. When he died in the Agrahara, the problem arose about the mode of his cremation and who should carry out this ritual.

There is a character called Praneshacharya who guides the life of the Agrahara according to the Darmashatra. To solve the problem of cremation, the Brahmins approach and ask him "Acharya, What is the instruction of Manusmriti?" Praneshacharya promises the Brahmins that he will consult that Dharmashastra and arrive at a decision. He starts to read the Manusmriti line by line.

'Sit down, Garuda. I hear that the Parijatapura folks said they'd do as the Books say. That's right, of course,' said Praneshacharya and returned to his palm-leaves. Garuda cleared his throat and asked:

'What do Manu's Laws say, Acharya-re?'

Praneshacharya silently shook his head. Garuda went on...

The Acharya felt disgust rising in him at Garuda's attempts to flatter and cajole him. This man wasn't really interested in what was in the Books. All the fellow wanted to hear was: 'Yes you can do it.' So this Garuda is now raising him, the Acharya, to the skies, for a 'Yes' that would silence all faultfinding tongues. The motive:

¹Here I am using the term "Pseudo facts" as "Something that seems to be a fact, but it is not. It's simply a narration of imaginary social event". [is this a quotation? Provide reference, if this is a quotation]

gold. Generosity creates its exact opposite; just what Naranappa said once. You shouldn't melt in pity now; you should stand firm, see what the Books say, and do accordingly.

'What do you say, the ancient sages knew past, present and future. Is it possible they didn't think about this problem, or what?'

The Acharya didn't answer and continued to read.

... Garuda was returning all the Vedanta, Purana, and Jagic he'd heard from him-for what? Gold. Alas for men's lives.

...The Acharya lifted his eyes and said, 'Garuda, I've decided to do just what the Books say-' and continued to read, hoping to end the conversation.(Ramanujan, 1976, 28-30)

The literary critics and intellectuals have considered it as an authentic description of Brahmins. This novel is translated into many of the Indian and European languages and was acclaimed as an authentic depiction of the Indian society. But this paper will consider this event as pseudo fact for the following reasons:

1. Recent studies have convincingly argued that Indian traditional practices are not guided by any doctrines or scriptures since there are no native religions in India. The orientalist studies, looking from the angle of the Western religious experience misconceived the role of Dharmashastras in Indian life. The following citation explains the things clearly;

The British began to mistrust the pandits and became impatient with having to deal with such a range of customs that had no apparent shastric authority to back them, since that made it difficult for them to pose as genuine adjudicators of Hindu law. The British were even more nonplussed because they had a history of using the common law system, based on precedent. However, given the myriad opinions of the Indian pandits, they couldn't depend on uniform precedents to make their own judgments.

Thus Manusmriti came to influence Oriental studies in the West far more profoundly than it had ever influenced the practices of any actual living communities in pre-British India.(Kishwar, 2000, 4-5)

2. As a research scholar, I have done fieldwork all over Karnataka with our fellow researchers. Brahmins or Brahmin purohits never consult Manusmriti as a guide to their practices. Hardly a few members had heard the name of Manusmriti. This is the general experience not only in Karnataka but all over India.

Given this fact, how can one consider this as the representation of the author's own experience? How can one identify this as an authentic picture of the society? However, *Samskara* is taken to be a true representation of Agrahara and cited as one of the examples for the Brahmanical practice. This description fits very well into the orientalist understanding of the Brahmins that they follow rituals as prescribed in the *Dharmashastras*. This understanding is created through the colonial framework during the colonial era².

Literary writers have their own freedom in narrating the story. By using this freedom, they create imaginary events. These imaginary events are the 'pseudo facts' which can be located only within the colonial framework. We can identify several such events/pseudo facts from the Kannada novels and stories which have been referred to as the facts by one or the other social movements in Karnataka. We can make a long list of pseudo facts created in these literary works. The literary critics do not consider these facts as imaginary events. They argue that those are the facts of our society because they are the personal experiences of the author.

A question arises here: Why do many people identify these novels and stories as true description of our society? The pseudo facts are intelligible to the people who think through the colonial framework which creates entities like caste system, Hinduism etc. The colonial framework needs such pseudo facts as its intelligibility condition. Those who share the colonial image of India have made these descriptions of novels convenient reference points for reality, because colonial descriptions as such do not match with the social reality. In this way *the Kannada novels have strengthened the colonial framework among educated people through creating imaginary events/"pseudo facts"*.

"Pseudo facts" and Continuation of colonialism:

The pseudo facts in the creative writings have the impact outside the literary realm. Especially it has a major contribution in continuing colonialism. Here we will try to point out those impacts.

²There is a clear argument that colonial description of India was influenced by western cultural background. This is systematically explained by S. N. Balagangadhara 2004(1994) in his *Heaven in His Blindness*.

1. Strengthens the colonial consciousness effectively: We have seen that novels create the pseudo facts within the framework of the colonial descriptions. However, they substitute for a reality which really does not exist in India, but only exist in the Western experience and descriptions, because they function as the facts of our society to a mind which is oriented through colonial consciousness. They provide ideal examples for those who base their arguments on colonial descriptions of India. The intellectuals, researchers and activists who inherit the colonial framework find it convenient to depend upon these pseudo facts as the empirical reality of our society. As a result literature occupies a crucial role in entrenching colonial consciousness deeper into our society.

2. Hurdle for the process of decolonizing social sciences: We realize that literature, by producing pseudo facts, is more deeply entrenched in the colonial framework. It is important to note here that, literary works disguise the very process of the spread of stereotypes. In the post-colonial days, on the one hand, much research in the realm of the Social sciences is trying to problematize the colonial frame with the help of the facts available in society. But on the other hand, some researchers pick up the stories from literary works which help to strengthen the colonial framework instead of questioning it. So literature is the major hurdle for the social scientific enterprise of decolonization.

3. Sustains the social movements based on the colonial understanding of Indian Society: Since both literature and social movements are based on the same foundation, they have a mutually reinforcing relationship. As literary works give ample examples of facts and events in the form of pseudo-facts which are conducive to the agenda of social movements, it is convenient for them to treat literary works as authentic descriptions of society.

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“A Study of Satisfaction, Attitude and Personality Characteristics Scores of Student-Teachers of Colleges of Education by Teachers of Urban and Rural Colleges of Education”

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ABSTRACT: Vivekananda said, “Education is the manifestation of divine perfection, already existing in men.” He wanted that the aim of education should be man-making. It is good that educationalists and educational planners in India have started realizing that only securing enough teachers will not do, as what is equally important is securing the right type of teachers. Teacher is the most vital factor in the system of education. Education Commission 1952-53 also point out, ‘Every teacher and educationalist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers’.

Positive attitude of student teacher towards their learning will shape them into good citizens. As teacher education programmes are the most significant means for developing positive attitudes towards teaching and teaching profession, the assessment of changes in attitudes of student teachers over time helps to evaluate the effectiveness of experience provided, changes in training or procedures, or the general progress of program implementation. The results can help to improve program design and implementation, daily procedures of pre-service teacher education programmes and support services.

Keywords: Satisfaction, Attitude, Personality characteristics, Teacher education, Student teachers and urban and rural teachers of colleges of education.

1. Introduction

Research support the view that teacher’s personality and satisfaction play a pivotal role in the teaching behaviour and responsible for the effectiveness. The teacher educators must be aware of the factors other than the mental ability affect the student teachers development as a real teacher. The challenge for the teacher education institution would be to uncover many of the teachers’ personality and satisfaction how these interact with the content and pedagogy of the existing teacher education programme and the extent of what and how they learn.

Teacher personality is a major factor affecting how teachers communicate and deals with students. Teachers of particular character traits are better able to foster a learning environment that promotes creative thinking and problem solving skills.

Positive attitude of student teacher towards their learning will shape them into good citizens. As teacher education programmes are the most significant means for developing positive attitudes towards teaching and teaching profession, the assessment of changes in attitudes of student teachers over time helps to evaluate the effectiveness of experience provided, changes in training or procedures, or the general progress of program implementation. The results can help to improve program design and implementation, daily procedures of pre-service teacher education programmes and support services.

Definitions

Attitude: It is a dynamic entity which is subject to change. It is a deciding factor of the teacher educators’ performance. Attitude is defined as a state of readiness shaped through the experience and influences the response of individual student teachers towards the stimuli of teacher educators’, it is precursor of the individual student teachers behaviour and varies from strongly agree to strongly disagree through Uncertain. Attitude is made up of three components affective, behavioral and cognitive hence acts as a yardstick of the individual behaviour Factors which bear influence on the attitude of the student teachers are the domestic environment, family background, socioeconomic background, beliefs and educational institutes etc.

Personality Characteristics: Personality is a person's unique behavioral and cognitive patterns or a person's unique consistent pattern of thinking, feeling, and acting. An individual's personality is his unique

pattern of traits. No two individuals, even the identical twins have alike personality. Personality also is a product of its own functioning. What we do today depends on our accumulated experiences of the past. The experiences are accumulated day after day and shape our personality by continuous interaction with external environment. Personality is what makes individual unique. A future teacher should be responsible, emotionally stable, friendliness, curious, dominant and should have self-concept in personality.

Satisfaction of Student-Teachers: Here in this study, student-teachers refers to those students who are pursuing their bachelor of education in colleges of education, Student-teachers satisfaction about the satisfaction with quality of teaching and learning in general as well as specific subjects, available facilities, infrastructure of the college it's functioning.

Objectives of the Study

1. To find out the satisfaction of student teachers of colleges of education with respect to teachers of urban and rural colleges education.
2. To determine the attitude of the student teachers of colleges of education with respect to teachers of urban and rural colleges education.
3. To identify the personality characteristics of the student teachers of colleges of education with respect to teachers of urban and rural colleges education.

Review of Related Literature

Satisfaction of Student-Teachers

Roy (1971) stated that there existed some degree of positive relationship between the teaching attitude and teaching efficiency, thereby showing that superior efficiency goes with a favorable attitude and vice versa. Dissatisfied teachers would produce dissatisfied students. Naturally satisfaction of teacher with their jobs is very crucial.

Attitude

Agarwal, Gupta and Saxena (1980) studied a relationship between teaching efficiency and professional attitude and their adjustment in daily life situations. According to them favorable attitude and better adjustment always produce good and efficient teachers. A sample of 100 male and 100 female student teachers were taken from Govt. Raza P.G. College, Rampur and D.A.K. College, Moradabad. The main findings of the study were as (i) there is a positive relationship between teaching efficiency and attitude towards teaching profession in both male and female. (ii) There is no relationship between teaching efficiency and adjustment in both male and female student teachers. (iii) Attitude towards teaching profession does not have any relationship with adjustment irrespective of sex differences. (iv) Sex does not play any role in respect of the variables (teaching efficiency, attitude towards teaching profession and adjustment).

Gupta and Shamsberry (1982) studied that a person will develop an attitude for teaching after undertaking a professional training. In other words, the achievement of the students will have a direct relation with the attitude of their teachers regarding professional training. If teacher's attitude and teaching experience have any significant influence and relations, then one can predict the efficiency of the teacher by knowing his attitude towards professional training.

Personality Characteristics

Druva and Anderson (1983) examined the science teacher characteristics by teacher behavior and by student outcome. The personality section contained 70 variables that might be grouped under the titles of positivism, self-concept, independence, receptivity, friendliness, motivation and direction, intellect, social behavior, values, and attitudes. Results of the study indicated that teaching effectiveness was positively related to training and experience and teachers with a more positive attitude toward curriculum they were teaching tend to be those with a higher grade point average, more experience teaching, and a higher degree of intellectuality. Student achievement was positively related to teacher characteristics of self-actualization, heterosexuality, and masculinity.

Wangoo (1984) investigated teacher personality correlates and scholastic competence as related to teacher effectiveness. The sample consisted of 500 teachers drawn from higher secondary schools of Srinagar district. Study concluded that personality adjustment, democratic leadership behaviour, a higher degree of intelligence and emotional stability were the main characteristics that related with teacher effectiveness

Study concluded that teachers who had an outgoing attitude, and who were less aggressive, more trusting, open, forthright, relaxed and group-dependent were highly successful.

Methodology

Descriptive method of research was used in the conduct of the present study. The population for the present research work researcher has selected 154 teacher educators and 400 student teachers with the help of random sampling technique from the 22 colleges of education (B.Ed) affiliated to Karnataka state Women’s university, Vijayapur.

Hypotheses of the Study

1. There is no significant difference between urban and rural teachers of colleges of education with respect to satisfaction scores of student teachers.
2. There is no significant difference between urban and rural teachers colleges of education with respect to attitude scores of student teachers.
3. There is no significant difference between urban and rural teachers colleges of education with respect personality characteristics scores of student teachers.

Analyses and Interpretation of Data

After the data had been collected, it was processed and tabulated using Microsoft Excel - 2000 Software. The data collected on academic management scores of teachers from colleges of education. Then, the data were analyzed with reference to the objectives and hypotheses by using descriptive statistics. By using SPSS 21 statistical software and the results obtained thereby have been interpreted.

Table: Mean and SD of satisfaction, attitude and personality characteristics scores of student teachers of colleges of education by teachers of urban and rural colleges of education

Variables	Urban colleges			Rural colleges		
	n	Mean	SD	N	Mean	SD
Student teachers satisfaction	119	108.95	6.49	35	104.80	4.39
Student teachers attitude	119	414.24	24.12	35	395.29	30.61
Personality	119	129.08	6.24	35	125.91	4.91

Findings of the Study

1. The urban teachers have significant higher satisfaction scores of student teachers as compared to rural teachers of colleges of education.
2. The urban teachers have significant higher attitude scores of student teachers as compared to rural teachers of colleges of education
3. The urban teachers have significant higher personality charecteristics scores of student teachers as compared to rural teachers of colleges of education

Conclusion

Teacher education plays a significant role in determining the destiny of nation (NPE), as education has to prepare the forth coming generations to meet new challenges. The responsibility for growth and development of nation is thrust upon the shoulders of teachers, and to a certain extent, this is an undeniable fact. Teaching is a noblest form of public service which requires a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge (UNESCO).

As an input operator into the educational system, the teacher plays a significant role in the conversion of raw materials (students) into finished products. The teachers are largest, most extensive and crucial inputs of an education system.

Research support the view that teacher’s personality and satisfaction play a pivotal role in the teaching behaviour and responsible for the effectiveness. The teacher educators must be aware of the factors other than the mental ability affect the student teachers development as a real teacher. The challenge for the teacher education institution would be to uncover many of the teachers’ personality and satisfaction how these interact with the content and pedagogy of the existing teacher education programme and the extent of what and how they learn.

Teacher personality is a major factor affecting how teachers communicate and deals with students. Teachers of particular character traits are better able to foster a learning environment that promotes creative thinking and problem solving skills. Positive attitude of student teacher towards their learning will shape them into good citizens. As teacher education programmes are the most significant means for developing positive attitudes towards teaching and teaching profession, the assessment of changes in attitudes of student teachers over time helps to evaluate the effectiveness of experience provided, changes in training or procedures, or the general progress of program implementation. The results can help to improve program design and implementation, daily procedures of pre-service teacher education programmes and support services.

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“A Study of Family Factors Effecting on Academic Aspiration of X Standard Students in Davangere City”

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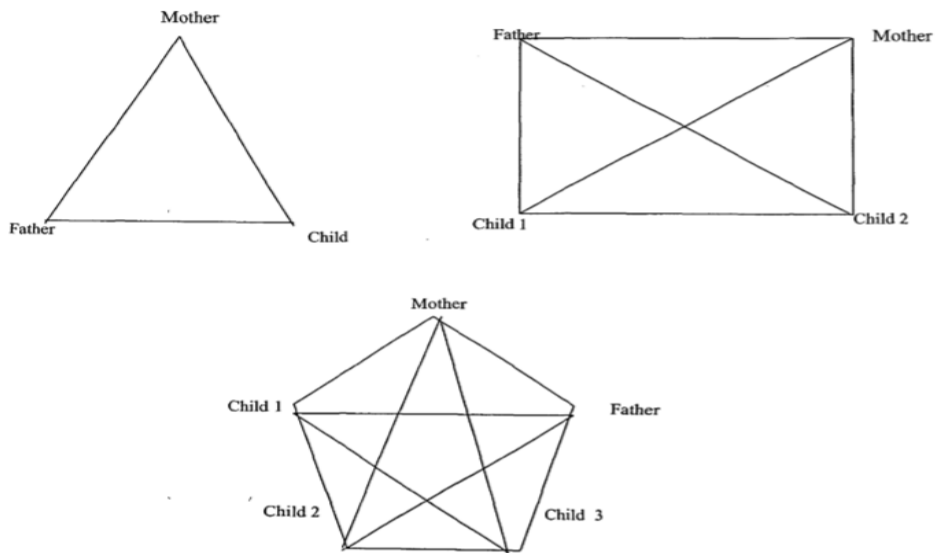
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ABSTRACT: Education is the key for success. This study is based on the family factors such as parents education, occupation, economic and social status which effects on the academic aspiration of 10th standard students in Davangere city. To examine, the students were selected on the basis of stratified random sampling. Standardised questionnaire is used in the study. In this study researcher used Mean, Standard deviation, Quartile deviation, and t-test for analysis. The Analysis revealed that “There is no significant difference in Academic Aspiration among secondary school students with respect to family factors”.

1. Introduction

Education & Economy are also inter-related to each other. Economic status of an individual acts as a back bone for their success through Education. As India is a poor and developing country many among us may fail to reach their goals, even though they have excellent talents with them. Now a days we can notice that Education become more commercial. Many institutions were run on business point of view as a privatisation. So as a good citizen we should have to be more honest while running an institution.



The above illustration shows as the family grows, there will be growing interaction with in the family. The number of interaction systems in the family increases with the addition of each new member in the family. Whatever size may be the family, the epicentre of the family is the mother. The mother binds the family with her love, care and experience. If the mother is an educated self, then the family certainly take advantage of the situation. It has been rightly said, if mother is educated, the whole society is educated. Hence, the role of mother cannot be over looked in a person's success.

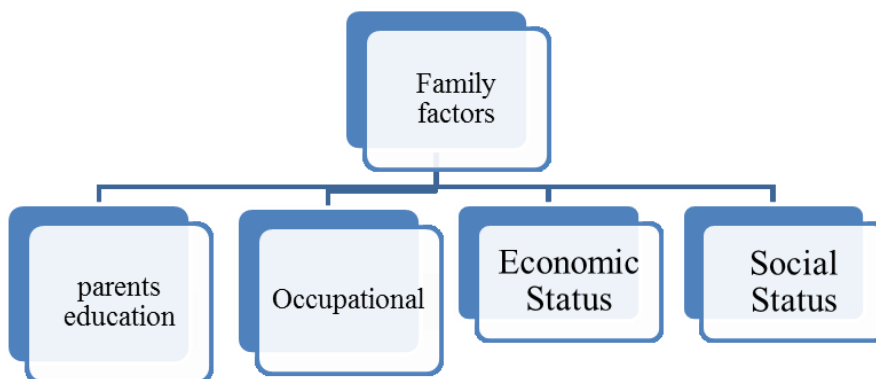
Need and Importance of Study

There are different factors effecting on academic aspiration of child. Such as Social, Economical, Cultural, Psychological, family and school factors. In this study researcher will select Family Factors and School Factors for further study.

- The home environment plays a vital role in the development of a child's personality.

- Children need a congenial environment, an environment characterised by human care particularly by the mother.
- The psychological climate of the home is extremely important for the healthy development of the child's personality and parental acceptance plays a major role in this regard.
- The aspirations of the children are remote in his early age and takes up a shape in his adolescent age. At this juncture (stage), he requires intellectual, knowledgeable and real support from his close supporters.
- His close supporters will be natural - his mother, father, teachers, friends etc. Looking into the impact of various factors in the aspirations of the children, an attempt has been made to investigate into the impact of different factors on the aspirations of her children.

Variable of the study:



Objectives of the Study

- 1) To study the effect of Academic Aspiration among secondary school students with respect to family educational status.
- 2) To study the effect of Academic Aspiration among secondary school students with respect to family Occupational status.
- 3) To study the effect of Academic Aspiration among secondary school students with respect to family economic status.
- 4) To study the effect of Academic Aspiration among secondary school students with respect to family social status.

Hypotheses of the Study

- 1) There is no significant difference in Academic Aspiration among secondary school students with respect to family educational status.
- 2) There is no significant difference in Academic Aspiration among secondary school students with respect to family Occupational status.
- 3) There is no significant difference in Academic Aspiration among secondary school students with respect to family economic status.
- 4) There is no significant difference in Academic Aspiration among secondary school students with respect to family social status.

Methodology

Research method

Survey method is used for the present study.

Sampling Techniques

Purposive sampling technique is used to collect sample for the present study.

Population and Sample

The population for the present study will be consists of all the children of class X studying in Government and private schools in Davangere city. The sample frame of the study will be consists of 100 students. Among them 50 students from private and 50 students from Government school.

Tools

In order to collect the data concerning to the present study, following tools will be utilized:

Sl No	Tool name	Developed by
01.	Social Economic Status Scale	Dr Meenakshi (Patiala)
02.	Academic Aspiration Scale	Dr Yasmin Ghani Khan(Bhopal)

Statistical Technique

In the present study researcher used Mean, Standard deviation, Quartile deviation, and t-test for further analysis.

Delimitation of the Study

- This study is restricted only for the students of 10th class.
- The sample taken for this study is limited only for 140 students.
- This study is limited to Davangere city only.
- This study is limited to Family factors effecting on academic aspiration.

Reliability of the Test

To know the reliability of the scale test, re-test method was used. The reliability co-efficient was found to be 0.71. This certificated the internal consistency of the scale.

Validity

Based on the opinion of the judges and experts relevant changes were made in the tool and format of the tool was finalized hence the tool had content and construct validity.

Scoring Procedure

As researcher said before there are tools consists of different items. The respondents were requested to place a tick mark against each one of the response. Scoring was done based on the responses of the sample subject for each item the scoring was done through the help of “t” test.

Collection of Data

Collection of data involved organization of body of information through varied techniques and tools for the research study.

For the present study the researcher had collected the data from 100 participants of the Davangere city.

For collection of data the investigator personally visited representative schools of Davangere city and took the permission from the head of the institution.

Analysis of Obtained Data and Interpretation:

Objective-1:

To study the effect of Academic Aspiration among secondary school students with respect to family educational status.

Hypothesis-1:

There is no significant difference in Academic Aspiration among secondary school students with respect to family educational status.

Table 1.1: Shows N, Mean, S.D & t-value of Academic Aspiration between high and low family educational status.

	Family Educational Status	N	Mean	Std. Deviation	t-value	Significance at 0.05 level
Academic Aspiration	High	49	25.38	3.00	1.231	Not significant
	Low	51	24.70	2.50		

The table 1.1 reveals that, obtained t value is 1.231, which is lesser than the theoretical value 1.98 with the degree of freedom 98. So, the obtained t-value is not significant at 0.05 level of significance. Hence accepted

the null hypothesis and it is concluded that “There is no significant difference in Academic Aspiration among secondary school students with respect to family educational status”.

Objective-2:

To study the effect of Academic Aspiration among secondary school students with respect to family Occupational status.

Hypothesis-2:

There is no significant difference in Academic Aspiration among secondary school students with respect to family Occupational status.

Table 1.2: Shows N, Mean, S.D & t-value of Academic Aspiration between high and low family occupational status.

	Family Occupational Status	N	Mean	Std. Deviation	t-value	Significance at 0.05 level
Academic Aspiration	High	28	24.82	3.37	0.431	Not significant

The table 1.2 reveals that, obtained t value is 0.431, which is lesser than the theoretical value 1.98 with the degree of freedom 98. So, the obtained t-value is not significant at 0.05 level of significance. Hence accepted the null hypothesis and it is concluded that “There is no significant difference in Academic Aspiration among secondary school students with respect to family occupational status”.

Objective-3:

To study the effect of Academic Aspiration among secondary school students with respect to family economic status.

Hypothesis-3:

There is no significant difference in Academic Aspiration among secondary school students with respect to family economic status.

Table 1.3: Shows N, Mean, S.D & t-value of Academic Aspiration among between high and low family economical status.

	Family Economical Status	N	Mean	Std. Deviation	t-value	Significance at 0.05 level
Academic Aspiration	High	32	24.84	3.25	0.443	Not significant
	Low	68	25.13	2.52		

The table 1.3 reveals that, obtained t value is 0.443, which is lesser than the theoretical value 1.98 with the degree of freedom 98. So, the obtained t-value is not significant at 0.05 level of significance. Hence accepted the null hypothesis and it is concluded that “There is no significant difference in Academic Aspiration among secondary school students with respect to family economic status”.

Objective - 4:

To study the effect of Academic Aspiration among secondary school students with respect to family social status.

Hypothesis - 4:

There is no significant difference in Academic Aspiration among secondary school students with respect to family social status.

Table 1.4: Shows N, Mean, S.D & t-value of Academic Aspiration between high and low family social status.

	Family Social Status	N	Mean	Std. Deviation	t-value	Significance at 0.05 level
Academic Aspiration	High	27	24.48	3.10	1.139	Not significant

	Family Social Status	N	Mean	Std. Deviation	t-value	Significance at 0.05 level
Academic Aspiration	High	27	24.48	3.10	1.139	Not significant
	Low	73	25.24	2.62		

The table 1.4 reveals that, obtained t value is 1.139, which is lesser than the theoretical value 1.98 with the degree of freedom 98. So, the obtained t-value is not significant at 0.05 level of significance. Hence accepted the null hypothesis and it is concluded that “There is no significant difference in Academic Aspiration among secondary school students with respect to family social status”.

Table 1.5: Shows N, Mean, S.D & t-value of Academic Aspiration between high and low social economic status.

	SES	N	Mean	Std. Deviation	t-value	Significance at 0.05 level
Academic Aspiration	High	50	25.08	2.74	0.144	Not significant
	low	50	25.00	2.81		

The table 1.5 reveals that, obtained t value is 0.144, which is lesser than the theoretical value 1.98 with the degree of freedom 98. So, the obtained t-value is not significant at 0.05 level of significance. Hence accepted the null hypothesis and it is concluded that “There is no significant difference in Academic Aspiration among secondary school students with respect to SES”.

Conclusion

From the literature survey we can clearly understand that there may be no significant difference in the Academic aspiration on Family factors.

“Every Society that values social justice and is anxious to improve the lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for the building up of an egalitarian & human society in which the exploitation of the weak will be minimized”. (Education Commission, GOI, 1966). Education and society are two faces of a single coin. If we educate an individual then we can change the whole society for this challenging world. Where as on the other hand our constitution provides an equal opportunity for every individual irrespective of caste, Sex, Creed and Race. Education is the unique platform to represent their talents in society.

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Role of ICT in Professional development of Teachers

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ABSTRACT: Teachers in the 21st century are facing new challenges as a result of the expanding possibilities of ICT integration in every aspect of the school milieu. Studies have shown the potential of teacher professional development that is tailored to local conditions as well as global components and takes advantage of mutual support among teachers, as well as modelling of effective practices. Twenty first century education has undergone the rapid changes. Teachers are supposed to excel in every related aspects of Higher education including class room teaching practice. Role of higher education teachers has become diversified: teacher, curriculum developer and researcher. Except all these, a teacher has to perform as a counsellor, administrator, policy makers and so on. But professional development, including professional attitude, aptitude etc are very much needed in discharging the different types of supposed responsibilities. Thus, to be an efficient higher teacher one should have a need to develop professional competency through available efficient and effective means.

Keywords: Types of Professional Development, ICT for professional development of teacher.

1. Introduction

In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. When the term is used in education contexts without qualification, specific examples, or additional explanation, however, it may be difficult to determine precisely what “professional development” is referring to.

As teachers we all know that learning about educational practice in general and teaching in specific is an ongoing activity. The field of educational practice is ever emerging and hence there is always something new to learn. Most of us start learning about our profession through a formal teacher preparation program. Since, any such preparation is incomplete without practicing the profession, the learning continues even after starting the practice of teaching. Additionally, it is not practical to expect to learn everything through formal learning in an ever emerging field like teaching. Starting from the initial teacher preparation program to ongoing teacher learning activities, teacher professional development can be seen as a continuum

Meaning

“Professional development is defined as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher.” The definition recognises that development can be provided in many ways, ranging from the formal to the informal. It can be made available through external expertise in the form of courses, workshops or formal qualification programmes, through collaboration between schools or teachers across schools (e.g. observational visits to other schools or teacher networks) or within the schools in which teachers work. In this last case, development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices.

Teacher Professional Development (TPD) is ‘a systematized, initial and continuous, coherent and modular process of professional development of educators in accordance with professional competency standards and frameworks’. Teacher professional development would also include training in the adaptation to the evolution of change of the profession of teachers and managers of education systems.

Types of professional development

Following are the some of the types of professional Development of Teachers;

- **Courses/workshops** (e.g. on subject matter or methods and/or other education-related topics);
- **Education conferences or seminars** (at which teachers and/or researchers present their research results and discuss education problems);
- **Qualification programme** (e.g. a degree programme);
- **Observation visits to other schools;**
- **Participation in a network of teachers** formed specifically for the professional development of teachers;
- **Individual or collaborative research** on a topic of professional interest; and

- **mentoring and/or peer observation and coaching**, as part of a formal school arrangement. Professional development activities:
- **reading professional literature** (*e.g.* journals, evidence-based papers, thesis papers); and
- **engaging in informal dialogue with peers** on how to improve teaching.

ICT for Professional Development of Teachers

Emergence of new technology, especially web technologies have given many platforms for teachers to learn. There are various opportunities available for professional development of a teacher through ICT.

Online Learning Platforms

Internet is a host for a large number of learning opportunities. Some of them give learning opportunities by offering complete online courses. There are free as well as paid courses that one can choose from. The online learning platform may supply the reading materials as well as opportunity to post your learning. Following are some examples of online learning opportunities.

Other online learning platforms that you might be interested in are here:

- Khan Academy - <https://www.khanacademy.org/>
- EdTech Leaders Online - <http://www.edtechleaders.org/>
- iEARN - <http://www.earn.org>

Massive Open and Online Courses (MOOCs)

Today a host of platforms is available which offers open and online courses, again many of them are free. The essential feature of MOOC is that it is offered through online learning platforms, to anyone interested in learning, to any number of participants, at a fixed given timeframe in a modular form. Usually, a course in a MOOC would long anywhere between 6 to 16 weeks. The course contents are structured on a weekly basis. The course participants are expected to go through the readings, videos, workshops, activities, assessment exercises to complete a course. The MOOCs are different from the online learning platforms in a sense that in MOOCs, one would be able to enroll into a full-fledged course, consisting of course structure, instructional video, guided interaction, monitored evaluation, grading of the tasks completed etc. In other words, the MOOCs provide a complete learning experience online. An online learning platform might only provide e-content, assessment tasks which are not graded, and an interaction platform.

There are many MOOC platforms. Here is a non-exhaustive list of free and paid courses.

Coursera: Coursera is a for-profit, educational technology company that offers MOOCs. Coursera works with top universities and organizations to make some of their courses available online and free, and offers courses in many subjects. This can be accessed at the following link: <https://www.coursera.org/>

edX: edX is a MOOC provider. It hosts online university-level courses in a wide range of disciplines to a worldwide student body, including some courses at no charge. It also conducts research into learning based on how people use its platform. edX differs from other MOOC providers, such as Coursera in that it is a non-profit organization and runs on open source software. Following link would take you to edX home site. <https://www.edx.org/>

Social Media Networks

Social media networks provide teachers with opportunities to get connected with people who are working in areas connected with educational practice. Most highly valued use of such a network is sharing ideas. Spaces such as Twitter (<https://twitter.com/>), LinkedIn (<https://in.linkedin.com/>), Facebook (<http://www.facebook.com/>) and Google+ (<https://plus.google.com/>) offer instant opportunities to follow and learn from authors, educators, educational leaders and professional heroes who not only share information and resources but frequently initiate and invite direct engagement. Simply following people who would otherwise only be names in textbooks or journal articles is one legitimate way to be in these spaces. Through social media networks, we also have legitimate opportunities to engage with these individuals and to learn directly from them.

Web Technologies (Blog, Wiki, and Podcasts)

Web technologies such as blogs, wikis, and podcasts have been considered as 'social software' because they are perceived as being well connected, allowing users to develop web content collaboratively and open to the public. Web tools are easy to use and quickly developed and organized. Thus, they allow powerful information sharing and straightforward collaboration. Further, these tools have advantage of requiring

minimum technical skills to use their features. Hence users can focus on the information exchange and collaborative tasks without bothering about technical knowledge.

Blog: Following a blog written by others in the profession is a good way for one's professional development. Since, blog also provides opportunities to interact asynchronously, there is a possibility of social learning. Since interaction is asynchronous, responses would be more reflective rather than spontaneous.

Writing blog is another way of engaging in professional development. Systematic, articulated writing is only a product of thoughtful engagement in the profession.

Wiki: Wiki is another web technology where teacher could contribute and hence engage in professional development. Wiki is a type of interactive website where the WebPages are editable by the users of the site. Users are able to edit existing pages and add new pages to the site. This allows groups to collaborate on the creation of web based information. The wiki users can keep the content improving till the members of the community are satisfied with the content. Since putting together information on a particular topic requires research, synthesis and presentation of the idea for others that helps teachers develop their knowledge on the area they are exploring, makes a wiki a powerful tool for professional development.

Useful wiki for teachers:

- Wikipedia - <https://en.wikipedia.org/>
- Wikimapia - <http://wikimapia.org/>
- WikiHow - <http://www.wikihow.com/>

Social bookmarking: Social bookmarking, an online service through which adding, annotating, editing and sharing bookmarks of online resource is possible. Let us illustrate its use for teachers. Indian Freedom Movement is one of the topics of History in Social Sciences. A teacher could identify various online sources and shortlist the most useful ones. Now, the teacher could give an annotation (brief description) for each of the sources. This collection of sources is useful to every teacher teaching the topic. Sharing such a collection of sources is easy when social bookmarking service is used. Since there is no one good collection, collaboration among teachers would help in reviewing the collections, adding new sources to the list of annotations. Some of the most popular social bookmarking service providers are Diigo, stumble upon, delicious.

Online groups: As we mentioned in the beginning of this Unit, WhatsApp groups are popular among teachers. WhatsApp group is an example of online groups. There are other ways to connect people through formation of groups. One of them is a mail group. People having mail ids in a common domain can be brought together. For example people having g-mail account can be grouped together to form a google group. Similar mail groups can also be formed among people with mail id in yahoo domain. Another category of online groups is instant messaging. WhatsApp and Hike are popular instant messaging groups. Instant messaging service is very popular among communities for two reasons. First, it is available in the form of a smart phone application (app), hence easily accessible to many. Second, it has a feature of providing real time interaction. In other words synchronous interaction feature of instant messaging makes interaction very lively and hence very popular. All these online groups help teachers to share information and provide platforms for conversations.

Podcast: Podcasts are another web technologies that are useful for teachers. Since the archives of the resources are always available for use, podcasts become very handy when they are in need. Since the audio format can be played on mobile phones, they are available for teachers for convenient professional development, i.e., teachers can select what, when and where they learn.

Here are some podcast links useful for a teacher:

- ISTE podcast - on how technology is changing the classroom -
- Grammar Girl - <http://www.quickanddirtytips.com/grammar-girl>
- Teacher created Materials - <http://www.teachercreatedmaterials.com/podcasts/>

Web-conferencing

Web conferencing allows us to connect and communicate in real-time with people in different locations through internet. It allows people to reach in a conversation crossing state, national and international boundaries, crossing various time zones. Web conferencing combines graphics, such as Power Point Presentations, with voice and/or video. It also includes a range of interactive tools such as polling/voting, chat and a 'hand raising' feature to indicate that you have a question or comment. It may also include

document sharing, a whiteboard and web surfing features. As a participant, we see information on our computer screen and hear the presenter and other participants through telephone or internet.

Web conferencing has become popular for delivering professional development to teachers. Whenever an expert, be it a subject expert, pedagogic expert or a teacher expert needs to be invited from a far off place, webinars are found to be a good tool for hosting such interactions.

Conclusion

Professional development is important because education is an ever growing, ever changing field. This means that teachers must be lifelong learners in order to teach each new group of students. Professional development not only allows teachers to learn new teaching styles, techniques, and tips, but also interact with educators from other areas in order to improve their own teaching. Generally speaking, professional development is considered to be the primary mechanism that schools can use to help teachers continuously learn and improve their skills over time. And in recent decades, the topic has been extensively researched and many strategies and initiatives have been developed to improve the quality and effectiveness of professional development for educators.

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Life Skills Education for Adults in the Context of Corporate World

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ABSTRACT: Life skills are a large group of psycho-social and interpersonal skills which can help people to make informed decisions, communicate effectively and develop coping and self management skills that help an individual to lead a healthy and productive life. World Health Organization (WHO) defines life skills as “the abilities for adaptive and positive behaviour that enable individual to deal effectively with demands and challenges of everyday life”. World Health Organization (WHO) defines life skills as “the abilities for adaptive and positive behaviour that enable individual to deal effectively with demands and challenges of everyday life”. Life skills are present in every individual. They can be learned throughout life. Life Skills play an important role in the lives of people. They enable us to adapt to situations and people. Life Skills Education aims to provide adults with strategies to make healthy choices that contribute to a meaningful life. In life skills education, adults are actively involved in dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups, brainstorming, role play, games and debates. Life skills education has long term benefits to the society. These include educational, social, health, cultural and economic benefits.

1. Introduction

Life skills are a large group of psycho-social and interpersonal skills which can help people to make informed decisions, communicate effectively and develop coping and self management skills that help an individual to lead a healthy and productive life. Life skills are essentially those abilities that help to promote physical, mental and emotional well being and competence to face the realities of life.

World Health Organization (WHO) defines life skills as “the abilities for adaptive and positive behaviour that enable individual to deal effectively with demands and challenges of everyday life”. Adaptive means that a person should have the flexibility to adjust according to the situation. For positive behaviour, a person needs to have positive thinking and look at opportunities even in difficult situations, in order to cope with the situation. UNICEF defines life skills as ‘a behaviour change or behaviour development approach designed to address a balance of three areas namely knowledge, attitude and skills.

Life skills are present in every individual. We need to sharpen them regularly to get the best out of them. They can be learned throughout life. Many life skills are used in combination in dealing with different life situations.

Core Life Skills: WHO has identified ten core life skills. They are (1) self awareness (2) empathy (3) effective communication (4) interpersonal relationship (5) critical thinking (6) creative thinking (7) decision making (8) problem solving (9) coping with emotions and (10) coping with stress.

The ten core life skills can be categorized under three headings. (1) Social Skills [self awareness, empathy, effective communication, interpersonal communication] (2) Thinking Skills [critical thinking, creative thinking, decision making, problem solving] (3) Coping skills [coping with stress, coping with emotions].

Self awareness: It is the ability of an individual to introspect, analyse and accept his/ her thoughts, actions and feelings. It also involves recognizing one’s character needs, desires, likes, dislikes, strengths and weakness.

Empathy: It is the ability to be sensitive to another person’s situation. Here we accept and understand others who are different from us.

Effective communication: It is our ability to express ourselves verbally and non-verbally in ways that are appropriate to our cultures and situations.

Interpersonal relationship: It is the ability to initiate and maintain positive relationship with others and de-link unconstructive relationships.

Critical Thinking: It is the ability to analyse information, experiences, situations and circumstances in an objective manner and rationally. It also involves ability to make objective judgments about choices and risks.

Creative thinking: It is the ability to think differently, look beyond our direct experiences, respond adaptively and having flexibility to situations in daily life.

Decision making: It is the ability to choose the best amongst the various alternatives or options in different life situations. It involves weighing the pros and cons alternatives and accepting responsibility for consequences of the decision taken.

Problem Solving: It enables us to deal constructively with problem in our lives. It requires application of scientific method in solving problem in our day-to-day life.

Coping with emotions: It involves recognizing our emotions and that of others, being aware of how emotions influence our behaviour and being able to respond to our emotions appropriately to avoid their negative effects on our health.

Coping with stress: It refers to recognizing the sources of stress, how they affect us and acting in ways that help to control our levels of stress by changing our environment or life style and learning how to relax to overcome tensions.

Importance of Life Skills: Life Skills play an important role in the lives of people. They enable us to adapt to situations and people. They help us to have a positive approach and not get depressed with problems. They reduce vulnerability and high risk behaviour. They are helpful in finding new ways of thinking and problem solving. Life skills help to build confidence both in spoken skills and for group collaboration and co-operation. They help us to analyse options and make appropriate decisions. They also develop a greater sense of self-awareness and appreciation for others.

Life Skills Education

Life Skills Education aims to provide adults with strategies to make healthy choices that contribute to a meaningful life. It helps adults to understand their self and to assess their skills and abilities. It also helps adults to get along with other people and adjust with their environment. The main objective of life skills education is to enable the adult to develop a concept of oneself as a person of worth and dignity.

In life skills education, adults are actively involved in dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups, brainstorming, role play, games and debates. A life skills lesson may start with teacher exploring with adults what their ideas or knowledge is about a particular situation in which a life skill can be used. They may be asked to discuss the issues raised in more detail in small groups or with a partner. They may then engage in short role play scenarios or take part in activities that allow them to practice the skills in different situations as practice of skills is a vital component of life skills education. Teacher may also assign homework to encourage them to further discuss and practice the skill with family members and friends.

Life skills learning is facilitated by the use of participatory learning methods and is based on social learning process which includes hearing an explanation of the skills in question, observation of the skill, practice of the skill in selected situations in a supportive learning environment and feedback about individual performance of skills.

Life skills education enables individuals to

- Translate knowledge, attitudes, skills and values into action
- Behave responsibly which leads to healthy living
- Develop positive attitude towards themselves and others
- Develop full potential
- Promote the state of mental well being
- Promote risk free behaviour
- Communicate effectively
- Develop negotiation skills
- Improve self perception by building self-confidence, self-esteem and self-worth
- Develop social competence which in turn helps to develop own identity.

Life skills education has long term benefits to the society. These include educational, social, health, cultural and economic benefits.

a) Educational benefits

- o Strengthens teacher – learner relationship
- o Leads to desirable behaviour change
- o Improves discipline
- o Helps learners to improve their performance.

b) Social benefits

- o Improves the socialization process among learners.

- Enables learners to choose good and reliable friends.
- Helps learners to use their leisure time properly.
- Assists learners to recognize and avoid risky situations.
- Brings about meaningful interaction among learners, teachers and community.
- Helps in character building.

c) Health benefits

- Contributes to a person's general well being.
- Leads to prevention and control of diseases such as HIV and AIDS.
- Leads to less strain on health facilities.
- Helps people to be responsible for their own and other people's health.

d) Cultural benefits

- Helps in the clarification of values in the society.
- Enables people to adopt and maintain meaningful cultural practices.
- Promotes harmonious interaction between people of different cultures.

e) Economic benefits

- Leads to high productivity due to motivated, strong and energetic labour force.
- Resources such as time and money are saved as learners acquire skills to manage themselves and their environment.
- Savings are increased as money used for example on control and management of HIV and AIDS can be invested in other fields.

Thus, education in respect of life skills has become extremely essential for the adults with the growing competitive environment in the present corporate world. Life skills are not only wanted by the young but all. Hence around the world life skills based education (LSBE) is being adopted as a means to empower young adults in facing challenging situations by acquiring appropriate knowledge, attitudes and skills.

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Factors Affecting Teacher Education in Quality Issues

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ABSTRACT: *Teacher education plays a vital role in reforming and strengthening the education system of any nation. Training of teachers has emerging universal trends in education and the overall needs and ambitions of the people in India. The concept of “quality in education” is an immensely significant concern for academicians and academia globally, and lately, this notion has also treaded the realm of Teacher Education in India. It is an accepted fact that there are a number of factors responsible for assuring quality in education both internal and external to an institution. This paper presents a theoretical framework the concept of Quality in Teacher Education by identifying the parameters which are central contributors towards the quality of Teacher Education, major problems facing in present time and probably measures for improving quality of teacher education in India in their new roles and responsibilities of the 21st century.*

Keywords: *Teacher Education & NCTE Norms*

1. Introduction

It is well known that the quality & extent of learner achievements are determined primarily by teacher competence, sensitivity & teacher motivation. The National Council for Teacher Education (NCTE) has defined Teacher Education as a programme of education, research & training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency & competence that would enable & empower the teacher to meet the requirements of the profession & face the challenges therein. According to Goods dictionary of Education, teacher education means, all the formal & non-formal activities & experiences that help to qualify a person to assume responsibilities of a number of the educational profession or to discharge his responsibilities more effectively. The purpose of teacher education is to produce teachers who have competencies in various fields. The role of teachers is no longer confined in teaching by imparting knowledge only, they need to be thorough professionals, fully equipped with a high academic standard, pedagogical skills, ethical and moral values etc. (Singh, 2008)

Quality Indicators

In the field of teacher education, the major quality indicators namely- curriculum design, curriculum transaction, evaluation system, research and development, infrastructure and learning resources, student support and progression, organization and management etc. have been identified by researchers. Special emphasis is also given on the internship program, though it is considered under the broad category of curriculum

Curriculum Design

Curriculum in teacher education consists of two major components – theory and the practicum. Though teacher education is mostly a skill-based program conceptual understanding of those skills-oriented activities might be a major concern of a teacher (teacher trainee). Therefore theory and practicum should have a justified proportion in the curriculum. Historical, Philosophical, Psychological, and Sociological aspects of education are four essential theoretical components. In addition, various contemporary issues and challenges emerging in the field of modern education should also be included there (Carr and Kemmis,1986). The influence of different racial, religious, social, linguistic and regional groups in developing India’s composite culture and nationhood need to be clearly discussed in this program of teacher education (NCTE, 2004) [8]. There should also be the provision of curricular evaluation following a systematic and scientific approach. While revising, opinion from experts as well as different stakeholders should be utilized properly.

Assessment

Evaluation of student teachers at this stage need to be comprehensive and continuous (Ahmand, 2008) [1]. Due importance should be given to the opinions of supervisors and school teachers who will maintain the record of the progress of student teachers. The capacity to organize thoughts and express them coherently, taking notes from reading materials and using teaching aids and ICT carefully at the appropriate moment need to be the major concerns of evaluation (Singh, 1990). That internal examination should also ensure its strong reliability minimizing the possibility of various malpractices. Highly credible Semester based credit system should also be encouraged to ensure a better student friendly and credible evaluation system in teacher education. The criterion-referenced system of evaluation may also be introduced in order to ensure a quality evaluation

Research in Teacher Education

During the last five decades a large number of researches, surveys, etc. have been conducted in teacher education. Characteristics of effective teaching, curriculum evaluation, organizational climate and its impact on teachers' performance, the criterion for admission of prospective teachers and administration of education/teacher education have found to catch the attention of researchers. But the planned and purposive approach has been found to be neglected. In a few universities only, teacher educators conducting/supervising researchers in various areas of education/teacher education are found.

Internship Program

In most of the cases under the instruction of NCTE, trainee teachers practice thirty-five to forty lessons on the same format without verifying the optimum number of lessons required by an average teacher trainee to achieve the peak of his teaching competence in that particular method. Lesson plans also only emphasize on Herbartian steps General apathy of teacher trainee towards this program, as well as the same of the teacher educators to supervise the practice lesson are common problems. Following measures may be adopted in this case to ensure quality. NCTE recommendation of 35-40 lessons needs to be verified with empirical evidence. Besides Herbartian styles of planning lessons, practice lessons in other forms of instruction like individualized instruction, group interaction, and problem-solving through a project or even media aided instructions may be practiced. Teacher educators should be adequately equipped to guide the trainee teachers in innovative instructional techniques.

Quality Assurance Agencies

Various agencies are involved for assuring in teacher education, the significant ones are as follows:-

National Council for Teacher Education (NCTE)

National Council for Teacher Education (NCTE) is an Indian government body set up under the National Council for Teacher Education Act, 1993 in 1995 is to formally oversee standards, procedures, and processes in the Indian education system. This council functions for the central as well as state governments on all matter with regards to the Teacher Education. The NCTE became a statutory body by an act of Parliament in 1993. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country. It is also involved in the regulations and proper maintenance of norms and standards in the teacher education system. NCTE has taken a number of steps for raising the quality of teacher education system. It has formulated norms and standards for twelve teacher education courses in all at pre-primary, primary, secondary, senior secondary, physical and distance education courses.

National Assessment and Accreditation Council (NAAC)

The National Assessment and Accreditation Council (NAAC) is an organization that assesses and accredits institutions of higher education in India. It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bangalore. NAAC was established in 1994 in response to recommendations of National Policy in Education (1986) [10]. The primary objectives of the establishment of NAAC are to assess and

accredit institutions of liberal arts, science, and other disciplines in order to help these institutions to work continuously to improve the quality of education, through self-evaluation of the performance of an institution and its units based on self-study and peer review through defined criteria. Accreditation is the certification given by NAAC, which is valid for a period of five years. The process of assessment followed by

NAAC is in accordance with the internationally accepted practice with certain modification to suit the Indian context. For quality assurance of teacher education institutions, the NAAC and the NCTE have entered into a memorandum of understanding (MOU) for executing the process of assessment and accreditations of all teacher education institutions coming under the provision of the NCTE.

Universities

The University is responsible for providing affiliation to the teacher education institutions situated in its jurisdiction. It conducts combined entrance tests and grants admissions to students against non-management seats to these teacher education institutions. It also design curriculum, coordinates for quality teaching and conducts the examination. It also prescribes norms for certification of faculties. It is also engaged in capacity building through faculty development programme and research.

Institutions of Teacher Education

Teacher education institutions create appropriate infrastructure for providing quality teacher education and grants admission against management seats. It organizes teaching as per the prescribed curriculum of the affiliating university. It is also engaged in appointing faculties and overall management of the institution. It also coordinates with the affiliating university, NCTE and the State Govt. in all matters regarding teacher education.

Measures for Improving Quality of Teacher Education

Quality of an institution or a programme is generally considered on the basis of placement of its products. It is ascertained from the quality of material and human resources. Various factors that affect quality are finance, the sincerity of faculty and students and management, skills of management, skills of the teaching of faculty members, and quality of brain of students. In order to accelerate qualitative improvement in higher education. The main indicator of the quality of teacher education can be visualized in terms of its products the learner's achievement both in scholastic and co-scholastic areas i.e. the performance in various subjects of study and habits, attitudes, values and life skills necessary for becoming a good citizen. The need for teacher manpower planning has resulted in mushrooming growth of teacher education throughout the country. The following measures may be helpful for improving the quality of teacher education:

1. To provide professional development for practicing in-service teachers by updating their knowledge and skills
2. The effectiveness of the new initiatives curricular reforms
3. Intensive use of ICT for school education and also the involvement of the community
4. To adopt innovative Teaching strategies in teacher education and Improving educational administration practices
5. To evolve strategies to enhance professional competency in teacher education
6. To provide expert advice to local schools upon request
7. To analyze the future of teacher education institutions
8. To provide Infrastructure facility in teacher education
9. Teacher education and professional competence of teacher educators
10. Spreading a sense of ethical values in teacher education
11. Modern and latest communication and knowledge management for quality teacher education.

Conclusion

Quality in Teacher Education is an established notion which is described vividly in terms of desirable characteristics of the activities undertaken, individuals involved, and infrastructure needed. Confronted with declining standards, primarily due to the expansion of the higher education system, the question of quality becomes critical. The teacher education system is not an exception to it. For the higher education scenario in the local context, quality is achievable if the factors influencing quality are identified and then consciously manipulating these will allow quality to be induced in the education system in our country

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Dr. B.R. Ambedkar's Views on Education

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ABSTRACT: *Ambedkar was a multifaceted personality, a philosopher, a politician, a social reformer and an educationist. This paper aims at Dr.B.R.Ambedkar's views on Education. He knew that education was the necessary precondition for the reconstruction of the society on the principles of equality and justice. He fought for the education of masses without discrimination of caste and sex. Education ought to be cheapened in all possible ways and to the greatest possible extent. He believed that education was the most important means of raising the people's standard of living. His most commonly recognised slogan was "Educate, Unite, and Struggle". The present paper attains to understand the Dr. B R Ambedkar's views on education with the uniform education system in India.*

1. Introduction

Ambedkar believed that Education is something which ought to be brought within the reach of everyone and made an attempt to achieve this objective through his educational project. His thoughts serve as a beacon light for the new generation.

Dr. B. R. Ambedkar's Philosophy of Education

Ambedkar believed that education is a movement. If it does not fulfil its objectives, it is useless. True education cradles humanity, generates sources of livelihood, imparts wisdom and imbibes us with egalitarianism. He gave prime importance to education in his life. He wanted to reconstruct the structure of Indian society. He considered education as the basis of social, economic and political revolution. For him, education alone creates a sense of new thinking and awakening among oppressed people in India. He wanted it for all, and not restricted only to a few classes of society. As a humanist, in his view, education must focus on serving human interests and achieving social amelioration. It is only through education that one could enlighten oneself and organize social forces against oppressive elements of traditional societies in India.

Dr. Ambedkar's educational philosophy is seen in the three principles which he inherited from his master Gautam Buddha. They are Pradnya (Knowledge or Wisdom), Sheel (Character) and Karuna (Compassion). He gave lot of importance to these three principles and tried to imbibe them in masses.

He changed the entire mindset of the lower strata of the society towards the education. His philosophy of education was emancipator in nature and aims at "Educate, Agitate and Organise". The policy therefore ought to be to make higher education as cheap to the lower classes as it can possibly be made. If all these communities are to be brought to the level of equality, then the only remedy is to adopt the principle of equality

Objectives of education

Ambedkar's social-philosophical views rested on the bedrock of egalitarianism. Human dignity and self-respect were central to his social philosophy. He wanted to use education to establish justice, equality, fraternity, freedom and fearlessness in society. He wanted to replace the birth-based society with a value-based one. It goes without saying that these moral values can be promoted only through education. Ambedkar's objectives of education were the same as his social, economic and political objectives. He was a strong proponent of logical and scientific education. Purpose of Education is to moralize and socialize the people.

Functions of University Education

The aim and functions of University Education should be to see that the teaching carried on there is suited to adults; that it is scientific, detached and impartial in character; that it aims not so much at filling the mind of the student with facts or theories as at calling forth his own individuality, and stimulating him to mental effort.

Students should learn

The student so trained should learn to distinguish between what may fairly be called matter of fact and what is certainly mere matter of opinion. He should become able to examine a suggested idea, and see what comes of it, before accepting it or rejecting it. Without necessarily becoming an original student he should gain an insight into the conditions under which original research is carried on. He should be able to weigh evidence, to follow and criticize argument and put his own value on authorities.

Character is more important than education

Education was a sword and being a double edged weapon, was dangerous to wield. An educated man without character and humility was more dangerous than a beast. If his education was detrimental to the welfare of the poor, the educated man was a curse to society.

Medium of instruction

Spread of education should be a proper function of the University. But this cannot be achieved unless the University adopts vernacular as the medium of instruction,

Curriculum

Dr Ambedkar's had a practical approach regarding curricula. He believed that utility should be the basis for deciding curricula. But he was not favour of inflexible curricula. He said, "Nothing is immortal. Nothing is binding for an indefinite period of time, everything needs to be tested and examined, nothing is final, everything is bound by the cause-effect relationship, nothing is everlasting; everything is changeable. Things are happening continuously".

Teaching methodologies

Dr.Ambedkar favoured the use of scientific teaching methodologies starting with primary education. He also emphasized on inculcating the right values and the right habits in the children from the beginning. He was convinced that there shouldn't be much difference between the teaching methodologies for graduate and postgraduate classes. He believed that teaching shouldn't be separated from research.

Women's education

For Dr.Ambedkar's views on women's education and development of their personalities were no less radical than those of the feminist movements under way today.. Educated women should join social work to educate, organize and unite all women to make conscious of their rights and privileges. He insisted that women be treated with dignity and given adequate opportunities for growth.

Religious instruction

Most of the educationists have not clarified their views on religious education for the fear of offending the religious feelings of the masses. Dr. Ambedkar had no faith in god. He wanted to reorganize Indian society, not on the basis of religious but on the basis of liberty, equality and fraternity. The inclusion of all these values in education was imperative.

The ideal teacher

In Dr. Ambedkar's scheme of things, the teacher had a big role to play in the process of learning and imbibing. A good teacher is the friend, philosopher and guide of his students." According to Ambedkar, a teacher should be knowledgeable about the reality of society so that they can intersperse their teaching with anecdotes and make it relevant to the real world. Such a teacher deserves the respect of his students.

'Educate, Unite, Struggle'

Ambedkar believed that education was the most important means of raising the people's standard of living. His slogan was "Educate, unite, struggle".

"Educate" is the first word of his famous slogan. The reason is education's undeniable role in the building of human character and consciousness. Only an educated person can understand his class interests and bring about class unity. Education propels a person on the path of struggle. He said, "Education is what makes a person fearless, teaches him the lesson of unity, makes him aware of his rights and inspires him to struggle for his rights." He believed that education is a movement. If it does not fulfil its objectives, it is useless. And

true education cradles humanity, generates sources of livelihood, imparts wisdom and with egalitarianism. True education makes society alive.

The Relevance of Ambedkar's thought in the 21st Century

Ambedkarism is of great relevance to Indian society even today in achieving social justice, removal of untouchability, in establishing equality and freedom and true democracy. He strongly believed that education is the only way to achieving social justice and therefore he give lot of provisions for education in indian constitution. In post-independence India, his socio-political ideas have acquired great respect across all spheres of the society. Dr. Ambedkar struggled throughout his life, for the rights of the Dalits and other socially backward classes as well as for the women. He also made a great contribution to economic and agrarian reforms. His life is ideal and inspiration to the people who want to serve the nation.

Conclusion

Ambedkar has deliberately included Article 45 in the Directive Principles of State Policy that, "the state shall Endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years." The government of India has passed the bill of Right to Education Act 2008 and paid a great tribute to the contributions of Ambedkar to mass education. The policy of the Government of universalization of elementary education focusing particularly on marginalized groups, poorer sections and the girl child, enhancing enrolment in secondary education as well as its commitment to expand education facilities will empower and equip youth to face the future with hope and confidence. There are several challenges to cherish Ambedkar's vision of universal education. There is need to frame such policies starting from the primary stage to the higher stage that help to realize the vision of Ambedkar. To sum up, Dr Ambedkar's views on education were in consonance with India's geographical, social and economic situation and reflected scientific reasoning.

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A Qualitative Study on the Influence of Constructivist Approach of Learning using 5E Model on the Metacognitive Skills Among Senior Secondary School Students

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ABSTRACT: This Qualitative study attempted to find out the Influence of Constructivist Approach of Learning (CAL) on the Metacognitive Skills among Standard Eleven Students. A selected group of 32 students studying Mathematics in Senior Secondary Schools constituted the sample of the study. The data was coded using coding framework. The analysis of the data was done descriptively in terms of the occurrence of the components of Metacognitive Skills observed in the Reflective Journals and video recorded lessons. The Investigators designed Instructional Material in teaching Mathematics using 5E Model for the purpose of the study. Thus the study revealed that the CAL using 5E Model had influence on the development of Metacognitive Skills of Senior Secondary School Students. The study has Implications to teachers for Instructional design using CAL and training in Metacognitive Skills.

Keywords: Constructive Approach of Learning, 5E Model, Metacognitive Skills, Senior Secondary School Students.

1. Introduction

Constructivism has received a considerable attention in educational enterprise in recent years. Constructivism has initiated learner-centred approach in education. The National Curriculum Framework (NCF) 2005 strongly recommends the use of constructivist and learner-centred approaches in school education. Constructivist Approach makes learners active participants in the learning process. It enhances various mental abilities of students. The emphasis in Modern Education is the application of CAL.

The 5E learning cycle is an instructional design model that defines a learning sequence based on the experiential learning philosophy of John Dewey and the experiential learning cycle proposed by David Kolb. Each of the 5Es describes a phase of learning, and each phase begins with the letter "E": Engage, Explore, Explain, Elaborate, and Evaluate.

Flavell (1987) proposed that good schools should be hotbeds of metacognitive development because of the opportunities they offer for self-conscious learning. Metacognition is an important terminology which we come across in the recent years. The dictionary meaning of the word metacognition is awareness and understanding of one's own thought processes. Metacognition is the set of skills that enables learners to become aware of how they learn and to evaluate and adapt these skills to become increasingly effective at learning.

The present study was an attempt to find out the Influence of CAL using 5E Model on the Metacognitive Skills among Senior Secondary School Students of Bantwal Taluk.

Theoretical Base and Significance of the Study

The concept of constructivism has its roots in time immemorial, going back to Socrates dialogues with his followers, in which he asked directed questions that led his students to realize for themselves the weaknesses in their thinking. Jean Piaget and John Dewey developed theories of childhood development and education what is now termed as progressive education led to the evolution of constructivism. The implications of this theory and how he applied them have shaped the foundation for constructivist education. Dewey called for education to be grounded in real experience. Inquiry is the key to constructivist learning. Among the educators, philosophers, sociologists who have added new perspectives to constructivist learning theory and practice are Vygotsky, Bruner and Ausubel. Vygotsky introduced the social aspect of learning to constructivism. Bruner initiated curriculum change based on the notion that learning is an active social process. Ausubel introduced the concept of meaningful learning which constitutes an important part of constructivist learning. However, Piaget is regarded as the father of constructivism and provided the foundation for modern day constructivism. In Piaget's view intelligence consists of two interrelated processes, organization and adaption.

American Developmental Psychologist John H. Flavell (1979) labelled higher-level cognition as metacognition. According to him metacognition is defined as knowledge about cognition and control of cognition. Metacognition also involves thinking about one's own thinking process such as study skills, memory capabilities, and the ability to monitor learning.

Metacognitive skills includes two components

Metacognitive knowledge deals with all the concepts which are related to our thinking processes such as self-concept of knowledge, self-intelligence, self-memory, attention, study habits etc. It includes content knowledge (declarative knowledge), task knowledge (procedural knowledge) and strategic knowledge (conditional knowledge).

- Declarative knowledge refers to knowledge about oneself as a learner and about what factors can influence one's performance.
- Procedural knowledge refers to knowledge about doing things. This type of knowledge is displayed as heuristics and strategies.
- Conditional knowledge refers to knowing when and why to use declarative and procedural knowledge. It allows students to allocate their resources when using strategies.

Metacognitive regulation includes all those mechanisms through which we regulate our thinking process. The three skills which are essential here are planning, monitoring and evaluating.

- Planning refers to the appropriate selection of strategies and the correct allocation of resources that affect task performance.
- Monitoring refers to one's awareness of comprehension and task performance.
- Evaluating refers to appraising the final product of task and the efficiency at which the task was performed.

Metacognition plays an important role in all learning and life experiences. Beyond academic learning, when students gain awareness of their own mental processes, they begin to understand their essence of their happy living and understand the perspectives of other people. Metacognitive skills are needed to improve the ability and power to think clearly and logically and to find proper solutions to different problems. It is the need of the hour to train students in Metacognitive Skills. Hence the present study was undertaken to enhance the Metacognitive Skills of Senior Secondary School students using Constructivist Approach of learning.

Objectives of the Study

- To study the influence of CAL using 5E Model on the Metacognitive Skills of Standard Eleven Students through Reflective Journal Observation.
- To study the influence of CAL using 5E Model on the Metacognitive Skills of Standard Eleven Students through selected video recorded lessons.

Methodology

The present study was a qualitative study. A Senior Secondary School in Bantwal Taluk (Carmel Composite Pre-University College, Modankap) was chosen randomly. A reflective journal format developed by the investigators was also used in the study. Video recording of five selected lessons was done by the investigators. The reflective journal observations of only 5 students (A, B, C, D, E) out of the 32 students has been used for the purpose of this paper.

Data Analysis and Interpretation

To properly arrange the data and accurately analyze the data coding framework was developed. Different coding framework was developed for different data obtained through reflective journal and video recorded lessons to analyze the data.

Coding framework used for data analysis is represented in table 1

Table 1: Coding framework used for data analysis

Components of Metacognitive Skills	Subcomponent	Subcategory	Code
Metacognitive Knowledge	Declarative Knowledge	Knowledge about what is known and what is not known	DK
	Procedural Knowledge	Knowledge about how to do things	PK
	Conditional Knowledge	Knowledge about when to do things	CK
Metacognitive Regulation	Monitoring	Awareness of task Performance	MTP
		Awareness of one’s Comprehension	MOC
	Evaluation	Makes judgment about one’s learning	EJL
		Evaluates gained knowledge	EGK
		Examines other students learning	EOL

Using the above coding framework the data was analysed and the analysis was written descriptively.

Objective 1:

Reflections from journal entries of students were categorized into different components of Metacognitive Skills which were further classified under different subcomponents of Metacognitive Skills. The frequency of occurrence of each of the subcomponents of Metacognitive Skills were computed and tabulated.

Table 2: Represents the coding framework and the frequency of the occurrence of Metacognitive Skills

Components of Metacognitive Skills	Sub component	Code	Students	Responses	Frequency
Metacognitive Knowledge	Declarative Knowledge	DK	A	I know that Cone = Triangle + Circle LSA of Cone = $2\pi rl$, TSA of Cone = $\pi r(r + l)$ There are four types of Parabola I know the standard equations of ellipse, hyperbola	5
			B	Standard Equations of the Parabola is $y^2 = 4ax$ There are four types of Parabola I know that ellipse is a type of conic section. Ellipse has oval shape.	4
			C	Standard Equation of the Ellipse is $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ Eccentricity of the Ellipse is $e = \frac{c}{a}$ Latus Rectum of the Ellipse is $LR = \frac{2b^2}{a}$	3
			D	Length of the transverse axis is 2a Length of the Conjugate Axis is 2b Parabola is a curve convex upward Ellipse has different parts such as foci, major axis, minor axis	4
			E	I know the distance formula Standard Equations of Ellipse are $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ and $\frac{y^2}{a^2} + \frac{x^2}{b^2} = 1$ Parabola has bent shape I know the definition of ellipse.	4

	Procedural Knowledge	PK	A	Derived the formula of the latus rectum Derived the standard equation of the hyperbola Worked out problems related to hyperbola	3
			C	Derived the equation of the ellipse and solved problems.	1
			E	I was excited to derive the equation of the parabola. Derived the equation of the hyperbola I know how to find the foci, vertex, eccentricity and length of latus rectum.	3

Components of Metacognitive Skills	Sub component	Code	Students	Responses	Frequency
Metacognitive Regulation	Monitoring	MTP	B	Parabola can be represented by graph and it is in U shape I was excited to derive the standard form of hyperbola	2
			E	I learnt how to derive the equation of the ellipse I solved the problems on hyperbola I was excited to find the end points of major and minor axis	3
		MOC	A	I was excited to learn the concept of conic sections and degenerated conics	1
			B	I was excited to know about ellipse and solve problems on eccentricity	1
			C	Example of conic section is sand clock	1
			D	I have doubts about degenerated conic sections I was excited to learn the equation of the circle	2
	E	I was excited to learn the parts of ellipse I was excited to learn the shape of conic section and degenerated conic sections	2		
	Evaluation	EJL	A	I learnt to write the equation of the directrix I learnt to identify the axis on which the parabola lies I learnt to write the coordinates of the focus of the parabola I learnt the equation of the ellipse and eccentricity of the ellipse I learnt the standard equations of the hyperbola, length of latus rectum and eccentricity of the hyperbola.	5
			C	I learnt about parabola and four types of parabola I learnt the distance formula	2
			E	I learnt the derivation of the standard equation of the ellipse. I learnt the standard equation of the circle. I learnt different types of parabola and their equations. I learnt the applications of conic sections.	4
		EGK	A	I know that if hyperbola lies on x-axis, then the equation is $\frac{x^2}{a^2} - \frac{y^2}{b^2} = 1$ and if it lies on y-axis, then the equation is $\frac{y^2}{a^2} - \frac{x^2}{b^2} = 1$	1
			C	If $y^2 = 4ax$, then the parabola opens towards the left If $y^2 = -4ax$, then the parabola opens towards the right If $x^2 = 4ay$, then the parabola opens upwards If $x^2 = -4ay$, then the parabola opens downwards	5

				$\frac{x^2}{a^2} - \frac{y^2}{b^2} = 1$, when foci of the hyperbola lies on x-axis and $\frac{y^2}{a^2} - \frac{x^2}{b^2} = 1$, when foci of the parabola lies on y-axis
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Table 2 represents the Metacognitive Skills of students of Standard Eleven. A total of 56 Metacognitive behaviours was observed through reflective journal in which 27 behaviours were related to Metacognitive Knowledge and 29 behaviours were related to Metacognitive regulation. Among the 27 behaviours related to Metacognitive Knowledge 20 represent Declarative Knowledge and 7 represent Procedural Knowledge. Among 29 behaviours related to Metacognitive Regulation 12 represent Monitoring and 17 represent Evaluation. Reflective Journal of students shows a remarkable growth in the Metacognitive Skills of students. Thus it can be concluded that Metacognitive Skills of students of Standard Eleven have been enhanced through CAL using 5E.

Objective 2:

The data collected through the observation of video recorded lessons were coded using the coding framework. Coding was done taking into consideration the Metacognitive Skills of students of Standard Eleven observed from the selected Video Recorded Lessons. The frequency of occurrence of each of the sub-components of Metacognitive Skills was computed and tabulated.

Table 3: Represents the Coding Framework of the Video Recorded Lessons

Student	Components of Metacognitive Skills							
	Metacognitive Knowledge			Metacognitive Regulation				
	Declarative Knowledge	Procedural Knowledge	Conditional Knowledge	Monitoring		Evaluation		
	DK	PK	CK	MTP	MOC	EJL	EGK	EOL
A	9	5	7	9	11	6	5	5
B	6	14	11	12	9	8	8	9
C	15	22	14	23	20	18	17	17
D	13	23	15	23	17	11	12	11
E	16	38	17	38	20	20	19	18
Column Total	59	102	64	182		184		
Total	225			336				

From table 3, it is observed that a total of 591 aspects of Metacognitive Skills were observed from the Video recorded Lessons taught through CAL among which 225 were related Metacognitive Knowledge and 366 were related to Metacognitive Regulation. Aspects related to Metacognitive Knowledge are Declarative Knowledge, Procedural Knowledge and Conditional Knowledge. There were 59 behaviours representing Declarative Knowledge, 102 behaviours representing Procedural Knowledge and 64 behaviours representing Conditional Knowledge. It is also observed that there are 182 representing Monitoring behaviours of students and 184 representing Evaluation aspects of Metacognitive Regulation. It can be observed that there is gradual increase in the Metacognitive Skills of the students as we move from one lesson to another lesson which shows the influence of CAL. Thus it can be concluded that CAL is effective in enhancing Metacognitive Skills among students of Standard Eleven.

Findings of the Study

The evidences from the Reflective Journal observations and Video recorded lessons indicated that the CAL using 5E Model has influence on the Metacognitive Skills namely on Metacognitive Knowledge and Metacognitive Regulations of Standard Eleven Students.

Implications to Education

- Metacognitive Skill development is the need of the hour. Hence the pre-service teachers should be trained in using CAL in Mathematics. This in turn will enable them to train their students in metacognitive skills and become successful in their teaching career.

- Metacognitive Knowledge of the students can be enhanced by providing opportunities for students to become aware of their learning processes and through the practice of reflective journal writing.
- Metacognitive regulation enables the students to develop the skills such as planning, monitoring and evaluating. These skills deepen the understanding of the students and they will be in a position to judge their own learning and that of others.
- Training in Metacognitive Skill development should be given priority and should be made mandatory at every level of schooling.
- Metacognitive Skill development should be included as one of the important areas in the Senior Secondary Level curriculum.

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“A Study of Teaching Competency and Job Satisfaction of Secondary School Teachers”

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ABSTRACT: *There is great need to pay more attention to need teacher competency. The present study is descriptive survey method was adopted. In the present study stratified proportionate random sampling procedure was employed the total number of secondary school teachers of different high school in Nanjangud Taluk. Formed the population for the study 10 government schools and 12 private schools were selected for the study. For the collection of the data required for the study the researcher adopted two different tools. 1. Job satisfaction scale constructed by Dr. Amar Singh and Dr. T.R. Sharma. 2. Teacher Competency scale constructed by Dr. B.K. Passi and Dr. M.S. Lalitha. The findings of the study show that there is no significant difference between teaching competency of male and female teachers and government and private secondary school teacher. There is no significant difference in job satisfaction of male and female secondary school teachers. There is a significant difference in job satisfaction of secondary school teachers with high and low teaching experience. Low experienced teachers have high job satisfaction when compared to high experienced teachers. The relationship between job satisfaction and teaching competency is correlated.*

1. Introduction

The quality of a nation depends upon the quality of its citizens. The quality of citizen depends upon the quality of education and hence depends upon the quality of their teacher. The destiny of India is being shaped in its classroom, in which the teachers play a very significant role as per the Kothari commission report on educational policy of a nation. The teacher has been the embodiment of noble qualities like morality, honesty, integrity and should possess the required teaching competency. The role of teacher has always been challenging and dynamic in the society.

Need and Important of the Study

Flander (1963) suggested that classroom teaching easily be assessed by observing the teacher in a classroom situation. Undoubtedly there have been both effective and ineffective teacher. Since the beginning of man's social life some of them are really notable teachers and have been immortalized in history. The number of competent teachers in school today probably is countable but usually very little is known about such teachers or what makes them effective. Professional education has not been able to take advantage of understanding of their characteristics and modes performance to the end of improving teacher's selection procedure.

Statement of Problem

“A Study of Teaching Competency and Job Satisfaction of Secondary School Teachers in Nanjangud Taluk”.

Variables of the Study

Independent variable

- Teaching experience
- Type of Institution
- Gender of the Teacher

Dependent variable

- Teaching competency
- Job satisfaction of secondary school teacher

Design of the Study

The present study is measure the effect of teaching competency and job satisfaction of secondary school teacher in Nanjangud taluk. Descriptive survey method adopted.

Sample

In the present study stratified proportionate random sampling procedure was employed the total number of secondary school teachers of different high school in Nanjangud taluk formed the population for the study 10 government school and 12 private schools from Nanjangud taluk were selected for the study.

Tools Used for the Study

For the collection of the data required for the study the researcher adopted two different tools.

- Job satisfaction scale constructed by Dr. Amar Singh and Dr. T.R. Sharma.
- Teacher Competency scale constructed by Dr. B.K. Passi and Dr. M.S. Lalitha.

Statistical Techniques to be Used

- ❖ Scoring
- ❖ t-test
- ❖ Pearson product movement correlation

Objectives of the Study

1. Find if there is any significant difference in teaching competency of male and female secondary school teacher.
2. Find if there is any significant difference in teaching competency of Government and private secondary school teacher.
3. Find if there is any significant difference in teaching competency in low experience and high experience of secondary school teachers.
4. Find if there is any significant difference in job satisfaction of male and female secondary school teachers.
5. Find if there is any significant difference in job satisfaction of government and private secondary school teachers.
6. Find if there is any significant difference in job satisfaction of low experience and high experience of secondary school teachers.
7. Find if there is any significant relationship between teaching competency and job satisfaction of secondary school teachers.

Hypothesis of the study

1. There is no significant difference in teaching competency of male and female secondary school teachers.
2. There is no significant difference in teaching competency of government and private secondary school teachers.
3. There is no significant difference in teaching competency of low experience and high experience secondary school teachers.
4. There is no significant difference in job satisfaction of male and female secondary school teachers.
5. There is no significant difference in job satisfaction of government and private secondary school teachers.
6. There is no significant difference in job satisfaction of low experience and high experience secondary school teachers.
7. There is no significant relationship between teaching competency and job satisfaction of secondary school teachers.

Variables wise Analysis of data and its interpretation

Hypothesis-1

1. There is no significant difference in teaching competency of male and female secondary school teachers.

Sl.No.	Group	N	Mean	SD	t-value	df	Level of Significant
1	M	50	114.2	21.01	0.947	49	Not significant
2	F	50	110.4	19.10			

The obtained t-value is 0.947 for df 49 is lesser than the table value of “t” at 0.05 level of significant. Hence the hypothesis is accepted and it is concluded that there is no significant difference in teaching competence of male and female teachers.

2. There is no significant difference in teaching competency of government and private secondary school teachers.

Sl.No.	Group	N	Mean	SD	t-value	df	Level of Significant
1	Govt.	50	114.7	20.33	1.203	49	Not significant
2	Pvt.	50	109.9	19.60			

The obtained t-value is 1.208 for df 49 is lesser than the table t-value at 0.05 level of significant. Hence the hypothesis is accepted and it is concluded that there is no significant difference in teaching competence of government and private secondary school teachers.

3. There is no significant difference in teaching competency of low experience and high experience in secondary school teachers.

Sl.No.	Group	N	Mean	SD	t-value	df	Level of Significant
1	Lower	50	115.2	21.15	1.340	49	Not significant
2	Higher	50	109.7	19.09			

The obtained t-value is 1.340 for df 49 is lesser than the table t-value at 0.05 level of significant. Hence the hypothesis is accepted and it is concluded that there is no significant difference in teaching competence of low experience and high experience secondary school teachers.

4. There is no significant difference in job satisfaction of male and female secondary school teachers.

Sl.No.	Group	N	Mean	SD	t-value	df	Level of Significant
1	M	50	171.7	18.65	0.053	49	Not significant
2	F	50	170.5	18.45			

The obtained t-value is 0.53 for df 49 is lesser than the table t-value at 0.05 level of significant. Hence the hypothesis is accepted and it is concluded that there is no significant difference in job satisfaction of male and female secondary school teachers.

5. There is no significant difference in job satisfaction of government and private secondary school teachers.

Sl.No.	Group	N	Mean	SD	t-value	df	Level of Significant
1	Govt.	50	173.7	17.05	0.054	49	Not significant
2	Pvt.	50	171.5	19.56			

The obtained t-value is 0.54 for df 49 is less than the table t-value at 0.05 level of significant. Hence the hypothesis is accepted and it is concluded that there is no significant difference in job satisfaction of government and private secondary school teachers.

6. There is no significant difference in job satisfaction of low experience and high experience secondary school teachers.

Sl.No.	Group	N	Mean	SD	t-value	df	Level of Significant
1	L.E	50	176.3	19.29	2.516	49	Not significant
2	H.E	50	166.99	17.77			

The obtained t-value is 2.516 for df 49 is lesser than the table t-value at 0.05 level of significant. Hence the hypothesis is rejected and the hypothesis is accepted and it is concluded that there is a significant difference

in job satisfaction of low experience and high experience secondary school teachers. Hence it may be concluded that low experience teacher have high job satisfaction than compared to high experience teachers.

7. There is no significant relationship between teaching competency and job satisfaction of secondary school teachers.

Correlations

	Teacher Competency	Job satisfaction
Teacher Competency Pearson Correlation	1	-.240*
Sig. (2-tailed)		.016
N	100	100
Job Satisfaction Pearson Correlation	-.240*	1
Sig. (2-tailed)	.016	
N	100	100

*. Correlation is Significant at the 0.05level (2-tailed)

The value of correlation between teaching competency and job satisfaction is 0.16 is positive, hence the hypothesis is rejected and concluded that there is a significant relationship between teaching competency and job satisfaction of secondary school teachers.

Major Findings

1. Teaching competency level is more or less close together they posses the same level of competency in teaching.
2. It has been found that there is no significant difference in teaching competency of government and private secondary school teachers. It has been found that there is no significant difference in job satisfaction of secondary school teacher who belongs to government and private schools.
3. There is a significant difference in job satisfaction of secondary school teachers with high and low teaching experience.

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Education and Women Empowerment

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ABSTRACT: *Man is a social being by his inherent nature. He is bound to seek social adjustment and coordination with his environmental surroundings. Education as a helpful instrument for adjustment and better living of human beings should, therefore, come forward to help in the task of social development. In India woman education was encouraged in ancient days. One finds mention of numerous learned women in the Vedic and Upanishadic periods who were well versed in various disciplines of study. Today women are showing an interest for professional education. Hence it is a sacred duty of leaders and rulers to provide adequate opportunities for professional education of women in order that they may also contribute to the national prosperity. Girls show special inclination towards teaching profession. So we give facilities and opportunities for developing and empowering their education and also their life in the society.*

History of Women Education in India

Although in the Vedic period women had access to education in India, they had gradually lost this right. However, in the British period there was revival of interest in women's education in India. During this period, various socio religious movements led by eminent persons like Raja Ram Mohan Roy, Iswar Chandra Vidyasagar emphasized on women's education in India. Mahatma Jyotiba Phule, Periyar and Baba Saheb Ambedkar were leaders of the lower castes in India who took various initiatives to make education available to the women of India. However women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women's literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 1971 only 22% of Indian women were literate, by the end of 2001 54.16% female were literate. The growth of female literacy rate is 14.87% as compared to 11.72 % of that of male literacy rate.

Importance of Women Education in India

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population.

Women Empowerment:

Empowering girls and women is powerful. Today, we know it is the key to economic growth, political stability, and social transformation. World leaders, experts and scholars alike are giving their voice to this critical endeavor. When women succeed, nations are more safe, secure and prosperous. There is no tool for development more effective than the empowerment of women. Empowering women is key to building a future we want.

Empowering women requires the removal of formal and informal institutional barriers that prevent them from taking action to improve their well-being individually or collectively – and limit their choices. The key formal institutional barriers that prevent them from taking action to improve their well-being individually or collectively – and limit their choices. The key formal institutions include the laws, rules, and regulations upheld by states, markets, civil society, and international agencies; informal institutions include norms of social solidarity, sharing, social exclusion, and corruption, among others

Objectives of Empowerment

The important objectives of empowerment are the following:

- To develop sense of internal strength and self-confidence to face life.
- To improve the performances by delegating responsibility.
- To give authority/autonomy to choose and to make self-decisions.

- To enhance the participation in decision –making at all levels.
- To influence in the direction of social change.
- To contribute towards national development.

Why Empower Women ?

Noble prize winner Prof. Amartya Sen, emphasized during his recent trip to our country, that unless women are empowered, issues like health, literacy, and population will remain unsolved problems of the developing countries in this part of the sub-continent. Empowerment of women is attempted to address two important issues:

- Reducing Gender Inequalities.
- Gender and Human Rights : Gender Differentiation.
- Women's 'Multiple' Role : Gender Differentiation.
- Building Equality in National Development.

Women Empowerment Through Education

Women Empowerment is a global issue and discussion on women political right are at the fore front of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the international women conference at NAROIBI in 1985. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment India is poised to becoming superpower, a developed country by 2020. The year 2020 is fast approaching; it is just 13 year away. This can became reality only when the women of this nation became empowerment.

Role Of Education In Empowering Women

- Education gives power to a women to become strong physically by giving her knowledge about sports, exercise, health-related aspects, and good physical health; this will definitely, benefit her mental health.
- Education helps in the mental development of women and a mentally satisfied and contented woman is an asset to a family, society and nation and she can use her efficiency and potential in right manner. She can maintain a proper balance between physical health and mental health with good education.
- Education makes her economically strong by giving her an opportunity to choose a career which is best suited for her.
- Education gives knowledge about values of life; it teaches us about how to accept and face the challenges of life.
- An educated women can solve many problems of the society. It makes her self- disciplined and gives her vision.
- Women empowerment is possible with education as it helps her become socially, economically, politically, culturally and morally strong.
- Education provides a clear perspective of life to women.

The educated women should insist on exercising their civil, social, political and economic rights. This will help improve the overall condition of women in the society. We can hope for better days while all women of our country will be enlightened and educated.

Steps Undertaken in India for Women Empowerment

The Constitution Framers were very much Conscious of the problem of women empowerment hence they ensured that the Principle of Gender Equality is enshrined in the Indian Constitution in its Preamble, Fundamental duties and Directive Principles. The various articles mentioned in the earlier paragraph are meant for ensuring gender equality. Moreover the Constitution also empowers the states to adopt measures of positive discrimination in favour of women.

The real impetus for this movement was gained when under the Priministership of Mrs. Indira Gandhi, a scheme known as Indira Mahila Yojana was launched, UNDP also incorporated issues of women upliftment as Primary objective. Various Schemes were later on launched for the empowerment of women such as Rashtriya Mahila Kosh, Mahila Samridhi Yojana, Self help groups at Panchayat level and many more. The establishment of National Women's Commission and State Women's Commissions were important milestones in the direction of Women Empowerment in India. The National Policy for the Empowerment of women (2001) was an important step taken by the Government of the time for accelerating the pace of

women empowerment. The policy was aimed at ensuring women empowerment through positive economic and social policies for the full development of women. So that they could realize their full potential. The policy assured equal access to women to health care, quality education, participation and decision making in Social, Political and Economical life of the nation. The National Policy also aims at Strengthening legal system for eliminating discrimination against Women. It also visualizes strengthening partnership with Civil Society, particularly Women's organizations. States have also taken various measures for empowerment of women. Why is there still a Need For Women Empowerment? In spite of the various measures taken up by the government after Independence and even during British rule the Women haven't been fully empowered. We may be proud of women in India occupying highest offices of President, Prime Minister, Lok Sabha Speaker, Leader of the Opposition or women like Ms. Chandra Kochar occupying highest positions in the Corporate Sector but the fact remains that we still witness dowry deaths, domestic violence and exploitation of women. The female foeticide is not an uncommon phenomenon.

Education and Women Empowerment

Education is a powerful tool of social transformation. Hence, education for Women has to be paid special attention. Greater access for women to education must be ensured in the educational system. Gender sensitivity must be developed. A watch has to be kept on dropout rate of girls and corrective measures should be taken to check the dropout rates. It's time to raise awareness around new initiatives women are taking to help their female counterparts achieve their goals and feel empowered. The concept of women helping other women benefits both parties, while demonstrating just how powerful force females can be when they support one another. It's time to raise awareness around new initiatives women are taking to help their female counterparts achieve their goals and feel empowered. The concept of women helping other women benefits both parties, while demonstrating just how powerful force females can be when they support one another. Four women in particular are going the extra mile to encourage females everywhere to pursue their dreams. Here is what these women are doing to support their peers.

Role of NGO's in Women Empowerment

Governmental Organizations are formal agencies working for the empowerment of women. But this work requires multidimensional approach and hence a large number of voluntary organizations / NGO's have gained increased attention in the field from grass – root level to national & international level. Their role is so impressive because they work with missionary zeal and commitment. The working style of NGO's is open, transparent and personal. So, they are more effective in this direction. They organize seminars, conferences and workshops for the awakening of the masses. Their mass appeal – style contributes to a better understanding of women's rights and of the means to ensure the enjoyment of those rights and the elimination of discrimination. They prepare urban and rural uneducated women for self – employment, which is vital for the economic empowerment of the women. In short, all these programs and functions of NGO's contribute towards the realization of sustainable community development and hence women empowerment.

Role of International Agencies : for Women Empowerment

Promotion of equality between women & men and the empowerment of women is central to the work of United Nations. The UN actively promotes women's human rights and works to eradicate, discourage of violence against women, including in armed conflict and through trafficking. There are various UN agencies working for the empowerment of women like The Commission on the Status of women, The Committee on the elimination of discrimination against women, The Division for the advancement of women, The United Nations Development Fund for women, and recently, the UN Women association is formed which coordinates the activities of all the former UN agencies. These international agencies work to ensure that women have a real voice in all governance institutions, from the judiciary to the civil service, as well as in the private sector and civil society. So they can participate equally with men in public dialogue and decision-making and influence the decisions that will determine the future of their families and countries.

Conclusion

"Empowerment means moving from a weak position to execute a power." Education of women in the education of women is the most powerful tool of change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. To encourage the education of women at all levels and for dilution of gender bias in providing knowledge and education,

established schools, colleges and universities even exclusively for women in the state. 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 midday meals, scholarships, free circles and so on.

Cultural factors play an important part in creating barriers for women education. Some cultures do not value the education of women and girls, and do not provide them with the opportunity and support that they need to succeed at their studies. Until the middle of nineteenth century, girls and women were educated only for traditional household works. Now, however, the society is witnessing changes in the role-status of women. There is greater emphasis on education girls and women in the same way as we educate boys and men. The modern-day parents want to fulfill the aspiration of their children without gender parity.

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Reaching STEM through STEM: Issues and Challenges and Solution

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ABSTRACT: *As we move in 21st century, world is more connected, collaborative, interdependent, scientific technological, solution oriented and progressive than ever before. STEM education has been introduced to maintain pipeline for 21st century workforce. STEM not only promotes 21st century skills but also prepares students for an interdisciplinary, meaningful, application oriented and practical knowledge.*

Though STEM education is in its infancy, to be stable on geopolitical world map India needs to prepare its present generation with STEM. With initiatives like “Digital India” and “Make in India” it is more relevant to look deep into STEM pedagogies to achieve this dream. STEM India foundation, Atal tinkering labs are some small steps in this direction. At time when STEM education is globally geared up, India need to accelerate its STEM approach to keep pace with changing world. While India still struggles to bring students to school, bring teachers to school, move away from stigma of Rote learning methods, bringing in STEM learning education quite a challenge. While other countries have evolved from literacy education, child centric education, active learning (Discovery learning, inquiry based learning), problem based learning to STEM India is striving to achieve it all together. Updating crores of inservice and pre-service teachers for STEM education is one of the major challenges to overcome in this direction. With existing dearth of qualified and passionate teachers, getting teachers equipped with STEM pedagogies is another challenge. Changing teachers’, parental and students’ marks oriented attitudes and traditional educational perceptions are some major issues in present scenario. Problem may be large but solutions are not inaccessible. There has to be a silver lining to this cloud too! Cloud technologies, ICT, mobile accessibility, informal science, bring in some solutions. Thus, the paper discusses Challenges, Issue and Solution for reaching STEM through STEM.

Rationale

STEM education in India needs maximum focus and effort for many reasons. 1. It is important to maintain India in its position on geopolitical map, with world over movement in STEM education. 2. With visible growth in STEM fields in coming generation and visible dearth of requisite man power for STEM careers, STEM education in K-12 has a major role. 3. STEM education prepares individuals for 21st century skills 4. India can achieve its dream of “digital India and Make in India through STEM education.

At present STEM is a far access as we struggle to achieve dream of basic literacy, fight overpowering marks mindset in society and our tendency fall back to rote learning. There is challenge to train large number of pre-service and inservice teachers on STEM education pedagogies. What solutions can be sought in current scenario? Can we achieve it?

The need of Era – ‘ Science, Engineering and technology trio’

Let’s decode the trio of ‘Science engineering and technology’, the three though seen as separate entities are deeply interconnected. Science is knowledge that understands natural phenomenon, engineering draws from science to design solutions for man-made world and create knowledge base of technology which is process or product as solutions for problems. While, engineering depends on science for knowledge, scientist use engineered tools to progress in science and this creates new technologies. Thus, trying to build any one without each other is not possible. All the three are impacted by societal needs and also impact the society. Needs of society have driven to generation of knowledge and knowledge has lead to further progress of society.

What implications does it have on education? Well that means to be a progressive society we must have strong hold of science, engineering and technology and teaching one without another would render knowledge for mere sake of knowledge. Unless, students experience the science seeded in engineering or learn how engineering draws from science they will fail to create future technologies. Mathematics as designated the language of science, is essential for all communication of pattern seeking and data analysis is considered knowledge base. Thus, there is critical need to teach Science, technology, engineering and math as integrated subjects.

Technology pervades our lives more than ever before. Knowledge of science, technology, engineering and mathematics (STEM) is undoubtedly essential for the future of a sustainable planet. STEM Education needs to ensure that the workforce is ready for the challenges and opportunities of the future and that we will live in a sustainable and economically viable world. Moreover, living fulfilling and meaningful lives in the 21st century will require individuals to have a deep, useable knowledge of scientific and engineering ideas and practices, as well as the creativity, problem solving, and communication capabilities and judgment to apply STEM ideas (Krajcik & Delen, 2017)

As technology seep into our lives, learning technology becomes an inevitable bargain for services and ease it provides. Just imagine world of services it has to offer with Swiggy, Zomato, Amazon, Flipkart, Bigbasket, Uber, Ola etc., We know life seems so incomplete with that gadget in our hand, which has taken more priority than everything else, yes the mobile device. What if you are without data pack for a week and no Wi-Fi.

Critical STEM ideas include: How does Wi-Fi work? How is it that our cell phones can transmit audio and video information over such long distances? How do we provide the energy necessary for these devices? Also, ideas like how can we reduce carbon emissions in our society and still experience the many comforts of the 21st century? New breakthroughs in science, technology, engineering, and medicine have also improved our lives (Krajcik & Delen, 2017).

It is clear that STEM education is pressing need of the hour, but how to reach it in Indian context? What are the challenges and issues?

Challenges and issues

1. The developed world has evolved through stages of literacy education, Child centered education, meaningful active learning, project based – problem based learning to STEM education. Interestingly, India is living all stages simultaneously. While SSA, RTE try to achieve the basic dream of each child is literate and MANAK, TARE, INSPIRE initiatives from DST promote science and technology, STEM is reaching India through small steps of ‘Atal tinkering labs’ ‘Rashtriya Avishkar Abhiyan’ and STEM India Foundation.

2. While initiatives are launched, what are the starting troubles? Are teachers aware of principle philosophy behind the initiative, its significance and impact? Have we carved a road map? Everything right now is incidental and random. Teachers awareness, structure and functioning, collaboration from mainframe of idea is still not at finesse. It needs efforts and time to synchronize and take form. While, India still has to bring all her students to school and have as many classrooms and teachers, upgrading all teachers for STEM is a huge challenge ahead.

How to successfully implement STEM?

3. How will stakeholders react to new change? We have seen withdrawal of CCE. Awareness, initiation and involvement of stakeholders are crucial for success of an initiative. CCE, is example of loss of wonderful effort which had to be withdrawn for dearth of parental, teacher and school administrator awareness, initiation and involvement. Parents’ marks mindset was not prepared for grades, exam oriented teachers were not prepared for multifarious plethora of assessment and result oriented schools saw no point in so many assessments. (*CCE though, still remains a strong solution to make education more meaningful, purposeful and efficient.*) If there are lessons to be learnt from CCE, in light of STEM education – how is appraisal of these large number of stakeholders possible?

4. Given the necessary inputs to stakeholders and assuming their acceptance, what should be the routemap?

Seeking Solutions

Well, let then STEM reach masses through STEM. Let’s use the **science** of reaching masses, (media) to understand their mindset and necessary changes to be made (psychology), make a mathematical calculation of outlay for involving our stake holders’ awareness and initiation (budget the design and design a budget), engineer design the route map and apply necessary technologies for dissemination.

1. Plan media awareness of stakeholders through media channels, TV, Radio, Social media etc.

2. We need to develop online modules on STEM education for pre-service and In-service teachers. This should have focus on aspects of STEM like, origin, history, significance, Principles, process, implementation and assessment. Pre and In service teachers can access these modules online. This will have benefit of reaching maximum with minimum resources and time flexibility.

3. Build sufficient resource database with sampler materials. This will help teachers’ initiation in STEM education. They can draw from these resources, ideas of STEM practically. Various STEM based projects, lesson plans, Execution and assessment should be shared in different contexts. Generalization can be drawn

only from induction. For teachers to expertise in STEM education, it is necessary that they get to see many samplers before they build STEM based lessons on their own.

4. Have informal, interschool, inter zone, interstate STEM fest for building initiation, awareness and involvement of stakeholders. Make these events popular and prestigious by given due credits to school, teachers, students and parents. Let it become essential feature educational practice. Bring in the concepts of “Makers education”, young children by nature are exploratory, curious and “Makers” (it the education system that shapes them to confinement of ideas). Lets’ praise divergence than confinement to customary ideas and mere reproduction of information.

5. Build online forum for teachers to access information and have collaboration for best practices. They can share difficulties, problems and solutions to overcome these issues. Collaboration is the new strength, we pool our strength collectively as each one has something to offer and we collectively overcome our individual weakness.

6. Structure dissemination of information, make it more networked than hierarchical i.e let access point of sharing and receiving be multimodal unlike hierarchical down streamed dissemination (Centre →, State → District → KRP → Teachers) it should break barrier of learned and learner, where students can also, become STEM ambassadors.

Conclusion

STEM education is the foyer to landscape of 21st century; we have to pass this path inevitably. With resolute convence of STEM in education we need conscientious plan to make STEM education functional in our education system. With all difficulties STEM offers solution to itself. STEM can reach unreached through knowledge of problem design and technologies. Cloud is the cause of silver lining!

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Emancipation Through Open Education

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ABSTRACT: *Emancipation has lost its charisma. In the 1960s, the term had been one of the saviour-concepts in the educational debate on social inequality and the political function of pedagogy in Western countries. Nowadays, as the discussion is still ongoing, the word is rarely in use. Overloaded with political enmeshments and a plurality of meanings, emancipation seems to be nothing more than a nearly forgotten relict of an ancient time. How could this rise and fall happen? The present essay is tracing the colorful history of emancipation in various contexts, recapitulating its pedagogical importance in the 1960s and discovering how the pillars have kept their primary function, although the word is not in use any longer.*

Inequality and Education

Inequality is a fundamental experience in our social life. Two factors make it impossible to eliminate inequality entirely: first, the need for hierarchies of power in any political and legal system; second, the fact that there are natural inequalities of ability, enterprise and luck which affect people's course of life (Honderich, 1995, p. 406). Nevertheless, in the name of equality the reduction or amelioration of inequality seems to be one of the key-issues in contemporary social approaches in Western societies - no matter if they call themselves 'Marxist-humanist', 'neo-liberal' or 'critical'. A wide range of egalitarian concepts (Rawls, 2005; Dworkin, 1977; Sen, 1992) is giving suggestions how to minimize the social gap focusing either on an equalization of the different starting-possibilities (e.g. the 'welfare-state-concept' where a provision of social benefits is paid for by taxes) or by regulating the allocation of and the access to natural and social resources like water, electricity, health, education etc. However, all attempts seem to end in an anthropological vicious circle. "Left to themselves, some people will accumulate more wealth than others and use it to benefit their children, who will do the same" (Honderich, 1995, p. 406), thus establishing and broadening the gap between the upper and the lower classes.

Regarding this, the main question is not if we want inequality, but how we deal with it. Critical pedagogy is regarding this challenge as one of its core issues and has developed several concepts focusing on at least three different aspects. First, the empowerment of the underprivileged and oppressed (Freire, 1993), e.g. by starting literacy and awareness-campaigns for adults (Freire, 1976). Second, the claim, that education has to play an important political role raising its voice against unjustified inequalities and avoiding their reproduction by "establishing the critical relationship between pedagogy and politics" (McLaren, 2006, p. 7). Third, located at the junction between the elder generation with members of the present society and a newcomer generation of 'world-starters', education has to be regarded as "the modality through which our culture presently reproduces itself" (Mollenhauer, 1983, p. 17). Hence, the question of equality and social justice can not only be seen as an arbitrary spare part but it is constitutive for pedagogy within its own structure. In addition to the social impacts, the educational situation itself between an educator and the individual pupil is asymmetric and basically determined by inequality according to power and competence, a difference that is manifested in the two processes of teaching on one and learning on the other side. Education comes to an end, where this previous constitutively asymmetric constellation is turning out in balance.

Regarding a critical approach, educational actions can therefore only be justified if the intervention is motivated by the idea that it will make the life of the child "somehow better: more complete, more rounded, more perfect - and maybe even more human. [...] It equips newcomers with the cultural tools needed for participation in a particular form of life and at the same time it secures cultural and social continuity. But we cannot be too naive about this, because these processes also contribute to the reproduction of existing inequalities - unwillingly or, in those cases in which education is utilized to conserve particular practices and traditions, also willingly" (Biesta, 2006, p. 2).

For those educators, emancipation became the term of critique and its conceptual history descriptively illustrates the reasons for a meteoric rise as well as the sudden fall.

Emancipation

Originally *emancipation* was a concept of the ancient Roman legal terminology. Through a ritual act, a son was released from the overall authority [*patria potestas*] of the father [*pater familias*]. The son was - *ex manuscapere* – ceremoniously taken out of the hand of the father and became a legal person and a self-reliant member of Roman civilization. The destination of the act was to acknowledge the independent status of the son by abolishing the representation through the father. After the biological birth this act can be regarded as a second ‘social nativity’ of the Roman as a citizen. Therefore, only those were emancipated by the father’s hand who could assure the lastingness of the paternal property. In this early juristic understanding, emancipation was therefore a social act conducted by members of an already existing privileged social class and it could be denied! The rulers appointed an elite selection of the younger generation to become successors. Thus from the beginning the execution of emancipation was always connected with social inequality and power.

Emancipation and education

Keeping the etymological heritage in mind, the term of emancipation evolved to a key- concept of critical pedagogy in the 1960s. Following Juergen Habermas’ inaugural lecture on ‘knowledge and human interests’ (Habermas, 1969), emancipation became the imperative for all *sectors* of social science with critical pretensions. In contradiction to the positivistic position of the Critical rationalism - focusing on a technical interest to predict and control - and as a supplementation to the humanities – trying to understand and interpret with a practical interest via (text-) hermeneutics – Habermas defined the interest of critical science as emancipatory. Its purpose is not “merely to understand situations, power and phenomena but to change them, to eradicate inequality. [...] The emancipatory interest subsumes the previous two interests; it requires them but goes beyond them” (Palmer, 2004, p. 216). Its intention is transformative as it threatens the status quo in order to transform society and individuals to social democracy. Education epitomizes therefore a key-position, linking the older generation representing the establishment of contemporary social praxis with the newcomer generation.

Fulfilling the demands of an emancipatory interest to increase humanity in the social order, the educational praxis at this interface has to follow four principles.

- 1) Connected with the attempt towards an equitable and human society there is a universalistic understanding of rationality (Habermas, 1976a). Therefore pedagogy has to prove its own premises and foundations via rational self-criticism. This rational approach helps to bring more transparency, enlightenment and rationality in educational action and praxis.
- 2) The existing irrational axioms have to be eliminated out of pedagogical theory and educational praxis. The natural justified authority of mother/father, the legitimacy of violence in the educational relationship to extrude interests against resistance, the emotional allegory of maternal love for all pedagogical relationships (e.g. teacher- pupil) - these backings of many educational concepts are stigmatized in the name of rationality as ‘ideological’ and ‘irrational’. If pedagogy wants to be more than only a conservative apology of what has happened, it has to develop the progressive potential and capability in the growing young generation.
- 3) Similarly, emancipation was regarded as a solution to the inherent normative problem existing in every educational situation. Pedagogy as an action-based science is the reflective theoretical counterpart to the educator in the praxis of real life. Instead of utilizing the physical or mental strength of the educator, “the strength of better arguments” (Habermas in Edgar, 2006, p. should triumph in a discourse free of domination (Habermas, 1976b). Discourse is therefore the formal attribute of every communicative action in the field of education. In practical consequence, Klaus Mollenhauer, one of the intellectual fathers of critical pedagogy in Germany, subsequently claimed for a heterogeneous arrangement of educational environments with the chance of making deferent experiences in diversity instead of installing ‘pedagogical provinces’ in kindergarten and schools (Mollenhauer, 1969) In addition, the role of conflicts in the educational arrangement has to be redefined as not their prevention and suppression should be the focus of attention but a combined and common effort in finding a rational solution. Then, educational situations would obtain a much more serious instead of playing character.
- 4) This concept in theory has to be completed by a practical turn down to earth to the reality of education. According to Bourdieu, every socio-historical formation develops a typical and unique habitus (Bourdieu, 1977). This habitus describes the basic rules of the intercourse between the generations. It is rooted in cultural traditions as well as in requirements of the present social-framework. Critical

empirical and structural research is therefore necessary to analyse options and limits for emancipation. These investigations can lead on a micro-level to a deeper understanding of communicative and interactive patterns in pedagogical situations. On a macro-level the role of social institutions, which are setting the framework for educational interactions, have to be analysed and reflected, as they are playing a fundamental role.

Political indoctrination and the cultural turn

Soon after introducing the concept of emancipation to the pedagogic community in the 1960s in Germany, a polarised debate began. Overnight, emancipation converted to one of the unifying key-ideas in the heterogeneous camp of critical theorists. Being a saviour-vocable and a scientific fashion-term at the same time, the application suffered the similar fortune like many others as its usage became excessive and inflationary. Everybody took it different and the semantic meaning was attached by its engagement and the context. Using emancipation in the educational field turned into a boundless endeavour.

Political instrumentalisations and infiltrations grew and made it easy for the positivistic and conservative forces to blame the idea of being politically indoctrinative, overthrowing and dangerous for the social stability.

Once more, it was Klaus Mollenhauer's merit that the emancipatory roots have not been lost for the educational discussion in Germany but were recovered as "forgotten connections" (Mollenhauer, 1983) in the 1980s. Not in a content-based way, but with a problem-focused entry Mollenhauer is raising the old question if there do exist "fundamental elements in present pedagogical concepts, a minimum standard of problems which cannot be ignored by anyone who wants to educate responsibly no matter at which position of our education-system (s)he is involved?" (Mollenhauer, 1983, p. 16). During his search for an answer he defined the main job for educationists to re-contextualize pedagogical problems in the cultural framework and to raise awareness among the adult-generation for an open discussion on educational issues. As education does not follow mechanical rules and is therefore neither predictable nor feasible but a dynamic interaction in a complex of various influencing factors, the character of pedagogical knowledge is not more than prognostic ex post (Mollenhauer, 1983). The size of the issue is too large to gain definite knowledge in advance.

Concerning emancipation Mollenhauer modified his previous foundations accordingly – of course with a careful avoidance of the 'e-word' to prevent the resurgence of academic fights.

- 1) Challenged by the popular movement of Anti-pedagogy (Oelkers, 1983), he initiated an educational debate on the reassurance of our tradition, history and lore. If we want to prepare our children for an uncertain future, we have to start a cultural self-reflection regarding those parts that are worthy to be sustained in the name of continuation and innovation. As history is not a linear process and education always runs the risk of failure, a perpetual recapitulation is indispensable. Future needs tradition. Emancipation could be a key-word to remember this mission in a critical and conservative sense.
- 2) As critique has the tendency to be one-sided negative, Mollenhauer focused an affirmative access in his later writings. The first step towards an adoption of the cultural and social achievements by the newcomer-generation should be confirmation instead of uncertainty. While political action is always trying to enforce the protagonist's interest even against the will of the opponent educational action in an emancipatorical understanding has its fortune in making the educator redundant. Therefore, the way how we invite children and youngsters to become a part of our society has to be reasonable and disputatious – including the risk of being refused. Accordingly, the educational task for the elder generation is to present the structure of our life-world ingeniously and meaningfully, if not for us, at least for our children. The long-standing concept of emancipation is preserving this heritage from the past to the present.
- 3) In allegory to Paul Watzlawick's famous axiom (Watzlawick, 1962) we *cannot not* educate children as we always present and re-present a certain way of life. This kind of presentation will only be responsible if we ask ourselves critically, what way of life we do present to children by living with them and what way of life ought to be systematically represented to children in schools and educational institutions. These questions are not only a call for self-reflection of the educators' generation but move the spotlight to the children's side; what do *they* need for *their* future lives, when we are supposed to be already gone? Emancipation might help to detach oneself from the educators' unilateral view-point and take both sides of the process in consideration equally – presentation and representation of our current heritage as well as developmental preparedness and the self-starting competence of children

(Mollenhauer, 1983). Accordingly the task for pedagogical theory is to get a broad idea of children's consciousness and world outlook.

- 4) Like every theory of a social praxis, pedagogy cannot ignore the political influencing factors without becoming either ideological or inadequately simplified. To avoid political indoctrination, pedagogy has to reflect its dependency and its coordination with politics and other neighbouring disciplines permanently. It is because of its own deserved development in the past, that the concept of emancipation has the ability to remind of this risk.

Conclusion

The usage of a term across the borders of scientific fields is a venture. On the one hand, it offers the opportunity to discover new aspects, neglected connections or so far hidden interdependencies. Subject-specific awareness is raised and challenged with every new word-appearance in a so far closed context. On the other hand, it might happen that previous coherences and thoughts are overwhelmed and a subject is losing its connection to its basic questions. Exactly this dual character signifies the multiple usage of emancipation in the pedagogic field.

Due to the efforts of critical theorists in the past and today the interdependency and co-existence of pedagogy and politics are exhaustively analyzed and described. Emancipation played a key-role in these reflections in the 1960s and will undertake the task of critical reflection in future, too, if the term finds its way back into the educational debate. Regarding the shifting of key-vocabulary we are witnessing not only politics as a gatecrasher. As in all parts of our life, economical reasons have taken the lead in defining, judging and displacing primal core-concepts in a capitalized world. The 'permanent economic tribunal' (Foucault) installs a new way of looking at education and at what counts in education with the risk that education may be "reduced to a sub-sector of the economy – a zone of free capital investment" (McLaren, 2006, p. 224). Where this kind of 'hostile takeover' will lead to if we are not able to build up "robust reflexivity" (Harding, 1998) can be learnt in a critical review of the history of emancipation as an educational approach.

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“Scouting Programs on Holistic Personality Development among High School Students”

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ABSTRACT: *There has been growing concern over the values taught at home and school to young minds and there is a need for empowering them through education. Value education refers to those pedagogies that teachers use to create enriching learning experiences for students and addresses issues related to character formation. Many schools have initiated the scouts and guides program and it's an international movement in India the programs are organized and executed by "The Bharat Scouts & Guides". The World Organization of the Scout Movement (WOSM) is the largest international Scouting organization. WOSM has 170 members. These members are recognized national Scout organizations, which collectively have over 50 million participants. WOSM was established in 1922 and has its operational headquarters at Kuala Lumpur, Malaysia and its legal seat in Geneva, Switzerland. It is the counterpart of the World Association of Girl Guides and Girl Scouts (WAGGGS), which organize the programs for students starting from Value based education through outdoor activities focusing on holistic development of a child. This paper presents an insight into the impact of such value education and reveals that a holistic approach to education which has enabled students to lead happy and successful lives. However, the role of institutions in developing responsible citizens where values inculcated among students' have not been studied. A systematic review of available literature sources was carried out to obtain an overall idea of value based education through scouting programs to provide holistic development among high school students. The literature from various sources such as Google Scholar, EBSCOHost, ProQuest, Scopus, JSTOR, and so on, were collected, analyzed and compared for a better understanding of the relationship. This paper allows for a preview into scouting programs are providing opportunities to inculcate values in young minds. This review found that students have been taught values with practical approach during camps, trekking and Jamborees. It is a plausible approach for improving their social values, academic skills and also to choose career path. Further, the results of our review suggest a need for creating a comprehensive plan and supporting conditions to implement or refine value based education like scouting activities to increase the potential of students in school academic calendar.*

Keywords: Education, School, Value Education, Social leadership competencies

1. Introduction

By 2023 Scouting will be the world's leading educational youth movement, enabling 100 million young people to be active citizens creating positive change in their communities and in the world based on shared values. The Boy Scout organisation was founded by Sir Robert Baden-Powell in 1908, a few months after the first Brownsea Island Scout camp at Poole harbour in 1907. It is regarded as the start of the scout movement. Baden-Powell's ideas were influenced by his time with the Army in South Africa where he took an interest in reconnaissance work and woodcraft skills, and observed the work of a boys' cadet group during the Siege of Mafeking. In his book "Scouting for Boys" he set out his vision of outdoor activities developing character, citizenship, and personal fitness qualities among youth. Initially aimed at boys, it soon became clear that girls were also interested with a small group of "girl scouts" gatecrashing the 1909 Crystal Palace rally. Baden-Powell later formed the Girl Guides and asked his sister Agnes to look after the organisation. Young women were soon earning badges in sailing, aviation and home electrics - and made a contribution during World War One, growing food, acting as messengers or working in factories and hospitals.

The aim of the study

The study aims to understand how value education plays a vital role in the overall development of students. The interventions can be scouting programs which focuses on various activities which includes camping, trekking, hiking, community development activities and sarvadharm prathana. Two research question were raised.

- What are the variables that can contribute to the holistic personality development of students?
- How the role of School, Scout Master / Guide Captain & Principal influence in developing holistic personality among young minds?

The methodology used to find the answer of the two research question is the critical review of the literature. Not many studies have been done in India to study value based education especially focusing on scouting programs however the researcher was able to find few literatures available in international journals. The researcher has critically reviewed and identified gaps in developing holistic personality among young minds. The researcher could develop indicators in identifying the personality traits who undergo scouting programs.

Understanding the Value based Education

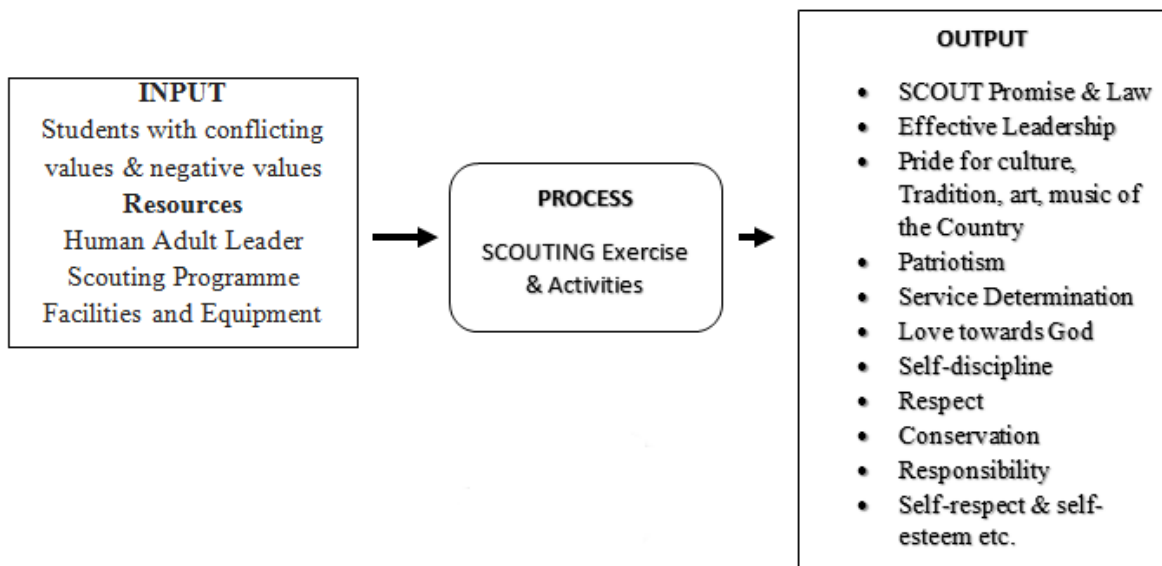
Values are integral part of Indian Philosophy and culture (way of life). The Vedas and Upanishads speak widely on values. Value Based Education (VBE) imparts social, moral, integrity, character, spirituality. It builds the qualities of humility, strength, patriotism and honesty among students. Students with high ethical values will never indulge in antisocial activities. Unfortunately, education at schools today is only confined towards job focused, competitive examination, Marks and profit-minded educational institutions are harmfully shaking the very breadth of value based education. This makes students more selfish and bookish in knowledge

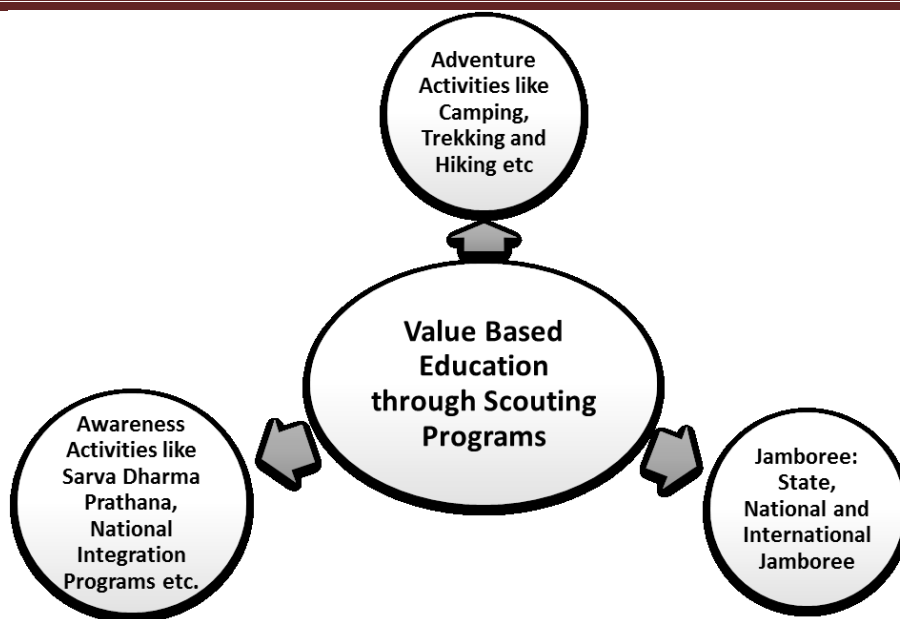
Inculcating Value Based Education through Scouting Programs

There is need for imparting proper values among the children. A child learns a lot from the others around him/her. If the environment at home, school and society is not good, then it becomes very hard for him/her to inculcate ethics and values in his/her behaviour. Values inculcated among at the very young age would remain with them permanently.

There is great demand for a scout master, guide captain and principal who have high moral and ethical values to fulfil these gaps Scouting Programs are essential in today's school setup. The Bharat Scouts and Guides is a voluntary, non-political, educational movement for young people, open to all without distinction of origin, race, caste and greed, in accordance with the purpose, principles, and methods conceived by the Founder Lord Baden Powell in 1907.

Conceptual Models for Value Formation in Scouting:



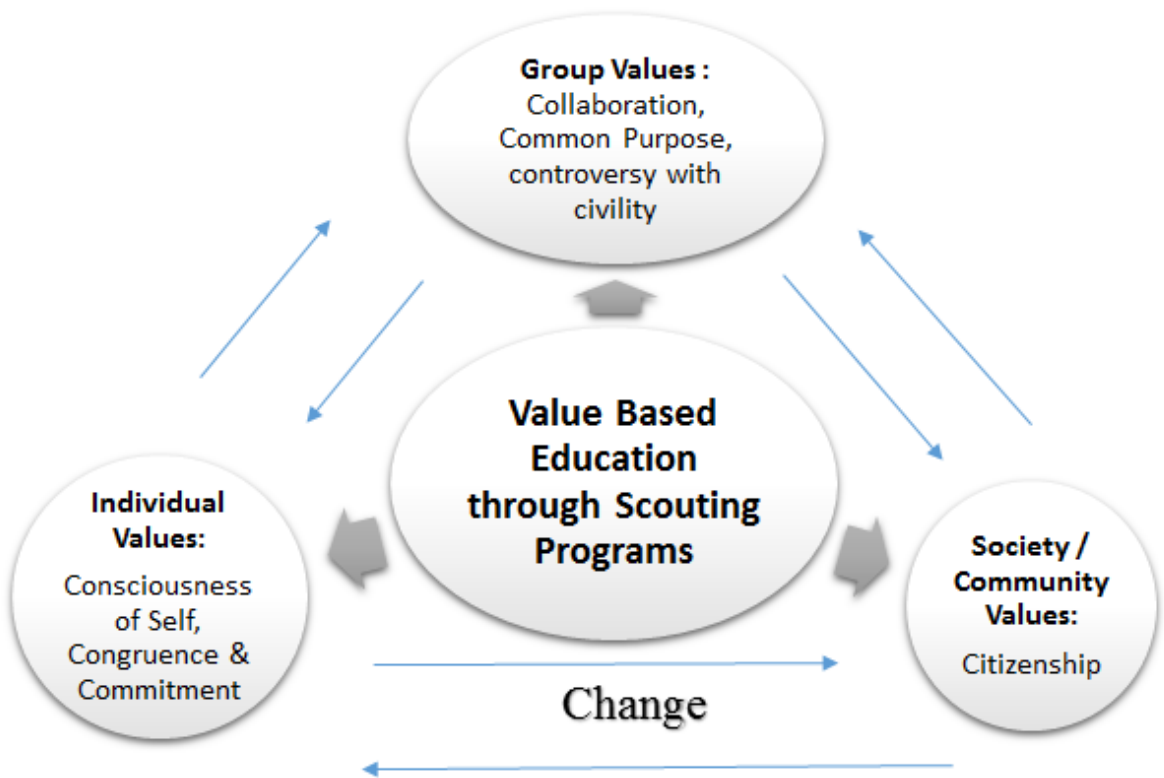


Evaluation of Scouting Programs

To study the above activities outcome the researcher proposed Social Change Model of Leadership Development (SCM) Framework so that school can implement to design and evaluate curricula that meet the demands of developing socially responsible students. Established in 1994, the Social Change Model approaches leadership as a purposeful, collaborative, values-based process that results in positive social change.

The framework talks about 7 C's

1. **Consciousness of Self:** Awareness of the beliefs, values, attitudes, and emotions that motivate one to take action.
2. **Congruence:** Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty.
3. **Commitment:** Motivational energy to serve and that drives the collective effort. Commitment implies passion, intensity, and duration.
4. **Collaboration:** Working with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.
5. **Common Purpose:** Working with shared aims and values. It facilitates the group's ability to engage in collective analysis of the issues at hand and the task to be undertaken.
6. **Controversy with Civility:** Recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such difference must be aired openly but with civility.
7. **Citizenship:** Process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership experience.



Results

The systematic search procedures by applying the predetermined inclusion criteria resulted in the inclusion of 10 studies for this review. Table 1 shows the details of the studies that are included.

S. No	Author	Key Findings
	The Student Success Leader Program: College-Level Service Enhances Learning outside the Classroom - Cori Woelk and Penny Pennington Weeks) June 2010	Results have shown that participation in the Student Success Leader program has impacted the personal development and growth of student participants and influenced student interest in future leadership and service roles.
	Effectively Measuring Student Leadership - Barry Z. Posner (2012)	In this study the leadership education programs and leadership classes are influencing the actual leadership behaviours. More frequent leadership behavior appears related to the opportunity that students have to reflect on their leadership experience, and themselves, as leaders. These can be further facilitated through case studies, shadowing opportunities, journaling, guest speakers (role models), and advanced or follow-up experiences
	Leadership Development in Service-Learning: An Exploratory Investigation - Adrian J. Wurr and Cathy H. Hamilton (2012)	Research indicated that providing support, resources, and space for students to integrate their studies, values, and civic commitment in a systematic and logical fashion helped them to feel better prepared for leadership roles in communities as well as in their future professions.
	Study on Youth Leadership and Global Citizenship Initiatives, commissioned by the British Council India - (2013)	Research on youth engagement policies and programmes in India. Council commissioned an online campaign and a series of focus groups and telephone interviews to garner the more subjective experience of young Indians in engaging themselves in co-curricular activities during the college days.
	The effectiveness of student	This study has shown that regular involvement of students in

	involvement in decision-making & university leadership - Adesoji Oni & Jeremiah Adetoro (2015)	decision-making by university authorities has the potential to enhance leadership effectiveness of university administrations in universities in South-west Nigeria.
	Role of National Cadet Corps in Developing Soft Skills among Youth in India - Dr. Urmila Sarkar, Ms. Sampada Malhar Margaj (2015)	Research actually reveals the significance of inculcating soft skills among graduates and suggesting the introduction of the NCC studies as a compulsory component for all the streams in higher education.
	Scouts and guides provide 'mental health boost for life by Edinburg & Glasgow Universities - 2016	Analysis of a study of 10,000 people found ex-members were 15% less likely than other adults to suffer anxiety or mood disorders at the age of 50.

Conclusion

- 1) In the implementation of value education through scout activities at schools, the aspects of the supporting factors are still not optimal. The facilities and infrastructure are still lacking. The ratio between the scoutmaster and students is not comparable. .
- 2) There are some scout skills namely pioneering, mapping, doing first aid, camping, marching and sarvadharm prathana are able to shape the students' character such as thoroughness, patience, cooperation, responsibility, social care, courage, confidence, perseverance, creative , religious, patriotism, environmental awareness, independence, discipline, curiosity, and hard work.

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21st Century Teachers : Effective Classroom

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ABSTRACT: *Education in the 21st century highlights globalization and internationalization. Teachers in the 21st century are technology savvy. To effectively engage and teach to new generation students, teachers will help the educational system meet this requirement. The educational systems must be outfitted with a pre requisite of ICT resources both hardware and software, and curricula must be designed to promote a collaborative learner centered environment to which students will relate and respond.*

1. Introduction

"Today's digital kids think of ICT as some thing akin to oxygen; they expect it ,it's what they breathe and it's how they live." – John Seely Brown

Today's classroom is a very different place than it was fifteen or even five years ago. Teachers are faced with larger, more diverse classrooms during a time when teacher accountability is mandated as a result of the No Child Left Behind legislation. The ability to understand and respond appropriately to students cultural, racial, economic, social and learning differences will become increasingly important to effective teaching practices. Many educators find themselves frustrated and wonder how they can measurably increase student motivation and academic performance, while at the same time manage their classrooms effectively and cultivate the students desire to embrace a life time of learning.

The Framework for 21st Century Learning suggest that schools today should focus on more than the basics to integrate 21st century them essuchas Global Awareness, Financial, Economic, Business, Health, and Entrepreneurial Literacy.

Characteristics of a 21st-century teacher

1. Learner-Centered Classroom and Personalized Instructions
2. Students as Producers
3. Learn New Technologies
4. Teachers have to think globally
5. Be Smart and Use Smart Phones

6. Blog

I have written on the importance of both student and teacher blogging. Even my beginners of English could see the value of writing for real audience and establishing their digital presence.

7. Go Digital

8. Collaborate

Technology allows collaboration between teachers & students. Creating digital resources, presentations, and projects together with other educators and students will make classroom activities resemble the real world.

9. Use Twitter Chat

10. Connect

11. Project-Based Learning

12. Build Your Positive Digital Footprint

13. Code

While this one might sound complicated, coding is nothing but today's literacy. As a pencil or pen were "the tools" of the 21th-century, making it impossible to picture a teacher not capable to operate with it, today's teacher must be able to operate with today's pen and pencil, i.e., computers. Coding is very interesting to

learn -- the feeling of writing a page with HTML is amazing! Even though I have ways to go, just like in every other field, a step at a time can take go a long way. Again, lynda.com is a great resource to start with!

14. Innovate

The main aim behind any innovation in technology is to provide comfort, productivity and better life. Teacher have to expand teaching toolbox and try new applications example replacing textbooks with web resources, teaching with social media. Students love using Facebook for class discussions & announcements. They appreciate new knowledge not new tools. They love new, more interesting & productive ways of using new applications.

15. Keep Learning

As new ways and new technology keep emerging, learning and adapting is essential. The good news is: it's fun, and even 20 min a day will take you a long way! **Etc**

Challenges for the 21st century Teachers

- Education system has entered the market as a commodity, to priced, marketed and sold to willing buyers.
- Increasing rate of privatization of education sectors
- Rise in international institutions
- Quality and standard of professional education
- Diversified student population coming from different socio-economic background
- Vast gaps in standards of schools and colleges at the cities and villages and at private and public sector
- Examination system
- Globalization
- Growth of technology
- Application of technology in variety of ways
- Changes of Economy, Etc

21st Century Classroom

This scenario also provides a view into the teaching modality of the modern 21st Century Classroom. It is an example of an interactive learning community; a place where the learning is taking place in an organic and interactive way, where students are engaged and have a voice in the learning process. The students of the 21st Century are vastly different than any other generation of students. They have been raised in a digital age. Today's students do not know of a world without cell phones, the Internet, and cable TV. They are digitally connected to more people throughout the world than any other group of students before them

Characteristics Of The 21st Century Classroom

- Integrating technology into the classroom
- The Physical Environment Is Invitational
- Students Understand the Rules and Procedures They Are Expected to Follow
- Students Are Actively Engaged in the Pursuit of Knowledge
- There Is a Persistent Tone of Mutual Respect
- Students Take Responsibility for Their Learning
- Transitioning From Teacher To Facilitator
- Student-centric
- The Necessity Of Computers
- Hands-On Learning
- Opportunities For Creative Expression
- Fostering Collaborative Environments
- Flexible learning environment
- Furniture for Utility
- A Light-Filled Environment

Conclusion

If students are to be productive members of the 21st Century workplace, they must move beyond the skills of the 20th Century and master those of the 21st Century. Teachers are entrusted with mastering these skills as well and with modelling these skills in the classroom. The characteristics of the 21st Century classroom will be very different from those of in the classrooms of the past because the focus is on producing students who are highly productive, effective communicators, inventive thinkers, and masters of technology.

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“Empowerment of Urban Higher Primary School Students Against Child Sexual Abuse”

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ABSTRACT: *In the present scenario, there is a major concern in all societies against sex and sexuality related issues which are happening to children. Child sexual abuse is recognized as a global issue needs a great sociological concern. The expression of sexuality becomes a point of grave concern during childhood because it is a period where a child is completely unaware of his/her physical and emotional development. There is a need to educate such a vulnerable child against child sexual abuse.*

In the present study, researcher has developed an intervention programme to empower higher primary school girls against child sexual abuse.

1. Introduction

Child sexual abuse in the major problem in the present scenario. The vulnerability of the children are misused by the perpetrators. Most the children have experienced child sexual abuse because of ignorance. Sexual abuses are experienced by the children from their known ones. Children are so vulnerable that they experience several serious initial and long term emotional and behavioral effects as a result of sexual abuse (Browne & Finkelhor, 1986). Many of the field's pioneers included explicit references to the importance of preventing child abuse in their early writings (Kempe, C., and Helfer, R. 1968). Despite the wide range of psychological and behavioral outcomes, protective services and legal actions to be provided by the government to reduce sexual abuse. Today there is a wide range of prevention programmes that typically vary in their content, key messages, duration and skills developed (Sanderson 2004; Tomison and Poole 2000). Government of India has launched several programs to educate the children against sexual abuses. POSCO act has been implemented by the Government of India to protect the children from sexual abuses.

Need and Importance of the Study

Every child should be aware the questions viz, What can I child do, if I am sexually abused or molested? How to protect myself from sexual abuses? How to oppose such things? How do I disclose it to their parents? How to identify the perpetrators? To whom should I believe to reveal such mishappenings? In order to know the answer for these question, children should taught to protect themselves in their difficult situations. The root cause for child sexual abuse is ignorance and lack of self defence skills. Therefore, there is a need to develop a knowledge and self-defensive skills among children regarding child sexual abuse. School is the place where a child spends most his time and it is the miniature society where in child learns the necessary skills which are needed to get ready oneself to the future life. So the training should be given in the school where child will spend most of the time.

In the present study, higher primary school children are considered because, there are of the age 10-12, it is the age where some of the children may physically mature but they very immature emotionally and mentally. They fail to identify the differences between good touch and bad touch. They are totally unaware of their bodily changing features and they easily undergo such mishappenings. The focus of CSA prevention programme is to alter the knowledge and skills of children through school-based instruction pertaining to personal safety and self assertiveness and is to be conducted in educational settings. So, in this study researcher has developed an intervention programme to educate and empower the children against sexual abuses.

Statement of the Problem

“Empowerment of urban higher primary school students against child sexual abuse”

Objectives of the Study

1. To study the effectiveness of intervention programme in developing self safety against child sexual abuse among urban higher primary girl students.

- To study the effectiveness of intervention programme in developing self assertiveness against child sexual abuse among urban higher primary girl students.

Hypotheses of the Study

- There is a no significant difference in the pre test and post test mean scores of urban higher primary school girls in developing self safety against child sexual abuse.
- There is a no significant difference in the pre test and post test mean scores of urban higher primary school girls in developing self assertiveness against child sexual abuse.

Variables of the Study

In the present study researcher has identified the following variables;

Independent variable: Intervention programme

Dependent variable: Self safety, Self assertiveness

Design of the Study

The study was experimental in nature. Single group pre test post test experimental design was followed in the present study. A single group pre-test, post test experimental design was found to be most appropriate after review of literature in experimental designs.

Design of the study

	Pre test	Treatment	Post-test	Delayed Post test
Experimental group	Child Sexual Abuse Empowerment Measurement Scale(CSAEMS)	Child Sexual Abuse Intervention Package(CSAIP)	Child Sexual Abuse Empowerment Measurement Scale(CSAEMS)	Child Sexual Abuse Empowerment Measurement Scale(CSAEMS)

Sampling

In the present study purposive sampling technique was used for selecting sample of forty students of grade six, Chikkamagaluru Taluk (Karnataka state).

Instrumentation

The Researcher has developed an intervention programme by name “CSA Intervention Programme” to empower children against sexual abuse. The intervention package consists of different topics are prepared on the basis of the ADDIE model of instruction. The researcher finalized the package as per the suggestions given by the research experts and child psychiatrists. A questionnaire is prepared by the researcher which is developed to measure the self safety and self assertiveness of children against sexual abuse. The reliability of the questionnaire was checked and was found to be 0.82 which is considered to be highly reliable. The validity of the questionnaire was obtained by giving it to the research experts and child psychiatrists.

Analysis and Interpretation

Objective 1: To study the effectiveness of intervention programme in developing self safety against child sexual abuse among urban higher primary girl students.

Hypothesis: There is a no significant difference in the pre test and post test mean scores of urban higher primary school girls in developing self safety against child sexual abuse.

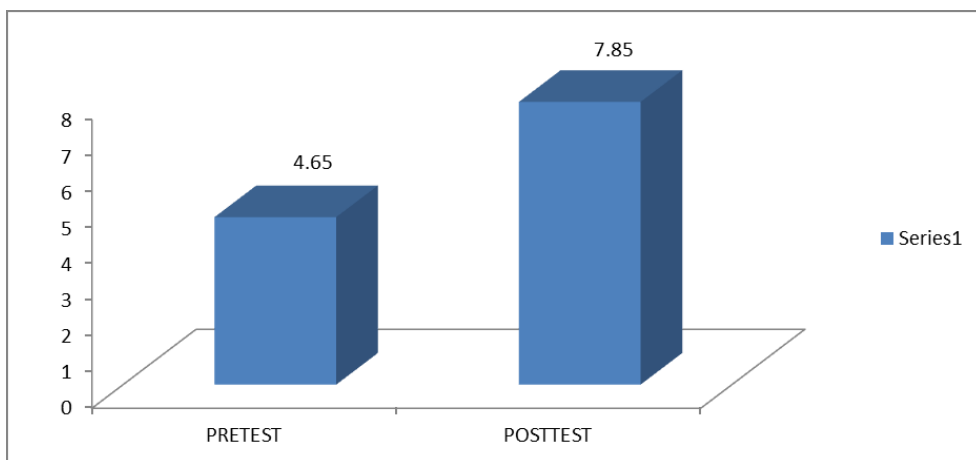
Table 1: mean, N , SD and t-value of self safety of urban higher primary girl students against child sexual abuse between pre test and post test.

Self Safety(Urban)	Mean	N	Std. Deviation	t value	Sig
Pre-Test	4.6500	40	1.35021	15.750	Significant at 0.01 level
Post-test	7.8500	40	0.36162		

Above hypothesis was tested and the mean differences in the scores obtained by the pre and post test was identified. The results are tabulated in table 4.14. The obtained t-value of 15.750 was found to be significant

at 0.01level of significance. This clearly shows that there is a significant difference between the mean pre test and post test scores i.e., there is a significant difference in the self safety of urban higher primary school girls against child sexual abuse. Hence, the null hypothesis framed was rejected and the alternate hypothesis that is “There is a significant difference in the self safety of urban higher primary school girls against child sexual abuse” has been accepted.

It means that the post test scores (M=7.85) was found to be higher than the pre test scores (M=4.65) of self safety of CSA among urban higher primary school girls. Hence, it can be interpreted that, the ‘CSA intervention package’ is found to be effective in developing self safety among urban higher primary school girls. This is graphically represented



Objective 2: To study the effectiveness of intervention programme in developing self assertiveness against child sexual abuse among urban higher primary girl students.

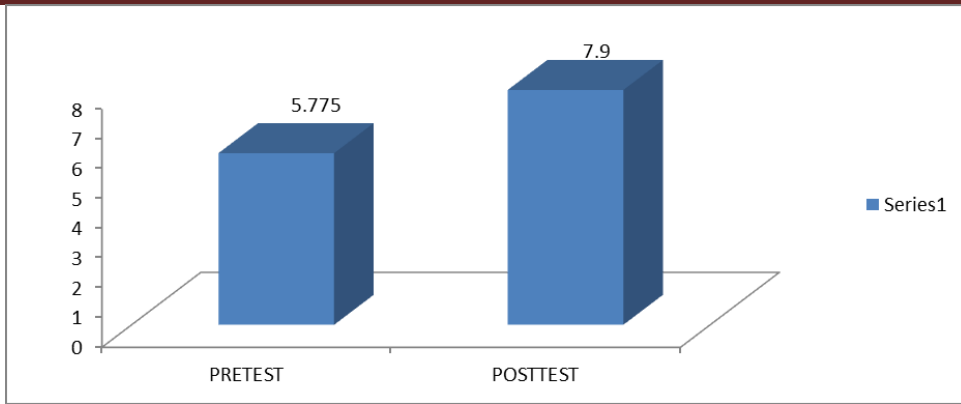
Hypothesis: There is a no significant difference in the pre test and post test mean scores of urban higher primary school girls in developing self assertiveness against child sexual abuse.

Table 2: Mean, N, SD and t-value of self assertiveness of urban higher primary girl students against child sexual abuse between pre test and post test.

Self Assertiveness(Urban)	Mean	N	Std. Deviation	t value	Sig
Pre-Test	5.7750	40	1.60907	8.462	Significant at 0.01 level
Post-Test	7.9000	40	0.30382		

Above hypothesis was tested and the mean differences in the scores obtained by the pre and post test was identified. The results are tabulated in table 4.16. The obtained t-value of 8.462 was found to be significant at 0.01level of significance. This clearly shows that there is a significant difference between the mean pre test and post test scores i.e., there is a significant difference in the self assertiveness of urban higher primary school girls against child sexual abuse. Hence, the null hypothesis framed was rejected and the alternate hypothesis that is “There is a significant difference in the self assertiveness of urban higher primary school girls against child sexual abuse” has been accepted.

It means that the post test scores (M=7.9) was found to be higher than the pre test scores(M=5.775) of self assertiveness of CSA among urban higher primary school girls. Hence, it can be interpreted that, the ‘CSA intervention package’ is found to be effective in developing self assertiveness among urban higher primary school girls. This is graphically represented



Major Findings of the Study

The study reveals the following findings

1. Intervention programme is effective in developing self safety among urban higher primary school girls against child sexual abuse.
2. Intervention programme is effective in developing self assertiveness among urban higher primary school girls against child sexual abuse.

Conclusion

Form the above, it can be concluded that the child sexual abuse can be avoided by provide suitable self-defensive skill training to the children and by developing awareness regarding the issue. Hence, the study reveals that the children has acquaint self-assertive skills and self-safety skills to protect themselves from child sexual abuses. They have empowered in these two dimensions.

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An Investigation Into the Problems of PU Students in Writing English

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ABSTRACT: It is very well specified that Language is a tool for creation, interpretation, discussion, interaction, deliberation, Evaluation and for communication as a whole. Elementary skills of language are LSRW; listening, speaking, reading and writing. Listening and Reading are the receptive skills whereas Speaking and Writing are productive skills. Among these, writing skills demands serious attention as it includes specific mechanics, techniques with strategies for writing. students should be given frequent opportunities to develop writing skills along with the information for effective writing unless which they hardly learn to write better and for that teachers voluntarily include writing in their classes (Rumsey -1998). According to a **report by UNESCO Globally, however, at least 750 million youth and adults still cannot read and write and 250 million children are failing to acquire basic literacy skills. This results in an exclusion of low-literate and low-skilled youth and adults from full participation in their communities and societies**". With this respect an immense attention should be paid towards the enhancement of writing skills. Hence, a primary goal of this study is to identify the major problems faced by Pre-university students in writing English. The present study is based on the data collected in the form of brief write-up from 1 year pre university students. Using a structured format to collect write-up from students, about 50 write-ups are collected by the investigator. Findings of the study are 1. Both Male and Female PU students have problems with respect to the spelling errors in writing English and it is identified from the collected write -up that percentage of spelling errors is highest.2. On the basis of management, PU students studying in Government colleges commit grammatical errors to the most.3. PU students of have inappropriate knowledge of spelling, vocabulary and grammar which probably leads to inappropriate writing.

Keywords: Problems, Writing English, PU students.

1. Introduction

The role of Education is wide not because of its scope but because of its versatility. As per the requirement of the society Education must equip its subjects or so called citizens to be a part of literary world. Innovations in Education has become an inevitable need of the hour to meet the challenges and demands of this rapidly growing society. Schools, colleges, universities have to initiate themselves towards better and modern educational arena in order to be more competent and successful. All educational institutions have the high responsibility of balancing the essence of all academic subjects including language teaching. In 1999, at the 30th Session of UNESCO's General Conference, countries adopted a Resolution that established the notion of 'multilingual education' to refer to the use of at least three languages in education: the mother tongue(s), a regional or national language and an international language in education. Eventually, English has been accepted as the international language; a language of knowledge and global language. Language acquisition is possible through the attainment of language skills (Listening, Speaking, Reading and Writing). All skills are equally significant but writing skills demands superior attention as it is acquired after the attainment of all other skills. Academic success of the students depends on their writing skills. In many researches it is proved that writing skill promotes better learning, critical thinking, and creativity. Emig (1977) highlighted the the perception of psychologist such as Lev Vygotsky, A. R. Luria, and Jerome Bruner that analysis and synthesis kind of higher order cognitive functions develop mostly by verbal language, in particularly through written language. In a study by Termit Kaur Ranjit Singh¹ & Saravana Kumar Rajalingam(2012) it is found that most of the students are under the average writing apprehension (AA) level score and only a handful are of the high apprehension (HA) and low apprehension (LA) level. Hence there is a need for identification of problems in writing English language in order to find the desirable solutions to enhance students' writing ability in English.

Review of related literature

"Good writing is a bedrock for future success," (Pew Internet & American Life Project-2008) Eight in 10 parents contend that good writing skills are more important now than they were 20 years ago, and 86 percent of teens believe good writing ability is an important component of guaranteeing success in later life(Pew Internet & American Life Project-2008). Writing is highly important as it greatly helps in higher

education and to lead professional life (Walsh- 2010). Fareed et.al (2016) in their study have proved that writing skill is an essential factor which determine students' confidence level and therefore utmost importance should be given to problems of students in writing and probable solutions are also suggested in the study. Benefits of writing are specified as it helps in expressing one's individuality; • advances the skill of communication; • develops thoughts; • helps in rational and influential arguments; • gives opportunity for anybody and everybody express their idea and provokes assessment of thoughts; • tool to provide and receive feedback; and • prepares for professional life Klimova (2013). However, there are a lot of difficulties that the students of different levels are facing even today despite of innumerable facilities and opportunities for better writing practices. Inadequate vocabulary knowledge, grammatical errors, problems in organising and structuring are enumerated as the problems of students in writing Fareed et.al (2016).

Objectives of the Study

1. To investigate the extent of problems of PU Male and Female pre-university students in writing English.
2. To study the extent of problems of PU students from Private aided, Unaided, Corporation and Government Pre-university colleges.

Methodology

In the present study descriptive survey method has been employed to investigate the problems of PU students in writing English.

Sample

For the present study 50 samples of write-up were collected from Pre-University students randomly selected from private aided (32%), unaided (14%), Corporation (24%) and Government 30%) colleges (Figure 2) to investigate the problems of PU students in writing English. There were 21 (42%) male students and 29 (58%) female students as respondents (Figure1). Brief write-up on a selected content was collected systematically to investigate the problems of PU students in writing English.

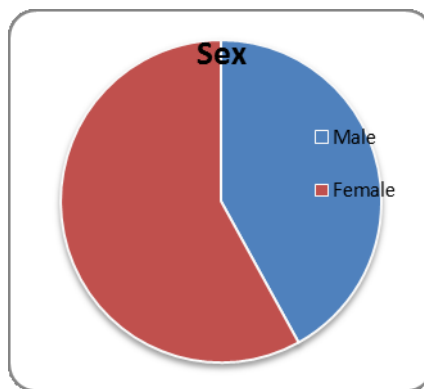


Figure 1: Respondent's sex

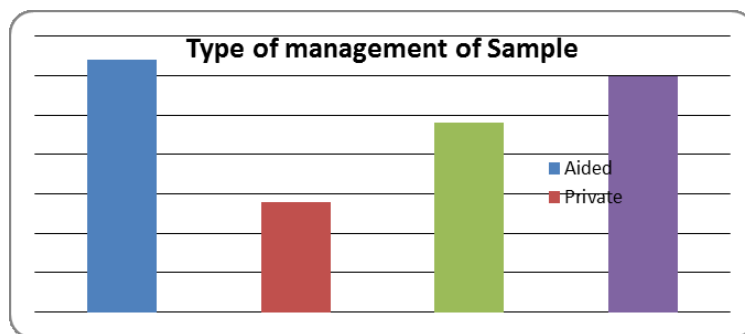


Figure 2: Type of Management of Sample

Statistical technique used

1. Percentage analysis to study the extent of problems of Male and Female pre-university students in writing English.
2. Percentage analysis to study the extent of problems in writing English language of students from private aided, unaided, Corporation and Government Pre-university colleges.

Analysis and interpretation of data

1. Percentage analysis is done to study the extent of problems with respect to Categories of Errors (Spelling, Vocabulary, Grammar) of Male and Female pre-university students in writing English.

Table 1: Percentage analysis is done to study the extent of problems with respect to Categories of Errors (Spelling, Vocabulary, Grammar) of Male and Female pre-university students in writing English.

Gender	Categories of Errors 1-Spelling Errors(SE),2-Vocabulary Errors(VE), 3-Grammar Errors (GE)					
	1(SE)	%	2(VE)	%	3(GE)	%
Male	134	48	56	20	89	32
Female	144	59	52	21	49	20



Figure.3-Problems with respect to categories of errors of Male and Female PU students Percentage analysis to study the extent of problems with respect to Category of Errors (Spelling, Vocabulary, Grammar) in Table-1 and Figure.3 show that the among the selected sample, Male students of PU have committed 48% of Spelling errors, 20% Vocabulary errors and 32 % Grammar Errors. This data conveys that spelling errors are to the greater extent among Male respondents. On the other hand Female students of PU have committed 59% of spelling errors, 21% Vocabulary errors and 20 % Grammar errors which clearly shows that even female respondents commit more spelling errors. This trend of errors depicts that students have problems related to correct spelling in writing English.

Table 2: Percentage analysis to study the extent of problems in writing English with respect to Categories of Errors (Spelling, Vocabulary, Grammar) of students from private aided, unaided, Corporation and Government Pre-university colleges

Type of Management	Category of Errors 1-Spelling Errors(SE),2-Vocabulary Errors(VE), 3-Grammar Errors (GE)					
	1(SE)	%	2(VE)	%	3(GE)	%
Aided	43	28	29	19	83	53
Unaided	45	31	28	19	73	50
Corporation	15	32	10	22	21	46
Government	34	20	41	23	101	57

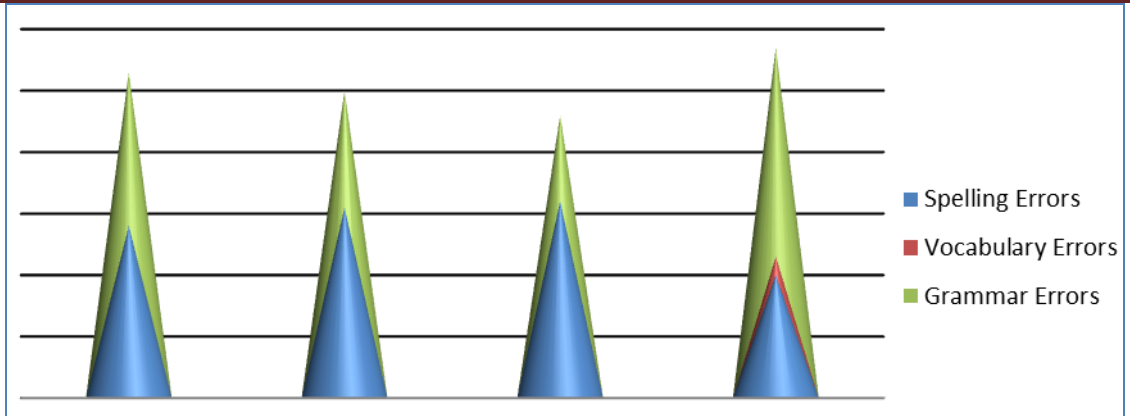


Figure.4 problems in writing English with respect to Categories of Errors (Spelling, Vocabulary, Grammar) of students from private aided, unaided, Corporation and Government Pre-university colleges Percentage analysis to study the extent of problems in writing English with respect to Categories of Errors (Spelling, Vocabulary, Grammar) of students from private aided, unaided, Corporation and Government Pre-university colleges in Table-2 and Figure.4 show that irrespective of the type of management, selected samples (PU students) have committed grammar errors to the highest extent. On the basis of management government students have grammar related problems more (57%) in writing English in comparison with rest other (aided-53%, unaided- 50% and corporation-46%) which draws our attention towards PU students studying in government colleges.

Findings

1. Both Male and Female PU students have problems with respect to the spelling errors in writing English and it is identified from the collected write –up that percentage of spelling errors is highest.
2. On the basis of management, PU students studying in Government colleges commit grammatical errors to the most.
3. PU students of have inappropriate knowledge of spelling, vocabulary and grammar.

Investigator's Observation

Through the present study investigator could identify that though PU students must have studied English as either first or second language in their schooling for quite a long period, a sort of ambiguity with respect to academic writing is in existence among the students. It is noticed while collecting the data that students have a lot of negligence in writing, least botheration about their future performances in the professional as well as personal life despite of the fact that majority of the transaction in any profession is carried through written communication. However, lack of practice of formal writing is causing a lot of disruptions. Students are also ignorant about the actuality that academic achievement of all subjects also depends on writing ability or presentation in the form of writing.

Conclusion

With reference to the data collected in the form of write-up from the PU students in order to investigate the problems of students in writing English it can be noticed that students comprehension level should be strengthened through quality based content inclusion, active supervision of the teacher, enhancement of students knowledge related to coherence, adherence of writing, academic tone of the writing so that the learners would understand the significance of good writing and the way of progressing it. A very serious fact that there is a need of challenging, impressive, well trained teachers to rectify the problems of students AlKhairy (2013) in writing English.

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Professional Development and Professional Ethics of college Teachers

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ABSTRACT: *The importance of the quality of teachers cannot be over-emphasized because the strength and success of an educational system depends on them whether they teach in schools, colleges or universities. Actually, the quality of a nation depends on the quality of its citizens and in turn the qualities of the citizens depend on the quality of their education. The quality of their education reflects, more than any other single factor, the quality of their teachers. A teacher personal qualities, educational qualifications, his professional training, his managerial skills and the place he occupies in the college and in the community contribute to the quality of his teaching. The quality of education is a direct consequence and outcome of the quality of teachers and education system and this consequently depends upon the professional development opportunities to the teachers. The developments and changes over the last two decades require a fresh look at the professional development of teachers. Professional development of teachers is based on the theory that “teachers are made, not born” in contrary to the assumption, “teachers are born, not made”. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called “tricks of the trade”. The overall discussion in this paper makes an attempt at providing an understanding of professional development and professional ethics of teachers in terms of quality education issues in the context of higher education.*

Keywords: *Education, Teachers, Professional Development, Professional Ethics*

1. Introduction

The teacher is prepared for his profession before he enters it, but he must also be prepared again and again to keep abreast with latest developments. To satisfy this need is the purpose of in-service or continuing education. Every teacher, whether he is a beginner or a veteran, needs to be aware of the rapid cultural and social changes, advancements in educational theories, methodologies and practices, increase in student enrolment and range in the interests and abilities of students and the ramification of the role of education due to changes and advancements in science and technology. The frontiers of human knowledge in various fields expand rapidly. There is, therefore, a need for continued study and growth that would raise the competence of the teacher on the job and in turn, increase the standard of the whole educational system. The term in-service education or continuing education in broad sense includes all experiences and activities provided for teachers and designed to promote personal and professional growth while in service. The process of continuing education is on both professional and personal growth of teachers. The continuing education also has the connotation of the life-long education; of educating one-self throughout life, whether he is a student, teacher or a non-professional. Professionalization is a process in which a vocation tries to become a profession. This is basically a process of institutionalization of knowledge, skills and ethics. Professionalism is an ideology which emphasizes more on the knowledge, skills and ethics than the material benefits which accrue to a profession. While professionalization is concerned with standardization, professionalism is concerned with standards. There is a difference between standard and standardization. There can be three aspects of standard intellectual, practical and ethical.

Meaning and Definitions of Professional Development

According to the thesaurus of the Educational Resources Information Center (ERIC) database, *professional development* refers to “activities to enhance professional career growth.” Such activities may include individual development, continuing education, and inservice education, as well as curriculum writing, peer collaboration, study groups, and peer coaching or mentoring. Fullan expands the definition to include “the sum total of formal and informal learning experiences throughout one’s career from pre-service teacher education to retirement”. Considering the meaning of professional development in the technological age suggests a broader definition of professional development that includes the use of technology to foster teacher growth: “Professional development goes beyond the term ‘training’ with its implications of learning skills, and encompasses a definition that includes formal and informal means of helping not only learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources. This definition of professional development includes support for

as they encounter the challenges that come with putting into practice their evolving understandings about the use of technology to support inquiry-based learning. Current technologies offer resources to meet these challenges and provide with a cluster of supports that help them continue to grow in their professional skills, understandings, and interests. Professional development is essential for every individual.

A professional development program boosts the individual's career, through travel, research, workshops and seminars and by working with professionals who are experienced. People take up a professional development course to build their expertise in business, teaching and nursing and contribute to organizational development. Professional development courses are either general, or skill- based.. Skilled development on the other hand, deals with the current profession, leadership qualities, managerial skills and enhancing a person's productivity. The courses are designed with the intention of developing a person's level of competency and professionalism.

Characteristics of a profession

The professional group of a profession indicates certain specific characteristics.They are as follows:

1. A profession demands possession of a body of specialized knowledge and extended practical training.
2. A profession renders an essential social service. Even though a professional seeks to live by what he earns,his main purpose and desire is to be of service to those who seek his assistance and to the community in which he lives.
3. A profession demands continuous in-service training of its members.
4. A profession has a clearly defined membership of a particular group,with a view to safeguard the interest of the profession.
5. A profession assures its members a life career.
6. A profession evolves its own code of ethics.
7. A profession sets up its own professional organization.
8. Profession has an abstract theoretical knowledge base.
9. It is responsible for the decision that is made in the name of profession.
10. Profession has on autonomy.
11. A profession sense of service and altruism.

As stated above, a typical profession exhibits a complex of characteristics. There are two criteria that are basic to a profession. A profession 'professes' to do to two things:one is to serve and the other is to serve with conscious understanding and efficiency.While all other vocation also serves,the professionnot only serves but makes service its prime motive.Even when there is a conflict between the interests of the client and that of the society selfish interest falls in favour of the professional interest. The profession other vocations differ in the sense that a profession is well grounded on its sound knowledge and expertise.It has the highest quality that any professional can lay is hands on. The two qualities, altruism and longing for authentic knowledge on the part of the members make the distinction between a profession and trade.

Importance of Professional Development

The education of a teacher is not complete on receiving a degree or diploma from a college or university. Pre –service education or joining a college or university department is only the first stage in the continuous growth of a teacher in his profession. In the words of Rabindranath Tagore, 'a teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame'. Education is a never-ending process. It doesn't stop after earning a degree and starting a career. Through continuing education, career-minded individuals can constantly improve their skills and become more proficient at their professions.

The need for teacher development is vital in an environment where educational goals for schools, colleges and students are high. Teachers are expected to help students become critical, constructive thinkers who have developed thorough conceptual understandings. Students are required to synthesize information, solve problems, invent new ideas, create models, and explain themselves with confidence and proficiency. Classrooms are viewed as places where rich discourse should take place as students engage in their work and explore problems with meaningful contexts..

Objectives and Programmes for Professional Development

In planning the programmes for the professional development of college and university teachers, specific objectives of the programme should be borne in mind for effective organization. Some of the major objectives of the programmes are:

1. To enable the new college teacher to understand the needs, interests and behavior patterns of students who are in their late adolescence period.
2. To develop teaching skills that would help the teacher to improve his teaching effectiveness, in addition of employing several teaching techniques to cater to the needs of students in large, medium and small groups.
3. To help the teacher improve his ability to communicate effectively in the classroom through the use of educational technology devices and to ensure better student participation in the teaching-learning situation.
4. To enable the teacher to provide guidance to students in their learning problems such as library reading and reference work, self-study, and preparing for examination, and in developing the all-round personality of the students.
5. To understand the problems that arises in management of the students in the classes and workout strategies to solve them.
6. To give special assistance to those students who are not up to the mark in their studies by diagnosing the causes for the drawbacks and providing remedial teaching as per their needs.
7. To introduce the new teachers to the techniques of action research and small-scale experimentation so that he can handle effectively the particular problems that may arise in his own classes and follow procedures to manage these by his own efforts so that he can find effectiveness of his own teaching techniques.

The in-service education programme can take up several forms and patterns depending on the purpose for which it is conducted the resources and infrastructure available and the duration of the courses. Some of the more common types are. Content course, Refresher course. Summer institutes, Short-term courses. Workshops and seminars.

Professional Ethics of Teachers

A profession is a calling and it implies acquisition of a fund of knowledge, range of skills and their application in the service of humanity, there are only three learned professions: Law, Medicine and Teaching. The service rendered by a professional may be direct as in the case of teachers and doctors or indirect as it is with teacher educators. Further this service may be rendered for a limited section of the population or for a limited period of time or phase of life. A teacher renders his professional service for a limited period of time when his clientele are in the educational institutions and generally the teacher practices his profession within the institutional framework of a school, college or university. Further, a profession (such as medicine or law) can be practiced independently or within an institution or both.

Every profession, in order to regulate its terms, conditions, norms quality of service rendered has its own professional ethics and has different from general ethics. In professional ethics, the word 'ethics' adds to the professional obligation that a professional abides by. Many institutions have a code of conduct but not professional ethics. A code of conduct is a sophisticated version of do's and don'ts professional ethics give a certain set of broad principles, derived in turn from a spectrum of values which are arrived at after deep philosophical reflection on the nature and role of the profession in life of mankind. Some of the professions, where independent practice is predominant have taken the initiative to form autonomous councils at the national level.

The teaching profession has slowly evolved a code of conduct and professional ethics is in the offing. The teaching profession is lagging behind other professions in this respect because the philosophy of education, being one of the oldest branches of philosophy, was learnt and taught by every philosopher who invariably was a teacher. Therefore the teaching profession should have taken the lead in the matter of offering its own profession and arriving explicitly at a code of professional ethics. It does not mean that the teaching profession has not had any ethical basis. Only it did not articulate this basis to itself and make it explicit to society. In order to arrive at such a professional ethics, the teachers and teacher-educators must be able to distinguish between philosophy of education and philosophy of teacher-education. The teacher has to be an example for his students and the society and therefore the value system he holds should be clear, precise and ethical. He should cultivate 'losing honesty' to be honest not only when he stands to gain by

it but also when he has to lose when his conscience knows that he is doing the right thing. He must exemplify the dignity of labor and professional commitment, however tiring the circumstances may be.

The teacher must be an embodiment of eternal values-values that remind the same, however, much the circumstances may change. Truth, Love and Goodness are values that are admired across creeds, cultures and religions. He will be a sheet anchor to society amidst the tumult of social change. He should be conscious of his accountability to his profession of teaching by being accountable for his effective teaching and effective learning of the students. He is accountable to society and this aspect must be channeled through an appropriate hierarchy of competent professional authority.

Conclusions

Education is a lifelong process and no formal training in an institution can fully prepare a person for professional service. The continuous learning is imperative as teachers' knowledge lags behind due to continuous expansion of knowledge in the field of education on a regular basis. In order to make education successful, teachers must be the central focus of continuous professional development because it is upon them that the pressure and support for change must be applied. The teachers remain a central figure in our education system and unless the system ensures adequate number and quality of teachers, no significant improvement can be brought. The profession of teaching reflects a high degree of academic excellence, repertoire of teaching skills and practical wisdom on the one hand and a well-integrated value system on the other and both oriented towards altruistic service. The personal development of a teacher is the core of professionalization and forms the base for professional ethics. The concept of professional ethics for a teacher can be summed up in the words of Rabindranath Tagore, "in our ideal life we must touch all men and all times through the manifestation of a truth which is eternal and universal."

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“Effectiveness of Mobile Assisted Learning in the Development of Vocabulary Among Student-Teachers”

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ABSTRACT: *The Mobile-revolution is finally here in the form of M-learning, which is a natural extension. Mobile learning has made an exponential leap from theory explored by academicians to a real contribution to learning. Globally speaking, the kind of penetration that mobile phones have reached is outstanding. The present study has been undertaken with the objectives like, to compare the Effectiveness of Mobile Assisted Learning Approach and Conventional Learning Approach with reference to Developing Vocabulary, The sample of sixty B.Ed college student-teachers selected by stratified random technique from Bhadravathi and shimoga town. In experimental method was used to measure the vocabulary of mobile phone among student-teachers. Vocabulary tool has framed 47 vocabularies multiple choice items on Education Psychology course (Paper). The chapters considered are Learning-24 items, Personality-11 items, and Growth and Development-12 items. The results showed that, there is no difference in pre test mean scores of vocabulary of mobile assisted learning approach and conventional learning approach among student-teachers, the mobile assisted learning approach is more effective learning approach than the conventional learning approach in developing vocabulary of students teachers of B.Ed. Course.*

Keywords: *Mobile Assisted Learning, Vocabulary, Student-Teachers.*

1. Introduction

Over the past two decades, technology devices have become mobile portable and networked to the point that they have become pervasive in everyday life. The use of mobile devices has become common among a wide range of age groups due to affordability and availability (Newhouse, Williams, & Pearson, 2006). Significant investments have been made to provide infrastructure, content, and resources related to the integration of mobile devices into learning environments (Johnson, Smith, Willis, Levine, & Haywood, 2011), and researchers have long had an interest in this evolving landscape (Kukulka-Hulme, Sharples, Milrad, Arnedillo-Sánchez, & Vavoula, 2009). However several limitations exist, such as lack of theoretical and pedagogical underpinnings, sustainable integration into formal educational contexts, and, particularly, lack of teacher support and training (Cochrane, 2012; Peng, Su, Chou, & Tsai, 2009).

Teacher support and teacher training have been the least explored topics in mobile learning research (Ekanayake & Wishart, 2014). Mobile learning is especially under-theorized in teacher education (Kearney & Maher, 2013), despite the need to inform teachers of the value of mobile technologies and how to integrate them effectively into their classes (Schuck, Aubusson, Kearney, & Burden, 2013). In their review of mobile learning projects conducted in Europe, Kukulka-Hulme et al. (2009) revealed that at the “European and individual state level, there appears to be little teacher development or training activity addressing mobile learning”. Challenges related to teachers’ adoption of mobile technologies have emerged from the fact that they are not effectively prepared to investigate the advantages or make informed decisions (Kukulka-Hulme et al., 2009; Schuck et al., 2013). Because of both the pressure to provide teachers with effective technology integration skills and the rapid growth of mobile technologies as learning devices, teacher education programs need to implement theoretically and pedagogically sound mobile learning initiatives (Newhouse et al., 2006).

The mobile revolution is finally here in the form of m-learning, which is a natural extension. Mobile learning has made an exponential leap from theory explored by academicians to a real contribution to learning. Globally speaking, the kind of penetration that mobile phones have reached is outstanding and no other device can come any closer, not even computers. No demography is immune from the mobile phone and it has slowly become associated with the youth in a bigger way.

A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning.

Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be overstated. Without a good working knowledge of words and their meanings, both written and verbal communication will be muddled or poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary. Olutayo Boyinbode (2018) Conducted a study on the English language is the official language in Nigeria and also a language for international communication, the learning of English has become of great value. The importance of English language in student's performance cannot be over emphasized. Reports show that the performance of students in written, reading and spoken English in undergraduate and graduates studies of Nigeria is not impressive. Research has shown that vocabulary is the most important element of any language learning including English language. Motivation is an important factor for learners to learn English Vocabulary continuously and effectively. This study adopted the use of Gamification based English Vocabulary learning technique to motivate and encourage learners to continue learning English vocabularies effectively. The other study by Mpine Makoe and Thuli Shandu (2018) on the Academic success depends on the comprehension of a language, which is linked to vocabulary learning. Many distance students in South Africa find it difficult to comprehend learning in a language other than their mother tongue. Finding effective strategies for enhancing English vocabulary of university students amidst the spatial, temporal, and pedagogic distance associated with Open Distance Learning (ODL) practices remains a challenge. To address the need for enhancing vocabulary development, mobile application systems (apps) were explored as the best vehicle for the delivery of the vocabulary learning. Mobile learning technologies are ideal in the ODL context because they are flexible, accessible, available, and cater for a myriad of interaction activities. The purpose of the study is to design and implement a mobile-based application aimed at enhancing English vocabulary teaching and learning. Using the Design-Based Research methodology, this study maps the steps taken to develop a vocabulary learning mobile app named VocUp; it describes the architecture, user interface, features of VocUp, and advocates for contextually-conscious and learning-driven app development. In recent years, the mobile phone has become one of the fastest growing communication technologies ever. Mobile phone use in public presents an active area of social science research. Studies have examined mobile phone use in many settings, including restaurants, grocery stores etc. there is a need of exploring the value of mobile phones in the educational setting. How best these mobile devices can be used in bringing about behavioral and attitudinal changes in learners. Dange Jagannath(2012) opines that, For the usage of any technological device(mobile phone), the positive attitude towards the device is very essential and attitude plays an important role in the usage of any method or device (mobile phone) for learning. Many research works have been done in the area of mobile learning to study its effectiveness in the teaching-learning process in abroad. Hardly, Couple of studies has been conducted in India and No researcher has shown interest to study the effectiveness of mobile learning in transacting the content or in developing the Vocabulary. So in this study the attempt was made to study the effectiveness of mobile-learning approach on the development of Vocabulary in the teaching learning process of student-teachers.

Objectives of the study

1. To compare the Effectiveness of Mobile Assisted Learning Approach and Conventional Learning Approach with reference to Developing Vocabulary.
2. To study the difference in post test mean scores of Experimental and Control group with reference to Vocabulary.
3. To study the difference in pre and post test mean scores of Control group with reference to vocabulary.
4. To study the difference in pre and post test mean scores of experimental group with reference to vocabulary.
5. To study the difference in post and Delayed Post test mean scores of Experimental group with reference to Vocabulary.

Variables of the Study

In the present study teaching approaches are independent variables and Vocabulary is dependent variable.

Hypotheses of the Study

1. There is no significant difference in pre test mean scores of Experimental and Control group with reference to Developing Vocabulary.
2. There is no significant difference in post test mean scores of Experimental and Control group with reference to Vocabulary.

3. There is no significant difference in pre and post test mean scores of Control group with reference to vocabulary.
4. There is no significant difference in pre and post test mean scores of experimental group with reference to vocabulary.
5. There is no significant difference in post and Delayed Post test mean scores of Experimental group with reference to Vocabulary.

Sampling Procedure

Random sampling technique was followed to select thirty student-teachers from two B.Ed. colleges of Shimoga district, Karnataka state India. Pre-test post test parallel group design was used in experimental research. Both the groups have been matched on mobile phone usage scores.

Tool Used for the Study

Tool comprised 47 vocabulary based multiple choice items on Education Psychology course (Paper). The chapters considered are Learning-24 items, Personality-11 items, and Growth and Development-12 items. To seek the opinion, the tool was given to the Educational experts and psychology experts to receive valuable suggestions on content and items and finally 33 items were retained out of 47 items. This implies that the Education Psychology Vocabulary tool is comprehensive and relevant.

Collection of Data

After getting the permission of the Heads of institutions by presenting a letter of request, the student teacher's development Vocabulary of mobile phone scale were administered to B.Ed. College student-teachers.

Statistical Techniques Used

The 't' test was used to analyze the collected data.

Major Finding of the Study

Objective and hypothesis-wise analysis was done.

Objective 1: To compare the Effectiveness of Mobile Assisted Learning Approach and Conventional Learning Approach with reference to Developing Vocabulary.

Hypotheses-1 There is no significant difference in pre-test mean scores of Experimental and Control group with reference to Developing Vocabulary.

Table 1: Shows t-value of Mobile Assisted Learning Approach and Conventional Learning Approach with reference to Developing Vocabulary

Group	N	MEAN	S.D.	't' value	Level of Significance
Experimental (MALA)	30	15.56	3.56	0.31	Not Significant at 0.05 level
Control (CLA)	30	15.80	2.96		

From the above table-1 it is clearly noted that, the obtained t-value is 0.31 which is less than the theoretical table value 1.96 with degrees of freedom 58 at 0.05 level of significance. Hence the null hypothesis i.e., There is no significant difference in pre test scores between experimental and control group in terms of vocabulary is accepted. It is inferred that, there is no difference in pre test mean scores of vocabulary of mobile assisted learning approach and conventional learning approach among student-teachers.

Objective-2 To study the difference in post test mean-2 scores of Experimental and Control group with reference to Vocabulary.

Hypotheses-2 There is no significant difference in post-test mean scores of Experimental and Control group with reference to Vocabulary.

Table 2: Shows t-value of Mobile Assisted Learning Approach and Conventional Learning Approach with reference to Vocabulary.

Group	N	MEAN	S.D.	't' value	Level of Significance
Experimental (MALA)	30	18.86	3.13	2.63	Significant at 0.05 level
Control (CLA)	30	16.76	2.84		

From the above table-2 it is clearly noted that, the obtained t-value is 2.63 which is higher than the theoretical table value 1.96 with degrees of freedom 58 at 0.05 level of significance. Hence, the null hypothesis is rejected and formulated the alternative hypothesis i.e., "There is significant difference in post test scores between experimental and control group in terms of developing vocabulary". The research found that the mobile assisted learning approach is more effective than the conventional learning approach.

Objective-3 To study the difference in pre and post test mean scores of Control group with reference to vocabulary.

Hypotheses-3 There is no significant difference in pre and post test mean scores of Control group with reference to Vocabulary.

Table 3: Shows t-value of Conventional Learning Approach with reference to Vocabulary.

Group		N	Mean	S.D.	't' value	Level of Significance
Control (CLA)	Pre-test	30	15.80	2.96	1.28	Not Significant at 0.05 level
	Post-test	30	16.76	2.84		

From the above table-3 it is clearly noted that, the obtained t-value is 1.28 which is less than the theoretical table value 1.96 with degrees of freedom 58 at 0.05 level of significance. Hence the null hypothesis is accepted i.e., "There is no significant difference in pre and post test scores between control groups in terms of developing vocabulary". It is inferred that, there is no difference in pre test and post test mean scores of vocabulary of Control group among student-teachers.

Objective 4: To study the difference in pre and post test scores of experimental group with reference to vocabulary.

Hypotheses-4 There is no significant difference in pre and post test mean scores of experimental group with reference to vocabulary.

Table 4: Shows t-value of Mobile Assisted Learning Approach with reference to vocabulary.

Group		N	Mean	S.D.	't' value	Level of Significance
Experimental (MALA)	Pre-test	30	15.56	3.56	4.15	Significant at 0.5 level
	Post-test	30	18.86	3.13		

From the above table- 4 it is clearly noted that, the obtained t-value is 4.15 which is higher than the theoretical table value 1.96 with degrees of freedom 58 at 0.05 level of significance. Hence the null hypothesis is rejected and formulated the alternative hypothesis i.e., "There is significant difference in pre and post test scores between experimental group in terms of developing vocabulary". From the mean values of experimental group it is evident that, (M=18.86) scores of vocabulary is higher than experimental group pre-test (M=15.56) scores of developing vocabulary. .

Objective 5: To study the difference in post and Delayed Post test mean scores of Experimental group with reference to Vocabulary.

Hypotheses-5 There is no significant difference in post and Delayed Post test mean scores of Experimental group with reference to Vocabulary.

Table 5: Show t- value of Mobile Assisted Learning Approach with reference to Vocabulary.

Group		N	Mean	S.D.	't' value	Level of Significance
Experimental	Post-test	30	18.86	3.13	5.11	Significant at 0.5 level
	Delayed Post-test	30	23.60	3.38		

From the above table-5 it is clearly noted that, the obtained t-value is 5.11 which is higher than the theoretical table value 1.96 with degrees of freedom 58 at 0.05 level of significance. Hence the null hypothesis is rejected and formulated the alternative hypothesis i.e., “There is significant difference in post and Delayed Post test scores between experimental group with reference in terms of vocabulary”. From the mean values of delayed post-test it is evident that,(M=23.60) scores is higher than post-test (M=18.86) scores of vocabulary. It is inferred that, there exists a significant difference in the Vocabulary of post-test and delayed post-test of Experimental Group.

Conclusion

The study found that the mobile assisted learning approach is more effective learning approach than the conventional learning approach in developing Vocabulary of student teachers. Yan Chen, Chris Liska Carger, Thomas J. Smith, (2017) demonstrated that English Language Learners (ELLs) are willing to incorporate mobile technology into their second language learning through writing because of their English writing deficiency. Young ELLs are accustomed to having technology in their daily lives and they are quick learners. ELLs’ curiosity can be satisfied with the instant, attractive, and life like audio, video, images, and animations provided by apps like Penultimate. Mobile devices provide ELLs with an effective way to improve their writing ability, which is essential to their future academic performance and career development. ELLs’ learning motivation as well as the quality of their narrative writing abilities was enhanced through the use of mobile technology. Hence, the Mobile assisted learning approach can be used effectively to develop vocabulary among learning community.

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Challenges To Build Patriotism through Value Education among School Children

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ABSTRACT: *Academic Excellence, Human Values and Oral Perception are interrelated and most significant in the lives of the students. Among these interrelated concepts human values are a set of standards guiding the thoughts and actions of individuals and determinants of human behavior. To the inculcation of values among the students, home and schools play a very important role by shielding from negative influences which might have caused to consumerism and an aggressive rush for self-fulfillment. The governments have recommended different policies and implemented core values of lives in school education for upbringing of disciplinary citizens. But objectives of the government in implementing core values in school education are not successful because of negative influences. This article highlights the policies and recommendations of committees, reasons for policy failures, challenges, and suggestions for its effective implementation to imbibe the patriotic value among children.*

Keywords: *Value Education, , Patriotism, school.*

1. Introduction

India is rich in heritage of human values are based on a set of Indian philosophical ideas. Education is the best way of cultivating these human values. But now the whole country is facing massive erosion of values like, political and economic corruption, scandals and scams, anti-social and anti-national activities etc., that are on the rise all over the country. Disciplinary citizens are formed at the cradles of family and school. So, Family and school climates are important in creating an environment suitable to develop patriotism among students. There are so many ways to develop patriotic value through value education in schools among children, such as implementations of government policies and recommendations, the school assembly, the curricular and co-curricular activities, the celebration of national festivals, work experience, team games, subjects, club and social service programs. If updated education is to be worth based mostly it will ne'er be refrained from the academics themselves understanding, appreciating and upholding the life sustained moral value. Once any one becomes teacher he/she cannot have excuse from the responsibility of a teacher. Every teacher is in the process of national building through the act of teaching. If one is not committed to follow these values, one shouldn't dream of teaching Profession, because it is a mission with vision for life and for posterity (Subadra Mudliar Nair, Rajeswary and P. Sinasamy, 2017). Teacher can teach patriotism through all subjects, For example in with regard to history, the aims to determine the relationship between patriotism and students interests towards learning history in patriotism among secondary school students and its relationship with their interest towards learning history. Forces of social and national integration have become active, putting our democratic social order of its severest test (Geeta Baw & Mudita Bhatnagar 2016). The "process of value education" category explains why values need to be taught; where, when and by whom they should be taught; and how teachers equip children with values ,the "values education and problems" category denotes the problems encountered by teachers during the process of values education. (Yildirim, K. 2009).

Policies and recommendations in implementing patriotism in the schools; In order to imbibe patriotic value in students, educational committees suggested some recommendations and developed policies. Some of the important committee recommendations regarding patriotism are given below;

Secondary Education Commission (1952-53): The secondary education commission emphasised the qualities of discipline, tolerance, patriotism, co-operation, equal opportunities for thought, speech and writing, the essence of the world citizenship that are to be inculcated and developed in the students.

National Policy of Education (1986): It shows some concerns relating patriotic value in education system such as;

1. The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.
2. In our culturally plural society education should foster universal and eternal values, oriented towards the unity and integration of our people such value education should help to overcome climate obscurantism, religious fanaticism, violence, superstition and fatalism.
3. Apart from this combative role, value education has a profound positive content, based on our heritage, national and universal goals and perceptions. It should lay primary emphasis on this aspect.

The CBSE Academic Board: CBSE board shows its concern in imbibing patriotism in the students through teachers by giving hand books. The CBSE Academic Board has distributed a book contained moral values named as 'Values Education – A Handbook for Teachers'. This Handbook comes with a Value Education Kit that contains Value Cards and a CD of songs symbolizing values of Peace, Solidarity and respect for Nature.

Education for Values in Schools – A Framework

Under this framework there were 4 approaches for education. Among these four approach the first approach has mentioned the core values have to implement in schools.

So, in short government policies and recommendations, CBSE Board and Education for values in schools are important to develop patriotic value in students. Even though there are many challenges in this above mentioned policies and recommendations of government to imbibe the patriotic values in students.

Challenges in implementation of the policies and recommendations: There are many pressing challenges which blocks implementation of policies and recommendations in imbibing patriotism in the students. They are:

Failure in implementation: These policies and procedures are not executed successfully in the school level. Because our education system doesn't have proper plan and methodology to execute it.

Lack of training of teachers: teachers are lacking training to imbibe patriotic values in the students. Even there is lack of compulsory debates, workshops, seminars, trainings, conferences to the teachers and also to the children in school level.

Improper curriculum set up: Curriculum is not designed properly in such way to give due important for moral class as in other subjects. So the education system is failing to cultivate the moral values along with the other subjects. Moral science sessions are not given importance in the allotment of time table as other subjects.

Failure of assessment system: Evaluation system assesses the students in terms of subject's content score whereas moral values are assessed by grade system. This creates very less importance for moral values among the students and they may neglect these values.

Negative impact of mass media and society: There is too much violence and dishonesty in society and mass media influences negatively the student's life.

Lack of monitory system and instruction: At every level of educational system there is no monitoring system to supervise the school especially the responsibility in imbibing the patriotic value and there is no proper instruction given in this matter.

Outdated content: Content formation committee could have given importance with regard to autobiographies of national heroes thereby, to imbibe patriotic values in schools text.

Recommendations

Henceforth, this paper would recommend the following suggestions;

1. Teachers should be trained to foster patriotism among students.

2. Monitory system can positively influence and supervise educational system imparting moral values
3. Present content can be updated with curriculum and methodology confirming moral values and content knowledge are equally given importance.
4. Patriotic value can be developed through the meaningful celebrations of the national festivals.
5. Students should be trained to respect national anthem and national flag etc.
6. Awareness programs and seminars on patriotic value can be conducted at school level.
7. Patriotic spirit can be cultivated among the students theme based national completion.
8. Honoring the national heroes like freedom fighters and soldiers may encourage students.
9. Teachers way of imbibing patriotism can be prompted by narrating small instances, stories from history to arouse patriotism among children.
10. Guidance and counseling faculty is required in the school to guide the students.
11. The teacher has to encourage the students to view such movies this will develop love and respect for our nation.
12. Technology can be utilized for imbibing patriotic value among the children.
13. Patriotism can be imbibed through curriculum and co-curriculum in schools

Conclusion

Teaching is a national building process. Aim of Education is to prepare committed citizen by developing the personality of every child. Every child is future disciplinary citizen of the nation where education has the duty to imbibe patriotic value in the lives of the students. Even though, government has recommended policies in relation with the patriotic value but there is no systematic plan and methodology to implement it. Now it is the duty of the government, teacher, parents and schools to implement the policies with regard to patriotic value education to face present challenges that are increasing day by day in country. So, imbibing patriotic values in the students is important to uphold the rich heritage of India.

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Practice of Institutional Social Responsibility in Higher Education: A study of Dakshina Kannada District

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ABSTRACT: Educational Institutions cannot stand aloof and disconnected from the society and community where it . Educational institutions have certain responsibility to discharge towards the people and environment it come into contact. Even though social responsibility is an offshoot of corporate practice (CSR), it is currently being identified and practiced by the educational institution.

As Institutional Social Responsibility (ISR) in educational institution is a recent concept, there are very few studies in this field. So, this study is an attempt to identify existing Institutional Social Responsibility Practices of Educational Institutions in Dakshina Kannada district. The study has adopted qualitative approach. An in-depth interview method has been adopted to elicit the data on practices of ISR, along with that secondary data on ISR Practice has been collected by referring Educational Institutions websites and other publications.

Key words: Educational Institutions, Corporate Social Responsibility, Institutional social responsibility

1. Introduction

The concept of social responsibility is mainly practiced and promoted by the corporate houses. However it is also became a prominent issue in educational institutions where education institutions can and should play in promoting the development of civic values and responsibilities (Colby et.al. 2003).

Practicing social responsibilities has two goals; firstly discharging its responsibilities towards the community where it exists, secondly to build its image among its target group i.e. students, community, parents, governments etc. So the mutual understanding between the institution and public can be achieved by practicing socially responsible activities.

The concept of Institutional responsibility is the offshoot of Corporate Social Responsibility of business houses. But social responsibility in educational institution is different from corporate social responsibility practiced by the corporate companies. It is neither mandatory nor researched in Indian context.

In 21st century due to challenges such as the globalization, privatization of the education institutions and competition in education industry, many education institutions are struggling in order to compete and survive (Gumpert 2000, Gioia and Thomas 1996). At this juncture some institutions are accepting the importance of Corporate Social Responsibility as an image building strategy (Stensaker 2007, Melewar and Akel 2005).

We can trace certain attempts where the institutional responsibilities are discussed and tried to form a framework.

The second UNESCO conference on higher education held in Paris in July 2009 recognised the significance of social responsibility and community engagement for institutions of higher education. University Grants Commission in its XII plan guidelines (2012-2017), has come up with a plan of establishment of a Centre for Fostering Social Responsibility and Community Engagement (CFSRCE) in universities.

National Assessment and Accreditation Council highlighted the institutional social responsibilities aspect of educational institutions.

Review of Literature

Of course there are many studies on Corporate Social Responsibility practice by business houses. But there are very less studies on institutional responsibilities practiced by higher educational institution.

In Indian context Dr. Sampada Gulavani, Dr. Nitin Nayak, Dr. Madhumita Nayak (2016) , Shubangi Kakade (2016) ,Richa Mishra and Aditya Awasthi (2016) have conducted the study and stressed that discharging social responsible activity is need of the hour.

Sukaina A. Alzyoud and Kamal Bani-Hani (2015) in their study noted that, University social responsibility can be used effectively by universities as an campus community connecting strategy.

Objectives

The general objective of the study is to identify existing practice of Institutional Responsibilities in Higher educational institutions of selected colleges of Dakshina Kannada district.

The specific objectives are;

- To find out ethical, moral and civic awareness activities conducted by the educational institutions
- To identify environmental initiatives undertaken by the educational institutions
- To identify community engagement activity undertaken by the institutions.
- To find out research initiatives undertaken by the educational institutions to help local community.

Methodology

This study adopted interview method to garner the data. Along with that secondary data are collected by studying the Websites, Annual reports, SSR reports and Annual Magazines of the institutions. Data collection has been done through preparing interview Schedules and collecting secondary data by referring various literatures.

The universe of the study is Educational Institutions of Dakshina Kannada. In this study, General educational institutions affiliated to Mangalore University which have Humanities, Science and Commerce streams are selected. There are five taluqs in Dakshina Kannada. From each Taluk one educational institution is selected through lottery method. Heads of these educational institutions are interviewed to elicit the data.

Discussion and Results

After garnering both the primary and secondary data it is found out that educational institutions are aware of social responsible activities. All the respondents agreed that due to intense competition among the institution they need to connect with the stakeholders. For them important stakeholders of educational institutions are students, staff and local community. These cardinal stakeholders need not be ignored.

Most of the educational institutions define social responsibility activity as, extension activity and outreach activity. The institutions are framing their own activities like tree planting, cleaning the surrounding areas, awareness campaigns in local villages, adopting villages under conventional forums like NSS, NCC, Rovers and Rangers etc. But few institutions devised their own method of connecting with the local community. Where different departments are working as resource centres to the local community, for e.g., Botany department in one of the college has established 'Soil Testing Centre' to help local peasants and agriculturists. There are two community radios working as mouth piece of local community. There is one attempt to conduct certificate course for local unemployed youth to learn computer.

Some of the activities like ethical, moral and civic value practices, Environmental initiative, community engagement and research initiative are classified as follows;

Ethical, moral and civic value practices

This practice includes various initiatives undertaken by the institution to inculcate ethical and moral value centred behaviour among the students. All the respondent institutions followed curriculum devised by the Mangalore University in this regard. They have curriculum like Constitution of India, Environmental studies, Human rights and gender studies. This initiative is an effective step to mould responsible citizenship among the students. One of the institutions made it mandatory that every first half of the first lecture session of the day must be dedicated to value speaks. And this has been practiced effectively by last two years and this practice is well monitored also. The head of the institution said that 'we have observed a positive change among attitude of the students after implementing this initiative. Food, water, electricity wastage, use of plastic items, spitting in the public space has been radically decreased'. Most of other institutions responded that they organise guest lectures and other talks which focuses on these aspects.

Environmental initiatives

Most of the respondents one or other way showed their environmental concern. They have practiced this initiative right from the inception of the institution and not because of the policy guidelines of the government or other administrative authority. The activities practiced by the institutions include initiatives to reduce the consumption and waste of natural resources like power, water etc. Awareness programme about conservation of water, forest, birds, reduce pollution etc. Two of the respondent institutions initiated training programme of using waste papers and preparing paper bags of different sizes. In another institution

they have created a unique 'paper pool' initiative where the unused papers are collected by the student volunteers and prepared note book for government school students.

Community Engagement

This initiative includes adoption of the remote and underdeveloped villages, awareness drives, training programmes, scientific and technical knowhow support for the community etc. This initiative has two ends, supporting and helping the local community to solve their problems and secondly providing opportunities to the students to engage with local community and apply their knowledge and skills to address the challenges of that specific community.

Linking research with community knowledge

This area is a kind expansion of community engagement activity, where the research initiative and project works are directed toward helping the local community. Here the faculties and students undertake the project which will ease or replace the manpower in day to day work of the local people. In this process community knowledge is systemised and integrated. In one of the institution the students of computer science have developed software to digitalize the data of self help groups of local community. The commerce students have trained local shop keepers and business people to maintain their day to day accounts, prepare balance sheet, enter their tax return file etc.

Findings

From the above discussion it is found out that institutions are practicing socially responsible activities, but they are not institutionalised or added in policy statement of the institution.

All these activities are undertaken in various platforms and not under single umbrella. And practice of these activities differ from institution to institution.

Some of the respondents agreed that these activities are recently systemised due to accreditation needs of the institution.

Few respondents stressed that even though they understand the need of these activities, faculty members are already overburdened with administrative works and implementing these activities is extra burden to them.

Finally all the respondents noted that, there is a need for proper guidelines for practicing ISR activities, so that it is easy to maintain uniformity among various institutions.

Conclusion

In conclusion all the educational institutions practice social responsible activities but there is lack of proper policy guidelines regarding ISR Practice. This study is a humble attempt to classify these activities under various categories based on collected data. In Ethical, moral and civic value practices most of the institutions relay on teaching these practices rather than encouraging students to imbibe these activities. Instead of that the example of value speak can be implemented where the students itself recognise ethical, moral and civic value practices and share with their cohorts.

Environmental initiative is one of the highly placed activities in all educational institutions. But most of the activities confine to celebrating environmental day celebration, tree planting etc. The effects of these activities are not monitored well. The community engagement activity of the institutions are conducted to fulfil the accreditation needs of the institution. Even though Educational institutions are expected to involve in teaching, learning and research, the first two areas are given at most importance, but the research is neglected area in most of the institutions.

So, the ISR practice in educational institution has been largely individual attempts of institutions and the faculty who is in charge of this. To achieve the purpose of societal development through educational institution, it is important to have a holistic functional approach to the social responsible activity of the educational institution.

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Inclusion Education in India: Challenges and Prospects

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ABSTRACT: This article looks at the definitions and scope of Inclusion Education and the different perspectives used in its study. Inclusion Education is a very common phenomenon that has received much scholarly attention in recent years. Inclusion Education is also an interdisciplinary phenomenon that can be studied from both an individual and a societal perspective. Inclusive education allows the inclusion with regular children and children with special needs by placing them together in mainstream classes, to be taught and instructed by mainstream teachers. It is considered a way to create an environment that can give all children access to education. In this article, several dimensions of Inclusion are considered, and different types of Inclusion are discussed. These areas look at Inclusive and Inclusion processing as well as the use of different both in social contexts and adopt a variety of research Idealises. The last section of the article Selection of students for inclusion programs in schools compares perspectives in the study of Inclusion Education. Paying special attention to new approaches developed in the past few years that argue for establishing more fluid boundaries between schools.

Keywords: Knowledge, Inclusion, Inclusive Education, School

1. Introduction

Inclusion is the foundation of the house. It is not a guarantee, but rather a precondition for the growth and development of full and healthy human beings.

India has made impressive economic gains in the last few decades and currently has the 4th largest economy in terms of purchasing power parity. Despite this improvement, more than 260 million people in India live in poverty. The reciprocity of poverty producing disability, and disability resulting in poverty (Rao, 1990) creates unique challenges for the integrated education movement in India. This paper begins with a brief history of special education in India, including changes to government legislation and policy in the move towards more integrated educational provision. A number of strategies are presented to address the current challenges that Indian administrators and educators face in the move towards more integrated education.

The term inclusion captures, in one word, an all-embracing societal ideology. Regarding individuals with disabilities and special education, inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms.

A knowledgeable approach and positive attitude toward inclusion begins by understanding the concept and the theory behind it. Why integrate children with special needs into a general education classroom? Who benefits? What results? Special education professional Gretchen Walsh M.S. Ed., who runs the Academic Support Center at Notre Dame College, gives a concise synopsis when she says "Inclusion is important because through our diversity we certainly add to our creativity. If you don't have a diverse classroom or a diverse world, you don't have the same creative levels and I think our strength lies in our diversity." See **what's Inclusion? Theory and Practice** for an in-depth look into this idea.

Inclusion That is how we "define" Inclusion. Dictionaries also help. "Included" - as defined in the Random House College Dictionary is an adjective meaning "contained in; embraced". In Roget's Thesaurus (4th Edition) - inclusive of - means "with". *Inclusion* is a wonderful word. It is about embracing humanity and figuring out how we are going to live WITH one another in the challenging years to come.

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Implementation of these practices varies. Schools most frequently use the inclusion model for selected students with mild to moderate special needs. Fully inclusive schools, which are rare, do not separate "general education" and "special education" programs; instead, the school is restructured so that all students learn together. Inclusive education differs from the 'integration' or 'mainstreaming' model of education,

which tended to be concerned principally with disability and special educational needs, and learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child.

A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Feeling included is not limited to physical and cognitive disabilities, but also includes the full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences. Richard Wilkinson and Kate Pickett wrote, "Student performance and behaviour in educational tasks can be profoundly affected by the way we feel, we are seen and judged by others. When we expect to be viewed as inferior, our abilities seem to diminish".

Inclusion, integration and mainstreaming

Inclusion has different historical roots which may be integration of students with severe disabilities. Inclusion model which is very popular with inclusion teachers who believe in participatory learning, cooperative learning, and inclusive classrooms.

Inclusive education differs from the early university professor's work in integration and mainstreaming which were taught throughout the world including in international seminars in Italy. Mainstreaming tended to be concerned about "readiness" of all parties for the new coming together of students with significant needs. Thus, integration and mainstreaming principally was concerned about disability and 'special educational needs' and involved teachers, students, principals, administrators, School Boards, and parents changing and becoming 'ready for' students who needed accommodation or new methods of curriculum and instruction by the mainstream.

By contrast, inclusion is about the child's right to participate and the school's duty to accept the child returning Board of Education decision and the new Individuals with Disabilities Education Act (IDEIA). Inclusion rejects the use of special schools or classrooms, which remain popular among large multi-service providers, to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities, in contrast to earlier concept of partial participation in the mainstream, and upon respect for their social, civil, and educational rights. Inclusion gives students with disabilities skills they can use in and out of the classroom.

Basically Problems with Inclusion in the Classroom

Most people like to talk about the benefits of an inclusion classroom. Those are numerous, popular, and easy to list. But what about the problems with inclusive classrooms? It is almost as if it is taboo to even suggest there are problems with creating an inclusive classroom. However, as any mainstream or special education teacher can tell you, there are indeed problems.

1. Problems for Classroom Teachers

A classroom teacher is expected to select educational methodology to best suit each student. This is a challenging goal for one teacher who potentially has more than 30 students in each of five to seven classes. Most students can be grouped with other students whose educational needs are similar. This may reduce the planning required to two or three groups. If you add special needs students who have severe learning delays, developmental issues, or who speak little or no English, this task can feel almost insurmountable – especially if the inclusive classroom does not include a co-teacher.

2. Problems for Special Education Teachers

The biggest problem for special education teachers who have students in inclusive classrooms is being available to every student. For example, if an ESE teacher has 50 students who are distributed through 15 classes during any given period there is no way to assist every student every day. Students may have to be pulled out of class a few times a week for additional services, which also impacts the ability of the child and classroom teacher to maintain pace. If the ESE teacher rotates into different classes on different days, they are not able to get the full educational picture of the class and may not be there when the student needs them most.

3. Problems for Students

Special education and mainstream students both benefit from being in a classroom together. After all, work and life are not segregated by intelligence or ability. However, there are still some problems that need to be recognized. In a classroom of 30, with one or two special education students, it can be difficult for the

classroom teacher to give the individual time and attention the students require and deserve. If the teacher is focusing on the special needs students, the students who need a more challenging environment may be overlooked because they are able to succeed with minimal assistance.

While the students will likely succeed in the class, they may not feel challenged and may become bored and disinterested in the class. If the teacher tries to make the class more challenging for the mainstream students, the special education students may feel singled out when their IEP exceptions become more noticeable in areas such as presentations, projects, and homework requirements. Being in every class together may actually alienate the students more than if they were separated for specific classes. As an ESE teacher, what do you find to be the biggest drawback of inclusive classrooms? Do you think the positives outweigh the negatives?

Major Challenges Teachers Face in Special Needs Inclusive/Inclusion Classrooms

As a mother of a child that has been in a fully inclusive classroom since preschool, I have seen the ups and downs, advantages and challenges of this type of classroom setting.

Inclusion classrooms are a wonderful concept but it takes a lot of training, patience and compassion on the part of these teachers. Because fully inclusive classrooms have students across the educational and developmental spectrum, ranging from typically developing students to severe and profoundly disabled students, it becomes a challenge for the teacher to find balance to serve all the students. Teachers face in a special needs inclusive classroom?

- **Lack of experience in an inclusion setting.** Some teachers have not been exposed to special needs classrooms and this can be a disadvantage. Educators need to coordinate efforts and understand the needs of the classroom in terms of developing skills and lesson plans.
- **Lack of experience dealing with severe and profound disabilities.** Students with severe and profound require more adaptation and medical attention than the average student. Teachers must be skilled in handling severe disabilities and create lesson plans based on individual abilities and adhere to dietary needs of the child. Lack of experience can lead to the child not progressing with skills or cause of adverse medical incidents.
- **Including all students in all activities.** Special needs inclusion classrooms must be able to involve its students in all classroom activities. Teachers need to address how the classroom will communicate with each other and encourage participation. If there is a lack of adaptive equipment or adaptive communication and language tools, it makes it difficult for teachers to function as a united classroom.
- **Educating students with less severe disabilities.** When there are children of all abilities in the classroom, both physical and academic, children in the middle can easily fall between the cracks. These children can have learning disabilities, hearing impairments, ADD or language delays to name a few. Providing the right amount of attention and adaptation can be challenging, especially if there is a higher teacher to student ratio.
- **Dealing with death.** Death is difficult for any teacher to explain to their classroom. When you have a special needs inclusive classroom, there may be students with chronic illnesses and teachers may have to deal with the death of a student.
- **Shortage of teacher aides.** Normally, inclusive classrooms have a regular educator and special needs educator. Due to the nature of the classroom and size, it is imperative that there be an appropriate number of teacher aides to assist the teachers with day to day activities.
- **Teaching compassion to students.** Not all students have been exposed to persons with special needs and this becomes a challenge to teachers. Teachers must not tolerate insensitiveness and cruelty and teach that all students are to be treated with respect, regardless of ability.
- **Dealing with parents of “typically developing” students.** As some students are not used to dealing with persons with special needs, parents are no exception. Teachers need to convey to parents how the classroom is conducted and that all educational needs will be met.
- **Individualized lesson plans.** Because there are varying abilities in the classroom, teachers can be challenged to address individual academic needs based on ability.
- **Coordinating therapies.** A special needs inclusion classroom needs to be well organized and allow for students to attend therapy sessions. However, this becomes a challenge in planning day to day activities and keeping all students engaged and learning.

Although many schools are moving towards special needs inclusive classrooms, there are a number of issues or challenges that need to be addressed. Preparing and training a teacher is the first step in making special needs inclusive classrooms a success.

Principles of inclusion and necessary resources

Inclusion has two sub-types the first is sometimes called **regular inclusion** or **partial inclusion**, and the other is **full inclusion**.

Although once hailed, usually by its opponents, as a way to increase achievement while decreasing costs, full inclusion does not save money, but is more cost-beneficial and cost-effective. It is not designed to reduce students' needs, and its first priority may not even be to improve academic outcomes; in most cases, it merely moves the special education professionals out of "their own special education" classrooms and into a corner of the general classroom or as otherwise designed by the "teacher-in-charge" and "administrator-in-charge". To avoid harm to the academic education of students with disabilities, full panoply of services and resources is required including.

- Adequate supports and services for the student
- Well-designed individualized education programs
- Professional development for all teachers involved, general and special educators alike
- Time for teachers to plan, meet, create, and evaluate the students together
- Reduced class size based on the severity of the student needs
- Professional skill development in the areas of cooperative learning, peer tutoring, adaptive curriculum
- Collaboration between parents or guardians, teachers or para educators, specialists, administration, and outside agencies.
- Sufficient funding so that schools will be able to develop programs for students based on student need instead of the availability of funding.

Indeed, the students with special needs do receive funds from the federal government, by law originally the Educational for All Handicapped Children Act of 1974 to the present day, Individuals with Disabilities Education Improvement Act, which requires its use in the most integrated setting. In principle, several factors can determine the success of inclusive classrooms:

- Family-school partnerships
- Collaboration between general and special educators
- Well-constructed plans that identify specific accommodations, modifications, and goals for each student
- Coordinated planning and communication between "general" and "special needs" staff
- Integrated service delivery
- Ongoing training and staff development
- Leadership of teachers and administrators

Selection of students for inclusion programs in schools

Educators generally say that some students with special needs are not good candidates for inclusion. Many schools expect a fully included student to be working at or near grade level, but more fundamental requirements exist: First, being included requires that the student is able to attend school. Students that are entirely excluded from school or who are educated outside of schools cannot attempt inclusion. Additionally, some students with special needs are poor candidates for inclusion because of their effect on other students. For example, students with severe behavioural problems, such that they represent a serious physical danger to others, are poor candidates for inclusion, because the school has a duty to provide a safe environment to all students and staff.

Most students with special needs do not fall into these extreme categories, as most students do attend school, are not violent, do not have severe sensory processing disorders, etc. The students that are most commonly included are those with physical disabilities that have no or little effect on their academic work students with all types of mild disabilities, and students whose disabilities require relatively few specialized services. Bowe says that regular inclusion, but not full inclusion, is a reasonable approach for a significant majority of students with special needs. He also says that for some students, notably those with severe autism spectrum disorders or mental retardation, as well as many who are deaf or have multiple disabilities, even regular inclusion may not offer an appropriate education. Teachers of students with autism

spectrum disorders sometimes use antecedent procedures, delayed contingencies, self-management strategies, peer-mediated interventions, pivotal response training and naturalistic teaching strategies. Finally, some students are not good candidates for inclusion because the normal activities in a general education classroom will prevent them from learning. For example, a student with severe attention difficulties or extreme sensory processing disorders might be highly distracted or distressed by the presence of other students working at their desks. Inclusion needs to be appropriate to the child's unique needs.

Conclusion

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 need 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 Cooperative Learning Strategies on Academic Achievement in Science –Reforms in Teaching Education

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Concept of Cooperative Learning

Cooperative learning involves students working together in small groups to accomplish shared goals. One can see that several definitions of cooperative learning have been formulated. But the most widely used definition of cooperative learning in higher education is probably that of Johnson and Johnson (1994). According to them, cooperative learning is an instruction that involves students working in teams to accomplish a common goal.

Strategies of Cooperative Learning

Jigsaw Strategy developed by Aronson (1978) is perhaps the earliest and best-known way of organizing a classroom and a lesson plan in order to promote cooperative learning. It involves giving a diverse group of students a task to complete and making each child responsible for one piece of the puzzle. The essential component in the technique is structuring the classroom so that students succeed by working together rather than by competing.

Student Teach - Achievement Divisions (STAD) Strategy developed by Slavin (1978) in this students are assigned to four-member learning teams that are mixed in performance level, gender and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson.

Group Investigation Strategy developed by Sharan and Lazarowitz (1978) is a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and projects.

Teams - Games - Tournaments (TGT) Strategy developed by De Vries and Slavin (1978) is used at the conclusion of each unit. The usual heterogeneous groups are split up temporarily. Students are put into homogeneous ability groups of three or four students for a competition, using the list of questions at the end of the unit.

Think - Pair - Share Strategy developed by Frank Lyman (1981) involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individual pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

Round Robin Brainstorming Strategy developed by Kagan (1992) in which class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time", members of the team share responses with one another round robin style.

Rationale

Studies from the research literature suggest that cooperative learning in its many form has a variety of positive and measurable outcomes on students at a variety of cognitive levels and in a variety of disciplines. Johnson *et al.*, (1987) conducted a meta analysis of 122 studies of cooperative learning done between 1942 and 1981. It was found that cooperative learning tends to promote higher achievement than does competition or individual work, with this finding holding for all age levels, all subject areas, and a variety of tasks. The same results were obtained by Slavin (1991) who identified 70 studies that evaluated various cooperative learning methods for periods of 4 week or longer. Sharan and Sharan (1987) report that CL builds cooperative skills, such as, communication, interaction, cooperative planning, sharing of ideas, decision-making, listening, taking turns and exchanging and synthesizing ideas. In teacher education, Veenman *et al.*, (2002) studied the implementation effect of a course on cooperative learning for student teachers. It was seen that a course on CL can have a positive effect on the cooperative instructional skills of

student teachers. The majority of the student teachers subscribed to cooperative learning to achieve both academic and social goals and also showed a readiness to use cooperative learning methods in their future lessons. The pupils taught by the treatment student teaches also showed positive attitudes towards working in groups and rated the benefits of working in groups relative to working alone quite positively.

Strategy based on cooperative learning is a means or the tool by which objectives are consciously and systematically pursued and obtained over time. In teaching it describes the process designed explicitly and systematically to ensure that the learners acquire the terminal behaviors and achieve the instructional objectives. The present study used a strategy based on cooperative learning in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Thus, the purpose of the study is to study the effectiveness of cooperative learning strategies in enhancing academic achievement in science among VII standard students.

Objectives

1. To study the effectiveness of cooperative teaching-learning strategies in science on : academic achievement in science

Hypothesis

- I. There is a significant difference in the mean achievement scores of students who have studied science through cooperative learning strategy and conventional method.

Methodology

The study was quasi-experimental in nature with Pre-test-Post-test Non-Equivalent-groups design.

01 X 02 01 03 = Pre-test X = Experimental Group
 03 C 04 02 04 = Post-test C = Control Group

The difference in the pre-test scores was overcome by applying ANCOVA technique. The treatment was given to an experimental group using cooperative learning strategies for a period of two months. The same content was taught to the control group students using conventional method.

Achievement in science in the present study was measured by administering an achievement test constructed and validated on five selected units by the investigator of class VII science. The academic achievement test was validated through item analysis and establishing reliability and validity indices using relevant techniques.

Results

Comparison of Academic Achievement in Science Taught through CL and Conventional Methods

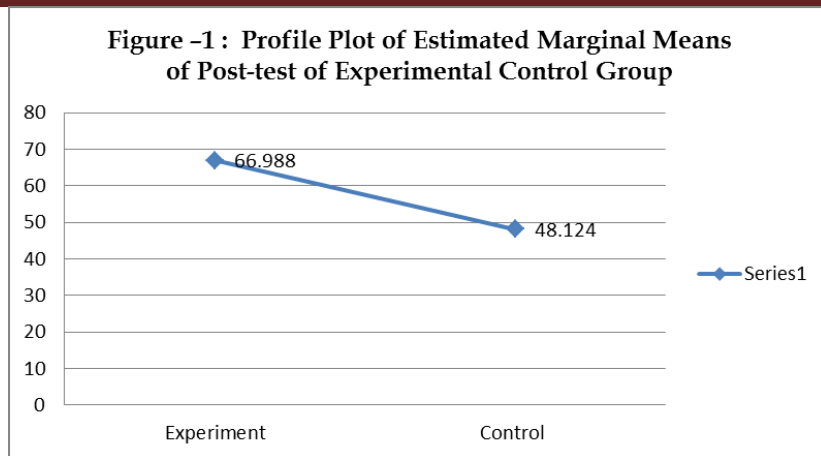
The null hypothesis formulated was - there is no significant difference between mean scores of achievement of students who studied through cooperative learning strategy and conventional method.

To test this hypothesis ANCOVA technique was used. The ANCOVA is a statistical method for equating randomly formed groups on one or more variables and is most appropriate when a study deals with intact groups. ANCOVA adjusts scores on a dependent variable for initial differences on some other variable, such as pre-test scores, IQ, readiness or aptitude. It is used in two major ways, as a technique for controlling extraneous variables and as a means of increasing the power of a statistical test.

First, a profile plot was plotted using the estimated marginal means of post-test of experimental and control group and it is as given in Figure. The Profile Plot is a plot that gives a visual picture of what is going on with the study. In the present study a profile plot using values found in respective table will give a visual picture of the results obtained in the study.

Table 1: Estimated Marginal Means of Post-test of Experimental and Control Groups

Group	Mean	Std. Error	95% of Confidence Interval	
			LB	UP
Experiment	66.988	2.201	63.003	72.435
Control	48.124	2.097	44.388	53.215



This line shows the estimated marginal means of post-test scores obtained by experimental and control group. It can be seen that the experimental group has a higher value than control group.

Before applying an ANCOVA technique however, the assumptions underlying ANCOVA were tested. The assumptions to be met in ANCOVA are; (i) various treatment groups are selected at random from a population; (ii) regression is linear and same from group to group, and (iii) the groups are homogeneous in variability. First, the homogeneity of regression assumption was tested and then Levene's test was applied to check the assumption of constant variance. Results obtained are given as follows.

Table 2: Mean and Standard Deviation of Pre-test and Post-test of Experimental and Control Groups

Group	Pre-test		Post-test	
	Mean	SD	Mean	SD
Experiment	28.912	5.984	67.991	11.375
Control	24.453	5.298	46.886	14.745

Table 3: Test of Difference between Subject Effects

Source of Variation	df	Sums of Squares	Mean Square	F-value	p-value
Group	1	15.345	15.345	0.086	0.657
Pre-test	1	9.3695	9.3695	5.795	0.022
Group X Pre-test	1	193.618	193.618	1.619	0.282
Error	71	11352.108	159.888		
Total	74	12736.271	172.111		

The test of homogeneity of regression assumption evaluates the interaction between covariate and the factor. Since the p-value for the interaction between pre-test (covariate) and group (factor) in the above table is greater than the significance level (0.05), the interaction is not significant and ANCOVA can be applied.

Table 4: Mean and Standard Deviation of Post-test of Experimental and Control Group

Group	N	Mean	SD
Experiment	36	67.98	11.375
Control	39	46.87	14.574

Table 5: Levene's Test of Equality of Error Variance

F	df ₁	df ₂	p-value
3.757	1	73	0.065

Levene's test is performed to check the assumption of constant variance. From the above output we see that the underlying assumption of homogeneity of variance for the ANCOVA has been met as $p > 0.05$. Details of ANCOVA are given below.

Table 6: ANCOVA Output – Pre-test Scores and Group

Source of Variation	df	Sums of Squares	Mean Square	F-value	p-value
Pre-test	1	838.524	838.524	5.294	0.024
Group	1	6129.878	6129.878	37.984	<0.001
Error	72	11721.521	162.279		
Total	74	18971.896	256.377		

Level of significance at 0.05

From above table, it can be seen that p-value is less than the tabled value at 0.05 level and hence null hypothesis is rejected. This means that there is a significant difference between mean scores of achievement of the students who studied through cooperative learning strategy and the conventional method.

Conclusion

Thus, cooperative learning strategies proved to be more effective in enhancing academic achievement of students in Science when compared to the conventional method which is in practice presently.

Implications

Cooperative learning techniques are very specific cooperative learning strategies which the teachers use to recognize interactions between students. There are many such techniques that can be used in classrooms. These techniques are simple to use and can be used in any of the subjects curriculum through it will be most useful in teaching science, mathematics, social science and language are taught. Working in groups and performing activities together will have more relevance in these teaching classes. It will help students learn the concepts more easily in an interesting way.

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Reforms in Secondary Teacher Education in 21st Century

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ABSTRACT: *Man is a social being and he is an integral part of society. The man is product of society. Education is indeed, a process of human enlightenment. In an effort to transform the teacher educators into exemplary educator institutions must recognise new opportunities and make changes required to respond to the needs of 21st century learners. NCTE has come out with a changed structure of various teacher education programmes with several new and innovative components. Secondary teacher education institutions can play an important role in conservation, preservation and extension of knowledge. So, there is a great need to strengthen the teacher education for creating skilled and knowledge based work force in the 21st century.*

1. Introduction

“Education as an area of interdisciplinary knowledge is not merely an application of few core disciplines, but a praxis and a context where theories and practical wisdom are generated continuously” - NCFTE 2010.

Man is a social being and he is an integral part of society. The man is product of society where as society also depend upon its individuals for its development. Aims and objectives of any society can be achieved through a proper education of its man. For such an educational system, we require efficient teachers. Teachers are concerned in an important way, with the total development of human beings-physical, intellectual, emotional, social, moral and spiritual. Teaching is a profession and teacher education is a process of professional teachers. Preparing one for a profession is an arduous task and it involves action from multiple fronts and perspectives. Teacher education is characterised by a sufficiently long period of academic training, an organised body of knowledge, an appropriate duration of formal and rigorous professional training with practical experience in the field.

Challenges in Teacher Education:

In our country Teacher Education is production oriented rather than consumer oriented. Various problems in the way of Teacher Education program are as follows:

- Ill equipped, ill provided and inadequately staffed colleges
- Poor quality of teaching
- Dearth of high quality alternative methods of teaching
- Narrow scope of Teacher Education
- Traditional techniques of teaching
- Lack of work culture and new approaches
- Insufficient financial grants
- Lack of regulation in demand and supply
- Poor facilities in Library, Laboratory etc
- Less importance towards research work
- Lack of culture specific pedagogy.
- Isolation of Teacher Education from community.

Various agencies have tried to improve the Teacher Education in 21st century from time to time.

NCF 2005:

The guiding principles stipulated in the document are

- Connecting knowledge to life outside the school
- Ensuring that learning is shifted away from rote methods
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric
- Making examinations more flexible and integrated into classroom life and,
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

National Knowledge Commission (NKC), 2009:

According to the report of NKC, the training of teachers is a major area of concern at present, since both pre-service and in-service training of school teacher is extremely inadequate and also poorly managed in most states. Pre-service training needs to be improved and differently regulated in both public and private institutions, while systems for in-service training require expansion and major reform that allows for greater flexibility.

National Curriculum Framework of Teacher Education (NCFTE) 2010:

The National Council for Teacher Education (NCTE) has developed the National Curriculum Framework of Teacher Education (NCFTE) in 2010. This framework was prepared in the background of the NCF, 2005. The recommendations outlined are

1. All type of Teacher Education Programme from pre primary, primary, secondary and post graduate should rest with the university.
2. Full freedom to be given to teacher educator and student teachers and teachers at school level to whatever they think fit while implementing new TEP.
3. Teacher Education programmes should be ideally of five years duration after the completion of 10+2 level of school education.
4. An integrated model for teacher education could comprise of core components that would be common to all teacher education programmes (pre primary, elementary and secondary) followed by specialisation of professional development specific to the stage of education.
5. The role of national agencies such as NCTE, NCERT and their state level counterparts is of crucial significance in the above stated task. They need to provide well coordinated support and take initiative in carrying out such processes they need to encourage individuals and institutions who are willing to take initiative and carry through one or more of these tasks. The main focus has to be on creating a conducive climate in the field for the paradigm shift and generate adequate supportive resources for successful implementation of the new system.
6. Teacher education programme should be redesigned to respond to the school curriculum renewal process and in accordance with the state and regional context in which they are situated.
7. The proposed model for teacher education presented in this paper should form the basic framework for redesigning teacher education programmes at the pre-primary, elementary and secondary stages of education across states and districts in a linkage between SCERT/DIETs with University-based institutions.
8. High-level consultative arrangements between NCERT and NCTE on building linkages between teacher education and school curriculum design and its processes of renewal would need to be developed.
9. A nation-wide review of teacher education curriculum in the light of the school curriculum renewal exercise would need to be undertaken.
10. Nation- wide seminars and workshops could be held to initiate discussion and devise possible strategies to operationalise the redesigned teacher education and development.

NCTE Regulations (Recognition Norms and Procedures), 2014:

The NCTE prepared the curriculum framework for Teacher Education in 1998 and for the first time made the recommendations for beginning a two-year B.Ed program to prepare quality teachers. NCTE formulated the regulations, 2014 in which the course of B.Ed duration was enhanced to two years. These programs comprised of three broad inter related curricular areas such as Perspectives in Education- Curriculum and Pedagogic Studies, Engagement with the field and School Internship. The B.E curriculum is designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills where ICT, Gender, Yoga Education and Inclusive Education shall form an integral part of the curriculum.

To improve the quality of Teacher Education Program, NCTE took up number of initiatives such as for accreditation it joined hands with NAAC to faster quality assurance, later tried to accreditate the Teacher Education institutes with QCI and tried to assess the TEIs with Teacher initiative etc. Recently NCTE planned to prepare the 4 year integrated B.Ed courses for primary and secondary level.

Measures to solve the challenges in Teacher Education:

- Construction of multimedia based curriculum
- Importance to pedagogical knowledge
- Mastery of the content

- Skill development
- Adoption of work culture
- Increase in research activities
- Well design programmes
- Use of networks of communication
- Effective assessment and evaluation process
- Language proficiency
- Innovative practices
- Professional competence
- Inculcation of values

Conclusion

Education is indeed, a process of human enlightenment and enrolment. This is an exciting and challenging time for teacher educators where the nature of teaching is changing timely. In an effort to transform them into exemplary educator preparation institutions must recognise new opportunities and make changes required to respond to the needs of 21st century learners. Teachers must realise their role and a great responsibility that has been interested in their hands in producing good citizens with great democratic values. As far as teacher education is concern, NCTE has come out with a changed structure of various teacher education programmes with several new and innovative components. In order to create a world class knowledge society, every one of us has to be knowledge worker and for this, secondary teacher education institutions can play an important role in conservation, preservation and extension of knowledge. So, there is a great need to strengthen the teacher education for creating skilled and knowledge based work force in the 21st century.

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The Effectiveness of Constructivist Approach of Teaching Science on Scientific Attitude and Achievement in Science at Secondary Level

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ABSTRACT: *The present paper tries to determine whether Constructivist approach of teaching would be more effective than the traditional teaching method with respect to enhancing scientific attitude and Achievement in science of secondary school students. The study was an experimental method with pre-test, post-test on control and experimental group. This design was adopted in order to find out the effect of constructivist approaches on scientific attitude and achievement in science. The sample of the study was confined to 68 students of class VIII from Kannada medium school of Mysore district in Karnataka. Scientific attitude standardised scale and Achievement test developed by investigator were used for the study. It is found that the Constructivist approach is more effective than the traditional method of teaching with respect to Achievement in science.*

Keywords: *Constructivist Approach, Traditional teaching, scientific attitude, Achievement in science.*

1. Introduction

Learning without meaningful understanding is more or less valueless in our life. That's why teachers should always taught their students by using a fruitful teaching method so that students can learn meaningfully and applied their learned experiences in their daily life. Constructivist teaching method is such a method which draws on students' existing knowledge, beliefs, and skills. Through the constructivist approach, students are able to synthesize new understanding and prior learning to new information. By constructivist approach of teaching, teacher locates the problems, monitors student exploration, guides student inquiry, and promotes new patterns of thinking. Constructivist teaching demands students to work with their own prior knowledge and learn to direct their own explorations. Eventually, students will be able to think of learning as accumulated which evolving knowledge.

There are number of studies were already being done on constructivist approach. Some of them are mentioned as follows: Naade N. B. et al., (2018) Proved through his study that constructivist approach is more effective than the lecture method. Kaur Jagdeep & Raman (2017) finds that through constructive method of approach with regard to mathematics Students of experimental group exhibit better mean scores on different dimensions of achievement test than conventional method of teaching.

Baljinder Kaur Sandhu (2017) claims through study that elementary School Students taught by Constructivist Teaching Approach exhibit significant higher level of Academic Achievement in Biology as compared to those taught by Traditional Method of Teaching. According to the study of Chodhury (2016) the students taught through constructivist approach scored higher than those taught through traditional approach. It means 5E learning strategy is better than traditional method in teaching mathematics.

Manisha (2016) states through the study that, Constructivist principles based teaching will develop independent thinking & creativity among students. It will facilitate higher order thinking among them. It will help students in developing their creativity and problem solving skills. And Through the processes of constructivism the learners will integrate their new knowledge with the previous one, which in turn will assist them in building their current conception. Both pre-service and in-service training programme, teachers can be empowered to plan and implement Constructivist Approach in particular subject in classroom situation.

Roya Jafari Amineh and Hanieh Davatgari Asl (2015) Social constructivism is a theory of knowledge in sociology and communication theory that examines the knowledge and understandings of the world that are developed jointly by individuals. This theory assumes that understanding, significance, and meaning are developed in coordination with other human beings. Ferhat Ensar (2014) made a study on how children construct literacy: Piagetian perspective which proved that learning occurs by an active construction of meaning, rather than by passive recipients. Constructivism provides an alternative epistemology base to the objective tradition. It was emerged due to dissatisfaction with behaviorism.

An attempt was made in this paper to study the effect of Constructivist Approach in Indian context at secondary level schools to find out whether this method would be able to enhance the academic achievement in science and scientific attitude of the students. This study emphasized on the learner centered or activity method.

Need and importance of the study

Constructivism supports student directed learning where teachers are only facilitators. Student autonomy and initiative are accepted and encouraged in Constructivist Approach. Students are able to clearly organize the principles they have learned and carry the new knowledge to real life. Students are not always confined to a classroom. Constructivist Approach promotes social and communication skills by creating a classroom environment that encourages group work and collaborative learning. Constructivist educators believe that all knowledge is constructed on the basis of pre-existing knowledge of learners. This construction of individual's subjective reality should be of interest to practitioners and researchers in education and in particular to the teachers of science.

Today is the age of knowledge explosion. Constructivist Approach opens up new avenues for knowledge construction as well as challenges for the teacher trying to implement it. Constructivism can transform thinking and practice beyond traditional models and boundaries of schools and educational systems.

Objectives of the Study

The study was undertaken with the following objectives:

- 1) To study the effectiveness of constructivist approach in developing scientific attitude among secondary school students.
- 2) To study the effectiveness of constructivist approach on the students' achievement in science.

Hypotheses of the study

In pursuance of the objectives of the study the following null hypotheses were formulated:

1. There is no significant difference in the mean gain scores of scientific attitude of experimental and control groups.
2. There is no significant difference in the mean gain scores achievement in science of experimental and control groups.
3. There is no significant interaction in between gender and effect of teaching with respect to Achievement in Science
4. There is no significant interaction in between gender and effect of teaching with respect to scientific attitude.

Variables of the study

The following variables are taken for this study: a) Independent variables are Constructivist approach of teaching science and Traditional Method of teaching science b) Dependent variables are scientific attitude and Achievement in science and c) Moderate variable is Gender.

Method of the Study

The present study on experimental method through pre-test post-test with control and experimental group design was adopted in order to find out the effect of constructivist approaches on scientific attitude and achievement in science. The present study was conducted in two stages:

Stage 1: Development and validation of Constructivist package for teaching science to the experimental group. The investigator developed the lesson plan based on 5E model of Constructivist approach of teaching. The investigator also constructed the Achievement test to measure the level of achievement in science

Stage 2: Experimentation: Implementation of constructivist approach to the experimental group and Traditional Teaching approach to the control Group.

Sample for the Study

The selection of school and Selection of Students are done through random sampling technique. The sample of the present study was confined to 68 students of class VIII from Kannada medium school of Mysore district in Karnataka.

Tools Used for Data Collection

The following are the tools used for data collection

- Scientific attitude test developed by Sood J. K. and Sandhya R. P.
- Self-developed Achievement test.

Statistical Techniques

t' Test and ANOVA Statistical Techniques were used In the Study.

Hypothesis Analysis through T-Test

Hypothesis 1: There is no significant difference in the mean gain scores of scientific attitude of experimental and control groups.

Table 1: Showing the t-value for the mean gain scores of scientific attitude of experimental and control groups

Variable	groups	N	MEAN	SD	't' value	df	Level of significance
Scientific attitude	Control group	34	13.00	5.88	.811	33	Not significant
	Experimental group	34	11.68	7.69			

Table.1 reveals that t-value is lesser than table t-value at 0.05 level of significance, hence the null hypothesis accepted and it is concluded that there is no significant difference between experimental and control group with respect to Scientific Attitude. This shows that both constructivist approach and Traditional teaching methods are equally effective in enhancing in scientific attitude of secondary school students.

Hypothesis 2: There is no significant difference in the mean gain scores of achievement in science of experimental and control groups.

Table 2: Showing the t-value for the mean gain scores of achievement in science of experimental and control groups

Variable	groups	N	MEAN	SD	't' value	df	Level of significance
Achievement in science	Control group	34	1.68	1.34	9.43	33	Significant
	Experimental group	34	7.945	3.18			

Table 2 reveals that t value is greater than table t-value at 0.05 level of significance, hence the null hypothesis is rejected and alternate hypothesis is accepted. It is concluded that there is significant difference between experimental and control group with respect to Achievement test in science. Since the mean gain score of experimental group is higher than control group it is concluded that Constructivist approach is effective than the traditional method of teaching with respect to Achievement in Science.

Hypothesis 3: There is no significant interaction in between gender and Treatment of teaching with respect to scientific attitude.

Table 3: showing the Interaction in between gender and Treatment of teaching with respect to scientific attitude

Source Of Variance	DF	Sum of Squares	Mean Square	F	Level of Significance
Between groups	18	1097.8	60.99	1.06	Not significant
Within groups	15	857.6	57.17		
Total	33				

Table-3 shows that the obtained F value of 1.06 was not significant. Hence the null hypothesis stating that there is no significant interaction in between gender and effect of teaching with respect to scientific attitude. This shows that constructivist approach is equally effective in enhancing scientific attitude for both male and female students of secondary school.

Hypothesis 4: There is no significant interaction in between gender and treatment of teaching with respect to Achievement in Science

Table 4: showing Interaction in between gender and treatment of teaching with respect to Achievement in Science

Source of Variance	DF	Sum of Squares	Mean Square	F	Level of Significance
Between groups	5	95.96	19.19	2.25	Not significant
Within groups	28	237.91	8.49		
Total	33	333.87	27.68		

Table-4 reveals that the obtained F value of 2.25 was not significant. Hence the null hypothesis stating that there is no significant interaction in between gender and effect of teaching with respect to Achievement in Science. This shows that constructivist approach is equally effective in enhancing Achievement in Science for both male and female students of secondary school.

Conclusion

The review of related studies have shown that research on constructivist approach adopting the 5E model are very few to find its effectiveness on scientific attitude of secondary school students. In this study it is found that, there is no significant difference in the mean gain scores of scientific attitude of experimental and control groups, there is no significant interaction effect found between gender and treatment with respect to Scientific Attitude as well as Achievement in science and there is a significant difference in the mean gain scores of Achievement in science of experimental and control groups. The Study Highlights that the Constructivist approach is more effective than the traditional method of teaching with respect to Achievement in science. This study would suggest that constructivist approach can be adopted for further studies in other subjects too. Results of this study will also be very useful among researchers in the science education field.

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Distance Education for Formative Years

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ABSTRACT: *Materialization of the system of Open and Distance Education is an inevitable advance in the progress of education worldwide. As a consequence the Distance and Open Education mode was implemented by many universities in India. Among them Indira Gandhi National Open University, which is now rated as one of the best open universities in the world. In this paper an attempt is made to examine the various conceptual issues regarding Distance and Open Education in India.*

Keywords: *Access and equity, Open and Distance Education.*

1. Introduction

Education is one of the most important things that a person must learn. Their entire future or career is dependent on their education and it also improves the way you interact with rest of the people. Education or learning is very beneficial to be more productive in this contemporary world. The distance and open learning system espouses a supple approach in respect of content selection, pace and place of study in an ever updating manifestation of modern communication technology. The distance mode allows the educational system to be open and flexible which is the most important characteristic of this system (Manjulika and Reddy, 1996). The new National Policy of Education, 1986 also emphasized the role of the Open University and distance education in the process of democratization of education in the country. Objectives of the study:

The following objectives have been considered for the study:

- To study the term 'Distance Education' and 'Open Education'.
- To focus the need of Distance and Open Education.
- To find out the challenges of Distance and Open Education.

Since Distance Learning intended at an easy and affordable access to higher education for the masses, it confirmed very advantageous to a gigantic number of students strewn across the country. Due to lack of financial resources, a large number of striving youth find themselves unable to get quality education. This mode of learning is really very beneficial for learners who live at a distance from the teaching institution or education provider. Another clear advantage of distance learning is the significantly enhanced level of flexibility when compared to traditional courses.

One of the benefits of distance learning is that there is extensive variety of resources that can meet everyone's learning preference at least part of the time. Besides, educational disproportion is a major issue in India. Rural schools often have less contact with educational trends, fewer qualified teachers and more need for technology. Distance learning offers great potential for doing away with these issues. It can also be built-in around existing professional and personal responsibilities, allowing people to gain a new qualification while maintaining their earning power, family life and leisure time. With distance learning, one can advance at his own place and present work or take exams when he is fully ready to do so. It is not only convenient, but also effective and affordable.

The courses cover a variety of subjects apart from the traditional disciplines in Arts, Science and commerce, both at first degree and post graduation level. A large number of professional courses are also offered. It includes Teacher Education, Library science, Journalism, Mass communication, Nursing, Management, Computer Science and Information technology etc.

The most important thing about distance learning is, however, its quality as its reach is unimaginable. With the passage of time, the modes of educational delivery have witnessed unprecedented expansion. Various studies have shown that distance learning programmes can be as efficient and valuable as regular class room programmes and even better. Sometimes, the material from certain reputed universities like IGNOU has

proved to be superior to that of regular class room course. There are three factors that determine the success of distance learning courses. They are:

- Top quality, structured informative material both in print and electronic media.
- Access of distance learning technologies based on new communication and information tech.
- Satisfactory guidance and counseling study centres.

In spite of the enormous advantages associated with distance learning, there is a constant debate regarding its worth. Traditional ways of education are gradually being replaced by distance learning and yet, the credibility of this type of a learning system is questionable.

The ideal academic education culture is often perceived as a standard set-up, that is, with the teacher preaching and the students listening. However, times have changed and advanced modes of learning such as with the use of computers, laptops and projectors have taken the place of the traditional blackboard. Both these modes deliver quality education to students.

Difference between distance learning and traditional learning:

To facilitate education to students, the traditional set-up utilizes a variety of factors such as the infrastructure and study material (textbooks, journals). In comparison to distance learning, traditional learning is more organized and enables a free flow of communication and an open interaction between the students and teachers.

Back in the day, when distance learning was not a widely opted mode of education, it was known by the term "correspondence courses". The course content is delivered to the recipient through webinars, online streaming, live/recorded video lectures, Learning Management System, or PowerPoint presentations to name a few. Group discussions and communication between students and teachers take place via emails, text messages and various other forms of messaging platforms.

Here are 4 factors that can help you decide which system to opt for:

1. Length of the programme

While some online learning programmes allow students to take exams at their own convenience, some demand a dedicated time and effort from the students end. Some distance learning courses even have real-time lectures, assignments, and deadlines. When students are given the chance to study at their own pace, they can complete their programme even faster than they would have in traditional learning.

2. Technical access

In distance learning, a great deal of technology is involved, wherein students are required to own advanced gadgets to receive online education. Students need to have a regular access to their emails, hardware, and devices such as a webcam, headset etc. No such digital and technical requirement presents itself in traditional education.

3. Cost comparison

As compared to traditional learning, distance learning can be less expensive at times. The cost of books is alleviated due to the availability of online study material. Some institutes offer a discount on their online programmes which would not be available on campus. However, the fact that online learning would only cover one subject/topic at a time and charge individually for the same cannot be denied.

4. Location restriction

In distance learning, the courses are taken online which does not restrict the student to a particular location. In traditional learning, however, students must go to school or college for education. Here, there is a pre-assigned time at which students have to report daily for receiving their education.

Which one is better?

As the capacity to deliver high-class distance education becomes easier, the debate as to which one among traditional and distance learning is a better form of education is likely to heat up more in the coming years. In the future, the time spent on classroom studies will be channelized on online learning with more impactful outcomes and acquisition of global competencies.

Distance education Degree approved by DEC, UGC/ AICTE is valid for both government and Private job at all level. That is technical view for the legality issue for distance education. However, It is valid provided that degree is approved by required councils like UGC, DEB, AICTE

According to the UGC all degrees are equal value and for the government services it is not a problem. even Civil service exam also it is counted. At the same time so many unrecognized universities giving the degrees would go unconstructive without any value. So my personnel experience is that the distance education degrees without proper recognition will not have good worth.

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Inclusive Education: Need of the Hour

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ABSTRACT: *Inclusive education* means “including children with disability in regular classrooms that have been designed for children without disability”. It refers to an education system that accommodates all children regardless of their physical, intellectual, Social, emotional, linguistic or other conditions. **Special education** is a separate system of education for disabled children outside the mainstream education evolved way back in the 1880s in India. Special education is based on the assumption that children with disability had some special needs that could not be met in common schools and therefore, they need to study in a separate school with other children having similar needs.

Objectives: Fulfillment of educational expectations of special children. Developing eco friendly environment to exhibit their hidden talent to society. Motivating student for development of positive mentality in themselves. Securing their rights by government authorities and its fulfillment. **Role of teachers in Inclusive schools** A teacher plays an important role in the process of inclusive education. By the effective role of the teacher a childrens disability can be reduced and make the disabled children as the common children to lead a good life in the society.

Keywords: *Inclusive Education, special education, objectives ,benefits, role of teacher*

Inclusive education

Inclusive education means “including children with disability in regular classrooms that have been designed for children without disability”.

It refers to an education system that accommodates all children regardless of their physical, intellectual, Social, emotional, linguistic or other conditions.

Characteristics

- ❖ In inclusive education “Education for all children” principle is followed.
- ❖ It acknowledges and respects differences in childrens age, gender and community and language.
- ❖ It is part of a wider strategy to promote an inclusive society.
- ❖ It is a dynamic process that is constantly evolving.
- ❖ It is a dynamic process because it addresses all aspects of child development – emotional, physical, intellectual, creative, social etc.

Benefits of inclusive education are as follows

- ✚ It enables disabled children to stay with their families and Communities.
- ✚ It can improve the quality of education and teaching for all.
- ✚ It can help overcome discrimination and negligence.
- ✚ It can help break the cycle of poverty and exclusion.
- ✚ It promotes wider inclusion.

Special education

Special Education is a separate system of education for disabled children outside the mainstream education evolved way back in the 1880s in India.

Special education is based on the assumption that children with disability had some special needs that could not be met in common schools and therefore, they need to study in a separate school with other children having similar needs.

In 1947, India had a total of 33 schools for the blind in those schools 30 for the deaf and 3 for mentally retarded. The number of schools rose to around 3000 by the year 2000. The special schools are generally organized according to different disability groups.

Special education includes all aspects of education which are applies for all types of exceptional children’s. It is a form of instruction that is designed to meet the needs of students with disabilities so that they can learn

the same skills and information as other children. It is used to describe a wide range of supports programs and placements for the students who need different teaching methods or special equipments to allow them to be successful in schools.

Special education is designed specifically for students with special needs [remedial education](#) can be designed for any students, with or without special needs.

Characteristics

- It is development in nature
- It is mobile because it reaches towards the child instead of expectation from the child.
- It is goal oriented to reach the fulfillment of all the needs of children.
- It uses the various techniques for the purpose of improvement of in disabilities education.
- It is quite specific in special children, students and methods of teaching and learning, teaching aids and equipments and environment.
- It is always meant for meeting the special needs and requirements of exceptional children.

Benefits of inclusive education are as follows

- It fulfills the needs of exceptional children for education.
- It motivates the children for the further life.
- It provides the right way to solve the problem that would appear in the future life.
- It motivates the children to participate in social and other activities.
- It helps the disabled children for self sufficiency occupation etc.
- It provides the necessary treatment for the disabilities.

Need and objectives of Inclusive education

Need of inclusive education

1. Family's vision of a typical life for their children can come true

Every parent expect their children to lead a happy life like other children. Inclusive education provides the opportunity where the disabled children are educated along with other children without any discrimination. Here the disabled children mingle and adjust themselves with other children which help them to lead a happy life like other children.

2. Children's develop a positive understanding of themselves

Children with disability will be very sensitive. They will be always thinking about their disability as their sin of their life and keep themselves away from others and society. In the environment of inclusive education the children mingle with other children in all type of activities and develop positive belief, understanding and self confidence among themselves and also with others.

3. Development of social values

Inclusive education not only educate children along with others instead it also develops certain social values in them such as cooperation, discipline, sacrifice, friendliness, mercy and adjustment mentality with others and also with society.

4. Children learn academic skills

In inclusive education special children involve themselves along with common children in various academic activities in schools and develop academic skills like writing, reading, decision making, solving mathematical problems like other children's.

Objectives

- ✚ Fulfillment of educational expectations of special children.
- ✚ Developing eco friendly environment to exhibit their hidden talent to society.
- ✚ Motivating student for development of positive mentality in themselves.
- ✚ Securing their rights by government authorities and its fulfillment.
- ✚ Providing opportunity for disabled children to get educated with others according to their disabilities.
- ✚ Developing children to take self decisions and self confidence by themselves.
- ✚ Main objective is to make children independent in their life so that they cannot depend on others in society.

Policies and Practices of Inclusive schools

Inclusive education is only educational process which makes disable children to lead a life like common children in society. Success of inclusive education in providing education for disabilities is mainly based on their policies and practices which is carried out by inclusive schools. Some of policies and practices of inclusive schools which bring success for inclusive education are as follows

Policies of inclusive schools:

- ❖ Providing necessary facilities for disable children like common children without any discrimination.
- ❖ Providing necessary opportunities for special children to project their talent to school environment and society.
- ❖ Proper utilization of local resource for success of education for disability.
- ❖ Providing information about right to education for special children.
- ❖ Motivating teachers for the success of inclusive education for disabilities.
- ❖ Providing developing measures for providing quality education.
- ❖ Development of different skills of learning in disable children along with school curriculum.
- ❖ Carrying out methods required for assessment of improvement in disable children such as written test, oral test, case study, observation method etc.
- ❖ Assessment of talent in disable children by providing opportunities for them to participate in different social activities.
- ❖ Developing friendly relationship among disable children with common children in schools.
- ❖ Providing education for those children who kept themselves away from society and education for the reason of their disability.

Some of the policies which concerns education for disabilities in India are:

- NPE -1986
- Kothari education commission 1964-66
- Right to education act
- PWD act 1995
- RCI Act 1992
- IEDC
- SSA etc.

Practices of inclusive schools

Success of inclusive schools is not only achieved by teachers it is also being developed by some educational practices. Some of practices of inclusive schools are as follows:

- ❖ Providing education for special children based on their needs.
- ❖ Organizing health checkup programmes.
- ❖ Providing educational opportunities for children with disability like other common schools.
- ❖ Providing necessary facilities for children with disability in inclusive schools such as creating ramps and special toilet facilities.
- ❖ Measures for development of various social skills such as adjustment, patience, cooperation, etc in children.
- ❖ Providing opportunities for children for utilization of technical equipments in educational process.
- ❖ Motivating children by organization of co-curricular activities.
- ❖ Developing interest in children by utilization of modern equipments by teachers.
- ❖ Involving children in co curricular activities and make children free from thinking about their disability.
- ❖ Organizing activities and programs for children which would develop decision making and problem solving skills in future.

Role of teachers in Inclusive schools

A teacher plays an important role in the process of inclusive education. By the effective role of the teacher a childrens disability can be reduced and make the disabled children as the common children to lead a good life in the society.

Some of the roles of teacher should carry out the inclusive education are as follows:

- ❖ Identification of the children with disabilities in the classroom.
- ❖ Referring the identified to the experts for further examination and treatment.
- ❖ Accepting the children with disabilities.
- ❖ Developing positive attitude between normal children and disabled childrens.
- ❖ Removing architectural barriers wherever possible so that children with disabilities move independently.
- ❖ Involving the children with disabilities in almost all the activities of the classroom.
- ❖ Making suitable adaptation in the curriculum transaction so that the children with disabilities learn according to their ability.
- ❖ Preparation of teaching aids/adaptation of teaching aids which will help the disable children to learn freely.
- ❖ Parental guidance and Counseling and public awareness programme through school activities.
- ❖ Providing scope for cooperative learning among disabled and normal children.
- ❖ Conducting case studies and action research related to the specific problem of children with special needs.
- ❖ Construction of achievement and diagnostic tool.
- ❖ Adaptation in evaluation for children with special needs.
- ❖ Nurturing the talent among children with disabilities.
- ❖ Providing remedial instruction to the children.

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Factors Influencing Students Aspirations

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ABSTRACT: *Studies show how unrelated many aspirations are to the child's abilities and interests. Many unrealistic aspirations are based on the expectations of other people, of the many factors responsible for the formation of aspirations; the most common are Studies show how unrelated many aspirations are to the child's abilities and interests. Many unrealistic aspirations are based on the expectations of other people, of the many factors responsible for the formation of aspirations; the most common are Social Environment, Social Economic Status, Parent's education and parental expectations, intelligence, sex, interests, values, family pressure, competitions with others, past experience, the mass media and personal characteristics. Some of such factors were discussed here. Finally, this study may well have important policy implications in addition to its theoretical, empirical and methodological contributions. It is an essential duty of teachers to provide good environment in school. Proper guidance should be provided to the students from time-to time regarding career choices, selection of subjects and streams of education. There should be guidance and counselling cells established in schools and other educational institutions, so that students may get help to reduce their worries and tensions.*

1. Introduction

Every child thoughts of his own ambitions according to his own condition. Given to their own devices, most children would hold out in the present and allow the future take care of itself. Only, in reality, they are not left to their own devices. In a culture which provides vast opportunities for its members to be and to achieve what they want, it is understandable that children at an early age would be subjected to pressures to create aspirations for the future. Aspirations, it is believed, motivate children to take advantage of the opportunities that parents and society provide for them. It indicates that the individual is not only planning, personal betterment, but is running out this plan in actual life. But psychologists and dictionaries define 'ambition' as a means or a desire for honour, power or accomplishment. By contrast, aspiration means a longing for what is above one, with advancement as its goal. The subtle distinction between the two terms is that aspiration emphasizes the desire to improve or to rise above one's present status, while ambition stresses the end result - the attainment of power, honour or some achievement. The dictionary meaning of Aspiration is "An ardent desire to accomplish what one sets out to do".

The main characteristics of aspirations are:

- 1 The kind of activity or goals, which a person considers desirable.
- 2 The amount of success which is anticipated by the individuals.
- 3 The meaning and significance of success for the individuals.

It has been described by psychologists that forming one's own aspirations is an important area of creativity of the children. Social pressures to plan for the future are reinforced by competition with members of the peer group in play and schoolwork. As children compare what they can do with what their peers can do, it adds new meanings to their aspirations and puts new emphasis on the creation of aspirations that are both ego satisfying and admired by members of the social group. Thus, forming aspirations becomes an important area of creativity in childhood. As described above, if aspirations and ambitions were synonymous, and meant honourable attainment, people would be satisfied if their achievements were recognized and applauded by others. Children, for example, would be satisfied if their parents praise them for any particular task, say for a colourful drawing they made. If, on the other hand, the desire to improve or to have what is above one is taken into consideration, children would not necessarily be satisfied with their colourful drawings just because their parents praised them. Instead, they would be satisfied only if their drawings met with the standards, they set for themselves. This distinction is important because it helps to explain much of the dissatisfaction children - as well as adolescents and adults - experience in connection with their achievements and why, as a result, aspirations play such a large role in personal and social adjustments.

Motivations in Aspirations

If we observe, what is the basic element that motivates children's aspirations is first the taste of achievement or the taste of success that the children relish according to their aspirations. The people, around the child, make him clear with the success that they are going realize after setting any particular goal. It has been recognized that everyone has a 'life plan' - a purpose or goal - which determines his reactions. This life plan is generally developed early in life as a result of certain relationships between the person and his physical and social environment.

In this regard, *Kurt Lewin(1917)* puts less emphasis on the innate need for achievement and more on cultural pressures. He suggested that the social environment plays an important role in determining a child's or a person's aspirations.

Kinds of Aspirations

As Discussed above, every person has aspirations has his aspirations keeping his goal strongly determined. All aspirations are striving for something beyond the person's present status. Depending on the functions the aspirations serve in the child's strivings, aspirations can be roughly divided into three major categories:

Positive and Negative aspirations

In the first case, the positive aspirations are oriented towards achieving success and the negative aspirations centre on the goal of avoiding failure. If a person's aspirations are positive, he will be satisfied and regard himself as a success only if he improves his present status. If his aspirations are negative, they will centre on maintaining his present status and avoiding a downward slide in the social scale. Most people have positive aspirations because they give greater satisfaction and greater feelings of self-importance from achievement. A person has had a history of failure he likely to be satisfied with negative aspirations.

Realistic and unrealistic aspiration

Some aspirations are realistic in that the person is justified in expecting to achieve the goals he sets for himself. A proper example of realistic aspiration is academic aspirations. However, too many of a child's aspirations are unrealistic because the person lacks the potentials to achieve the goals, no matter how strong his motivation and how hard he may work and sacrifice. Unrealistic aspirations are thus an index of the person's wishful estimate of his ability rather than of his real ability. Realistic aspirations, by contrast, are based on unbiased assessments of person's ability. All people at some time or other engage in wish full thinking. For those who allow their imaginations to run wild, however, it leads to unrealistic aspirations and inevitable failure. Even a person, who habitually sets realistic goals, may be unrealistic at times, especially when his emotions are involved. For example, in setting his vocational goals, the young person often thinks in terms of the prestige of the vocation rather than of his abilities.

Factors that Influence Aspirations

Studies show how unrelated many aspirations are to the child's abilities and interests. Many unrealistic aspirations are based on the expectations of other people, of the many factors responsible for the formation of aspirations; the most common are intelligence, sex, interests, values, family pressure, competitions with others, past experience, the mass media and personal characteristics. Some of such factors were discussed here.

- **Social Environment**

This is well thought-out with proper interaction and their human resources. It includes association among students pursuing in different class, in same class, student participation in different school activities, relationship among staff member's teachers and principal with community, students and parents, relationship of school officers, discipline, school employees, students, neighbourhood and competition.

- **Social Economic Status**

The socioeconomic status (SES) of students was found to have a major influence on their achievement. SES influenced achievement in two ways. First, schools with a higher level of SES. Second, students from higher SES families regardless of the school they attended

- **Parent's education and parental expectations**

Parents education, parental expectations and the dynamics of family interactions have emerged as major factors in educational aspiration. Hossler et al. (1993) and Macbrayne (1987) suggests that children's own aspirations are influenced by their parent's aspirations or expectations for them. When children perceive their parents to have high educational expectations for them, children's are likely to have higher aspirations for themselves.

- **Intelligence**

Children who are intelligent have more realistic aspirations at all ages than those of average or below average I.Q. children. They are better able to recognize their own shortcomings and the environmental obstacles that stand in the path of goal achievement. Those children who are less bright tend to overestimate their abilities and since they do not recognize the unrealistic nature of their aspirations, they do not revise them as they gain more experience. Bright adolescents tend to set vocational goals that are in keeping with their interests, abilities and opportunities for training. They are also attached to unusual and unconventional jobs. Those who are less bright are more influenced by wishful thinking about what they regard as glamorous.

- **Sex**

Boys generally feel a greater need for achievement in school work, athletics, and vocational advancement than girls. As a result, they tend to set aspirations above their capacities in these areas. In the areas where achievement is more important for girls, as in social life and marriage, they tend to have more realistic aspirations than boys. Girls, as adolescence progresses, become more realistic about vocations than boys of the same age because they recognize that they must fit their vocations keeping in view of their sex.

- **Interests**

What a child is interested in, will influence much of what he does. Thus, a child's interests affect his immediate goals as well as his more remote ones. A boy who is interested in sports and who has discovered the prestige associated with success in sports competition will have stronger and more clearly defined aspirations in athletics than in academic work where success brings little acclaim. Studies show that interests related to abilities are the most satisfying. If a student has an aptitude for mathematics, his interest in that subject will be stronger and more persistent than if it were forced upon him by social pressure. Aspirations that develop from and are closely related to interest's hat satisfy some need in the person's life are more likely to persist than those related to transitory interests. Also, aspirations that develop from interests related to the person's abilities are more likely to the realistic than those fostered by social pressure.

- **Values**

Values are reflection of the person's home training, cultural background and philosophy of life. They influence the intensity of the person's interests and give an emotional tone to his aspirations. In areas where values are strong as in educational, vocational are generally higher, less realistic and less related to the person's capacities than in other areas

- **Family climate**

Aspirations are often influenced by pressures from the family, mainly from parents. The "great expectations syndrome", begins early and become stronger as the child approaches adolescence. Sometimes parental pressures on children stem from the belief that a person can do anything he wishes provided he tries hard enough. Sometimes they stem from the parents' own unfulfilled aspirations for themselves. Parents want their children to go a few steps ahead of them on the vocational and social ladders. And sometimes, these aspirations stem from competition with other parents. Within families, greater pressure is placed on only children than on children with sibling. And if there are siblings, greater parental pressure is placed on the first born is reinforced by pressure from relatives, especially grandparents and from siblings. Among young children, Mothers are more influential in their children's goal setting than fathers. As children grow older, father became more influential, especially in the case of boys. Only when the mothers have more education or a higher social status than the fathers, they do influence more on the aspirations of older children and

adolescents. Working mothers have more influence than stay-at-home mothers on the aspirations of both boys and girls.

- **Competition with others**

The child enters the competitive world of the school where he is encouraged by his parents to aspire to stand at the top of his class, to be on the prestigious debate competitions and to be identified with the leading crowd, he aspires to do what an older sibling or a neighbourhood play mate does. The child even discovers that his parents are more pleased with achievements in some areas than in others, and this encourages him to aspire high in those areas. With experience, most people discover that competition with those who are superior rarely leads to success. As a result, they lower their aspirations when competing with superiors and tend to raise them when competing with their equals or with persons who do not come up to their level. Thus, aspirations are more often influenced by competitions with others than by individual interests, abilities and needs.

- **Past Experiences**

If a person is to learn to aspire realistically, his past experiences should include a balance of success and failures. A childhood marked by repeated successes will not necessarily guarantee good adjustment and happiness. The conditions that made these successes possible may not persist as time passes. As a result, the person is then less well equipped to tolerate frustrations and disappointments than in one who has experienced both failures and successes and who has learned to evaluate his abilities more accurately.

- **Personal characteristics**

Aspirations are greatly influenced by such personal characteristics as foresight, frustration, tolerance, ability to delay gratification of wishes, self-esteem, ambition and temperament. In setting vocational aspirations, for example, most people take into account their own temperaments, even though they may not realize they are doing so. A person who is adventuresome may aspire to success in a risky or dangerous line of work while one who is timid will choose an occupation that does not require physical or psychological daring.

- **School Climate**

Definitions of school climate include a critical core set of common elements. The definition of school climate usually encompasses dimensions of the perceived social environment that: (a) have a contextual influence on the learning and development of students, (b) remains stable over time, and (c) can be meaningfully aggregated across raters'. Definitions of climate characteristically focus on conditions as they are perceived by students, teachers, or other participants in a school setting, rather than on objective aspects of the setting.

Conclusion

There are possibilities that the academic factors influencing students' academic aspirations may be due to family, school and personal factors including social support, academic self-concept and perceptions of the university environment. It is difficult to separate a student's academic performance and achievement from her/his academic aspirations as the aspirations serve as motivation for achievement. Academic persistence may also be influenced by social support as students who have a strong social support system are better able to face the challenges in their journey to achieve their academic goals. High parental expectations (as defined here) significantly contribute to school achievement and future educational behaviour (Marjoribanks, 2002). It is likely that high parental expectations operate through a number of mechanisms such as empowerment or development of self-efficacy among students, well defined targets and life goals. Finally, this study may well have important policy implications in addition to its theoretical, empirical and methodological contributions. It is an essential duty of teachers to provide good environment in school. Proper guidance should be provided to the students from time-to-time regarding career choices, selection of subjects and streams of education. There should be guidance and counselling cells established in schools and other educational institutions, so that students may get help to reduce their worries and tensions.

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Influencing Variables in Developing a Creative School Culture among Secondary Schools

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ABSTRACT: *The quality of a school is determined by the quality of teachers and principal. It is important that the in-service professional development of teachers need to focus on developing knowledge, skills, and value orientation. The most essential attributes of professional teachers are subject competency, teaching skills and emotional connect with the students. The effect of professional development of teachers need to result in improving the quality of teaching, improved students' performance and developing a creative school culture. The present thematic study aims at investigating the variables that contributes to the formation of a creative school culture. Second, understand the role of creative leadership among teachers & Principal in influencing the creative school culture. The outcome of the study was that the creative leadership of the principal is a critical factor in developing a positive learning environment in the school. The creative school culture comprises of three major components first, ambience of the school, second the Institutional vision, values and nurturing creativity and third, collaborative relationship among teachers, students and parents. The creative school culture has various influencing factors like leadership, creativity, trust, institutional vision, values, the ambience of the school and collaborative relationship among teachers, students and parents. Hence, apart from conducting in-service professional development programme on areas related to knowledge and skills. It is hypothesised that the schools need to focus on designing programmes influencing the culture of the school.*

Keywords: *Creative Leadership, Creative School Culture, Professional Skills, Professional Knowledge, values orientation, ambience of the school, collaborative relationship, institutional vision.*

1. Introduction

In-service professional development provides an opportunity for the teachers to improve their knowledge and skills in order to help students to improve their learning. Research have proved that the teaching quality and school leadership are the most important factors in raising student performance. The "professional development," they usually mean a formal process such as a conference, seminar, or workshop; collaborative learning among members of a work team; or a course at a school. However, professional development can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer, Mizell Hayes (2010). The professional development programme can take place Professional development may occur during the regular school day, end of the classes, after school hours, during summer breaks and holidays.

The most essential attributes of professional teachers are subject competency, teaching skills and emotional connect with the students. The effect of professional development of teachers need to result in improving the quality of teaching, improved students' performance and developing a creative school culture.

One of the major factor that influences the effective professional development is the school culture. A creative school culture is directly proportional to the effectiveness of the professional development. Creative school culture creates an environment wherein teachers have the freedom to generate and implement new ideas and students perform well in areas of development. Research have proven that leadership of the institution is also a critical factors affecting school culture. Leaders can help their followers to exhibit higher levels of creativity at work, can establish a work environment supportive of creativity (Amabile 1988).

The aim of the study

The study aims to understand how the school culture plays a vital role in the overall progress of any intervention in the school. The interventions can be teacher professional development, teacher attrition, students learning and leadership of the school. Two research question were raised.

- 1) What are the variables that contributes to the formation of a creative school culture?
- 2) How the role of leadership among teachers & Principal influence the creative school culture?

The methodology used to find the answer of the two research question is the critical review of the literature. There are many studies conducted on school culture, leadership and creativity. The researcher has critically

reviewed and identified gaps in understanding of a creative school culture and role of leadership. The researcher could develop indicators in identifying creative school culture.

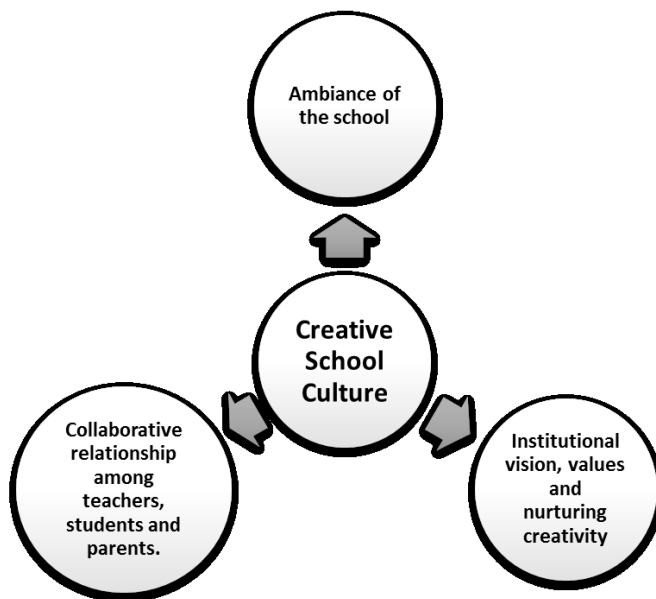
Understanding the Creative School Culture

One of the best ways to understand the concept of school culture is to contrast it with the concept of school climate. Though both are important, a school's climate is both a window into its culture and a learned response that the culture teaches new members (Gruenert and Whitaker 2015). According to M. Fullan, school culture can be defined as the guiding beliefs and values evident in the way a school operates. School culture' can be used to encompass all the attitudes, expected behaviors and values that impact how the school operates (Fullan, 2016).

In creative school students and teachers (Kaufman, 2010): feel free and secure; reveal and purposefully develop their individual creative abilities; meet challenges, take risks and are engaged in meaningful life experience; relationship between students, teachers, parents, school administrators and community is full of honor, understanding and mutual favor.

Creative School culture: It is defined as the learning environment in which creativity is highly appreciated. In a creative school culture, teachers share strong educational values, work together to pursue professional development opportunities, and are committed to improving their performance and students' progress. They creatively implement various strategies in teaching and learning. Leaders in a creative school provide freedom to the teachers and students to generate and implement new ideas.

The creative school culture of three components



Ambiance of the school: It is school climate which comprise of physical Infrastructure and maintenance and Intellectually stimulating learning classroom environment.

Table 1: we can synthesis the different indicators for the variable ambiance of the school.

Variables	Indicators
Physical Infrastructure and maintenance	<ul style="list-style-type: none"> • Classrooms are uniquely designed/ decorated • Classroom are supported with technology • School has a sufficient number of books in the library • School has a conducive ambience to learn • School emphasize on cleanliness and good health • School promotes sports activities among students

	<ul style="list-style-type: none"> • School has a well maintained laboratories in science, mathematics, English and so on. • Teachers have access to necessary resources, including facilities, equipment's, information, funds and people. • Artifacts in the school are well maintained
Intellectually stimulating learning classroom environment.	<ul style="list-style-type: none"> • Establishes a climate of trust within the school • Coming to school is a happy/exciting experience • School has a conducive learning environment • High performance is expected from teachers and students • Teachers are encouraged to take up action research in school. • Freedom in deciding what to do or how to accomplish the task. • Teachers are given enough time to think creatively about the problem

Institutional vision, values and nurturing creativity: It is the understanding of institutional vision and values among the stake holders. It also includes creating a culture of creativity in school.

Table 2: we can synthesis different indicators for the variable Institutional vision, values and nurturing creativity

Variables	Indicators
Understanding of Institutional vision and values among the stake holders.	<ul style="list-style-type: none"> • Teachers understand the vision of the school • Students are given equal encouragement for scholastic and co-scholastic activities. • It is important to have a good relationship with the members of the society. • School celebrate many rituals, ceremonies, awards, traditions and festivals. • Taking professional courses and in-service training programme are considered to be important. • Fosters multiple leaders in the school • Empowers staff to make shared decision • School focuses on students' performance and improvement.
Nurturing creativity	<ul style="list-style-type: none"> • Creative ideas from teachers are encouraged • Teachers have a positive attitude towards any educational innovations. • New ideas to solve problems are encouraged in our school. • Teachers are encouraged to take risk and try something new. • Principal and Teachers discuss to plan for innovation for the academic year. • Failure is acceptable in this school, if the effort on the project/work was good • Teachers are recognized and rewarded for creative work. • Unusual ideas are discussed and experimented for workability • School has a good mechanism for encouraging and developing creative ideas. • We are encouraged to take risks in this school.

Collaborative relationship among teachers, students and parents: It is the liaison that school leaders establish, maintain, and support collaborative relationships with and among school staff. It is also the interaction and positive relationship among students, teachers and parents in the school.

Table 3: we can synthesis different indicators for the variable Collaborative relationship among teachers, students and parents.

Variables	Indicators
School leaders establish, maintain, and support collaborative relationships with and among school staff.	<ul style="list-style-type: none"> • Principal is enthusiastic and serve as a role model of the school • We help each other where they can. • Teachers cooperate and ensure good communication among teachers and between departments • Teachers at our school provide additional support to students who perform below their ability. • Teachers are expected to be receptive to parents' suggestions • Teachers often provide emotional support to each other.
Interaction and positive relationship among students, teachers and parents in the school.	<ul style="list-style-type: none"> • School encourages parental involvement in school activities • School follows a system to handle conflicts and crisis in an effective manner. • In our school we believe that it is important to maintain a respectful relationship with parents. • Principal involves all stake holders in school activities. • Parents and teachers share common expectations and communicate frequently about student performance. • An environment of mutual trust between parents and teachers is created/evident.

These indicators can contribute to the development of a creative school culture, role of teachers and principal in order to improve the school performance, achieving success, and develop a sustainable competitive advantage among other schools.

Influence of school leadership

Studies concerning leadership and creativity are quite varied in terms of definitions, type of organization, and what about the leader is studied. Sometimes it is the characteristics of the leader while other times the studies focus on outward behaviors. For example, Amabile (1983, 1997) included management practices as one of the three influences on the work environment in the Componential Theory of Creativity. A literature review by Mumford, Scott, Gaddis, and Strange (2002) pointed out that traditionally the leader has not been considered in light of creative work and instead creativity has been solely associated with workers. However, they proposed that leaders of creative people are active in producing creative ideas, though in a different form than their employees. It is necessary for leaders to orchestrate the ideas and the organizational setting so that the two work together and this is achieved through evaluating ideas and providing thoughtful feedback (Mumford et al., 2002). With their literature review, Mumford et al. (2002) showed that leaders are responsible both for creating an environment where creativity flows and responding creatively to the ideas presented to them.

The leadership attribute which influences creative school culture are trust and risk taking among the staff members, freedom to generate creative ideas, external & internal reward system and resource management.

Conclusion

School leaders of a creative school have a clear picture of the outcome they want to active and constantly articulate the vision of the institution. They provide scope for introducing new ideas and process in the institution. Thus, the novelty of the institution is its ability to mobilize the knowledge possessed by its teachers, parents and parents and combine them to create new knowledge or process in the institution.

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Role of Women's Empowerment in Political Field

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ABSTRACT: *A developed nation has women in all most all the fields including political field. Empowering the women in all the sectors directly related to the nations sustainable growth, as it enhances the resources and ideology available in the nation fully. Political sector is one such field where it involves the policy making and decision taking in respect to the nation's overall achievement. To fulfil this, from the local governance all the way to the higher level governance, women should be empowered through the education and giving full freedom to them. Post independence, there is significant changes in women participation in political stream line not only in India but also in the world, still they are not fully self-confidence and as a result they are dragged by the men. This article describes the importance of women empowerment which is fully aware and can understand what obstacles come in their way to become successful in the society, so they can only solve such things better than others. To make this happen empowering the women in the political field through education and all other supports is much needed.*

1. Introduction

India is a country where women have been worshipped as goddesses since ages. However, when it comes to giving them equal rights and freedom, the same people neglect its importance and that's because we live in a patriarchal society where people believe that the sole purpose of women is to take care of her Family and kids. These things not only happen in villages but also in big metropolitan cities where people are educated enough to understand the difference between right and wrong. Some people still have the belief that women are below men and deny to consider them equal with men. This is why India is still a developing country but not the developed country and this is why we need to empower the women.

Empowerment is defined as the enhancing power in individuals over their own lives, society, and in their communities. People are empowered when they are able to access the opportunities available to them without limitations and restrictions. People in a country are empowered means the nation is having very wide or diversified resources and ideology in its development. For the better use the human resources fully in a country's advance not only men but also women should also be empowered. Empowerment includes the action of raising the status of women through education, awareness, literacy, freedom and training. Here, women's empowerment is all about equipping and allowing women to make life-determining decisions through the different problems in society [1]. To empower the women in the diversified fields of the society, firstly they should be empowered in the political field as it is the one which creates the pathway for the other fields and also it attracts and attains the attention of the society very quickly [12] [14]. In India, women participation in the political field is very less compare to that of other western countries, which are already labeled as developed ones.

2. Importance of women's empowerment in political fields

A nation's development requires services of all kind of people in all the fields. Political field is one of the most important fields involved in this, as it involves making important decision and policies regarding the nation's perspective / development. Women in the political field will give not only gender equality but also diversified yet unique ideas and angles of thinking in many fields which are directly proportional to the nation's development.

The term 'political participation' has a very wide meaning. It is not only related to 'Right to Vote', but simultaneously relates to participation in: decision-making process, political activism, political consciousness, etc. Women in India participate in voting, run for public offices and political parties at lower levels more than men. Political activism and voting are the strongest areas of women's political participation [2]. In post independence women are not fully participating in any fields but nowadays government and other sector has given more opportunities for women. Changes in policies in recent days are not only supporting the women in main streams of life but also to emerge them as leaders in both public and private sectors. As of 2017, the global average of women who hold lower and single house parliament positions is

23.6 percent [2] in 2018, it is 27 percent. Further recommendations have been to increase women's rights to vote, voice opinions, and the ability to run for office with a fair chance of being elected [10, 12]. In India, typically women are associated with child care and domestic responsibilities in the home, they have less time dedicated to entering the labor market and running their business. Policies that increase their bargaining power in the household would include policies that account for cases of divorce, policies for better welfare for women, and policies that give women control over resources (such as property rights). However, participation is not limited to the realm of politics and also it can include participation in the household, in schools, and the ability to make choices for one self. Some theorists believe that bargaining power and agency in the household must to be achieved before one can move onto broader political participation. In 2015, women in parliament represents more than 30% of the membership in India [10]. A slightly higher percentage of upper houses (27.6%) include more than 30% women compare to lower house (24.1%).

2.1. Women in national parliaments

Rank	Country	Lower house	Upper house
1	Bolivia	53.1%	47.2%
2	Cuba	49.9%	-
3	Finland	44.0%	-
4	Iceland	47.6%	-
5	India	39%	34.66%
6	Nicaragua	45.7%	-
7	Mexico	48%	49%
8	Rwanda	61.3%	38.5%
9	Senegal	42.7%	-
10	Spain	41.7%	39.9%
11	Sweden	43.6%	-

But in present day, women are there in every field, they elaborated their own personality in politically also. For example: From past 30 years, number of women in govt. sectors like president, Prime minister, Chief ministers, speakers etc are gradually increasing.

Research shows that, more numbers of women involving in political generally contribute to stronger attention to women's issues. So, women's political participation is a fundamental prerequisite for gender equality and genuine democracy [7]. This implies women's direct engagement in public decision-making and which ensures the better accountability to women.

3. Obstacles for Women's Empowerment

There are many obstacles in women's empowerment, development and equity lie ingrained in cultural rules. The obvious obstacles are traditional and cultural barriers that are entrenched and social norms and attitudes against women as leaders and decision makers. Many women feel and face these types of pressures, while others have become accustomed to being treated inferior to men. Even, if Legislators, Ministers, NGOs, etc. are aware of the benefits of women's empowerment and participation. Many are scared of disrupting the status of the women and continue to let societal norms get in the way of development. Research shows that the increasing access to the internet can also result in an increased exploitation of women [12]. Types of victimization include cyber stalking, sexual harassment, gender discrimination, online pornography, online teasing and flaming. Sexual harassment is a big problem, in particular is a large barrier for women in the workplace. Workplace involves almost all fields and industries but the most notable are business, trade, banking and finance, sales and marketing, hospitality, civil service, education, etc and it involves even houses also. According to the International Labor Organization (ILO), sexual harassment is a clear form of gender discrimination based on sex, a manifestation of unequal power relations between men and women. Furthermore, the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is urging for increased measures of protection for women against sexual harassment and violence in the working place. A recent study shows that 58% (331) had experienced some form of workplace sexual harassment. Out of these 82% of the victims are women and 18% were men. To engender political parties, the 73rd Amendment is that atleast 33% of the seats in each local government council known as the gram

panchayat to be reserved for women [13]. But it is not utilizing properly in women's wings within political parties, which is the major obstacles for women's empowerment.

4. Role of education in women's empowerment

Education to women is the most powerful instrument of changing their position in the society [4]. It is noticed that education increases "people's self-confidence and also enables them to find better jobs and they can work shoulder to shoulder with men". They engage in public debate and make demands on government for health care, social security and other entitlements [5, 6]. In particular, education empowers women to make choices that improve their children's health, their well-being, and chances of survival. Education informs others of preventing the disease and it is an essential element of efforts to reduce malnutrition. Furthermore, it empowers women to make choices in their marriage and having fewer children. Crucially, education can increase women's awareness of their rights, boost their self-esteem and provide them the opportunity to assert their rights. Despite significant improvements in recent decades, education is not universally available and gender inequalities persist. A major concern in many countries is not only the limited numbers of girls going to school but also the limited educational pathways for those that step into the classroom. More specifically, there should be more efforts to address the lower house participation and learning achievement of girls in science, technology, engineering and mathematics (STEM) education. So by giving education for women's in both rural and urban, one can increase the awareness for taking right decision through rights. In this context constitution of India has given more opportunities in education and jobs for women (i.e., compulsory education and reservation in jobs etc).

5. Conclusion

Women empowerment should not just government's policy or an iconic non-government job; it should start from the base, starting from a family to a nation. Every house / family, every village, every city should take its own initiative to empower the women by giving them proper education, social awareness, and equal rights in all the fields including political field.

Education is one of the most important means of empowering women with the knowledge, skills and self-confidence which are necessary to participate fully in the development process. But that is not sufficient, if the women are not come to leadership stream. So empowering women in the political field is very much essential in development of both country and self. Even with the changing policy, the women leaders are mainly controlled by their family members and this immensely affect the development of the nation and all. So, boosting of women with necessary self-confidence, education, leadership skills, decision making capacity is very much essential.

Women in India are already working and earning mostly in IT and medical fields but we need iconic models in political field which represents the people and have an continuous interaction with the people directly. Not only that, but also very importantly the decision making/changing position. So, let's encourage them to show the world their power, capability and leadership. Finally, so many research shows that women empowerment is not only in political field but also it should be in social, economical, government and society. By giving more opportunities in all the field to women, one can enhance the empowerment of women in every field.

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“A Study on Legal Literacy Awareness Among Secondary School Students”

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ABSTRACT: *The study made an attempt to know about the level of legal literacy Awareness among Secondary School Students. The study is descriptive in nature and survey method was used. Data from 90 secondary school students of T. Narasipura taluk were collected by using legal literacy awareness questionnaire constructed by Dr. S. Sabu and Ismail Thamarasseri through random sampling technique. The collected data were analysed by percentage analyses and 't' test. The study revealed that 13% of the secondary school students have high level of legal literacy awareness, 52% of the secondary school students have average level of legal literacy awareness and 35% of the secondary school students have low level of legal literacy awareness and Boys and girls secondary school student does not differ significantly in their legal literacy awareness.*

Keywords: *legal literacy Awareness and Secondary School Students.*

1. Introduction

Legal awareness and legal literacy lie at the base of any effort toward legal empowerment. Critical knowledge of legal provisions and processes, coupled with the skills to use this knowledge to realize rights and entitlements will empower people to demand justice, accountability and effective remedies at all levels. MARG produces a wide range of legal literacy materials, conducts legal awareness workshops for activists and the community, and also trains state functionaries on legal provisions and procedure.

The basic rights that the Constitution of India gives to the citizens are known as fundamental rights. These rights universally apply to all citizens, irrespective of class, race, religion, caste, gender or birth place. To enforce one's fundamental right or to draw attention to its gross violation, a citizen can approach the High Court or the Supreme Court. The purpose of the fundamental rights is to protect the principles of democracy based on individual freedom and equality of every citizen of the country. Fundamental rights are for everyone and equal in nature. Citizens of an independent country are entitled with several fundamental rights which ensure their security, protection and dignity.

Laws are made for the benefit of the people and are powerful, only if used correctly. Legal literacy means bringing awareness to the masses regarding the laws of the land and their respective rights. In India, people are not aware of the legal terminologies and the available provisions which are made for their benefit. India is a country with poor literacy rate, so major population is illiterate and not aware of their rights. Govt have been reframing the present statutes so the masses can avail their fundamental rights. Fundamental Rights are a set of rights contained in Part III of the Indian Constitution. It guarantees rights, such that all citizens can live their lives in peace and harmony. Such rights are a symbol of democratic government, these include Right to Equality and Freedom of Speech and Expression, and Right to assemble peacefully, follow and practice any religion, etc. People being ignorant of the laws face exploitations and few, who claim to know engage into faulty interpretations because they are not aware of the recent changes in the statutes. Therefore legal awareness is the present need of the society. It is pertinent for the overall growth, development and protection of the individuals. It is an important key to unlocking the doors for positive change and transformation in the society.

Need and importance

Legal awareness can empower people to demand justice, accountability and effective remedies at all levels. Legal needs always stand to become crisis oriented because their ignorance prevents them from anticipating legal troubles and approaching a lawyer for consultation and advice in time. This magnifies the impact of their legal troubles and difficulties when they come. Without literacy people can get intimidated and alienated from law. This may evolve into a situation which results in people coming into conflict with the

law, or being unable to obtain help from it. Courts have acknowledged the barrier raised by a lack of literacy to asserting guaranteed rights effectively. Low literacy may block people's access to justice. At times, literacy requirements have been used to block access to rights and benefits.

Objective of the study

- To study the level of legal literacy awareness among secondary school students.
- To study the significant difference between boys and girls secondary school students with reference to legal literacy awareness.

Hypotheses

- There is no significant difference between boys and girls secondary school students with reference to legal literacy awareness.

Research methodology

The study is descriptive in nature and survey method was used. Data from 90 secondary school students of T. Narasipura taluk were collected by using legal literacy awareness questionnaire constructed by **Dr. S. Sabu and Ismail Thamarasseri** through random sampling technique. The collected data were analysed by percentage analyses and 't' test.

Table 1: Percentage of Legal Literacy Awareness on Secondary School Students

Sl. no	Level of legal literacy awareness	%
1	high	13
2	Average	52
3	Low	35

Table 2: Comparison of Boys and Girls Secondary School Students With Reference to Legal Literacy Awareness

Gender	Mean	SD	DF	t-Value	Remark
Male	93.03	9.29	88	1.677	Null hypotheses is accepted @ 0.05 level
female	96.23	13.50			

Findings of the study

- 13% of the secondary school students have high level of legal literacy awareness, 52% of the secondary school students have average level of legal literacy awareness and 35% of the secondary school students have low level of legal literacy awareness
- Boys and girls secondary school student does not differ significantly in their legal literacy awareness.

Implications

- From the finding of the study it is observed that only 13% of the students are having high level of Awareness of legal literacy. So teachers are improve the students legal literacy knowledge and teaching about the Indian constitution.
- This study finds that Boys and girls secondary school student does not differ significantly in their legal literacy awareness. Teachers are teaching to students our right and duty of Indian citizens.

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A Strategy Shift in Language Learning

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ABSTRACT: *The article throws light on to the need of a strategy or model shift in the English language learning. Years of study in the English language should make one to be fluent in English- the target language; but unfortunately, even the scholarly are lacking fluency in English language. A need for a better model still prevailing and it should evolve in order to cater to the needs of the students as well as the senior scholars. Imbibing and feeling the language through a thorough facilitation followed by 'facing' (practicing) and feedback help the students to learn and acquire the target language easily. A novel 4F Model (Facilitate, Feel, Face, Feedback), with proper psychological foundation, helps students to improve the language learning through conscious facilitation and Facing (practice) by teacher and students respectively.*

Keywords: 4F Model, Language learning, Strategy shift

1. Introduction

Hitherto, no single method or model of language learning found to be a panacea for the lack of fluency in target language. Many researches had found out that a number of models are useful but only for certain improvement in language but not the overall improvement of language. As Stephen Krashen rightly said, language acquisition should be in a natural order (Natural Order Hypothesis) which is not emphasized in any schools or by any teachers. In this technological era, to move about without keeping abreast with current knowledge is shows lethargy. Majority of world discoveries and inventions and the creamy knowledge are recorded in English or those have been first translated to English for aiming the universality of those discoveries or innovations. Hence having English language competency is a must for today's world to be successful in life.

The language learning, nowadays, has become a more responsible task as language learning focuses on many aspects or criteria like pronunciation, grammar, supra-segmental features of the language and so on. But today's generation has failed to a greater extent in enhancing the language with all its necessary criteria. English has been considered as a foreign language, even after putting so much efforts to make L2 language, the efforts where not satisfactory and many students have failed to feel the language as of their own because of the linguistic and locality difference they belong to. The teachers have not been successful in facilitation of English language. This has led to a transitional situation which paves way to transact the language only in a superficial manner. Even for English medium students, the language is often felt to be foreign. The results of the study (Komba &John 2014) showed that even after seven years of study in the target language, the students are unable to master the L2 or they are unable to perform well in the ability test. Thus, the students have not been completely successful to imbibe the essence of the target language. These difficulties are giving rise to many psychological problems such as anxiety, tension, lack of confidence, stage fear, inhibition etc. But when people imbibe a language, it will produce from their heart than from their mouth as in the case of a mother- language.

Many a researchers came up with different strategies, methods, approaches or Models of language learning, but "there is no single macro-methodological approach that could claim to cover all relevant aspects of teaching and learning."(Funk, 2012). The incompetency or disinterest of the teachers as well as students are the sole reason behind the lack of language fluency in students. The focus was only on English as a subject than as a language, thus the emphasis was on and still is on the content of English Language Textbook than on the primal factors like fluency, thinking in target language and the basics of the concerned language. For such difficulties, a few researchers have suggested to recruit proficient English Teachers. (Komba &John 2014)

One of the main problems of language learning problem is, the students and teachers of the target language get a meagre exposure towards the target language. The opportunity which should make them fluent really makes them worry due to lack of fluency. Switching over to mother-language is the main barrier the students face when the try to learn the new language along with inhibition and shyness creates hesitation and these hurdles are more for them to overcome.

These difficulties/hurdles can be solved through creating a conducive environment for 'acquiring' the language than 'learning'. A new Model which creates conducive environment for language learning should be made in order to make the learning easy.

The 4F Model

The Model focuses on the learning of language especially English language by providing a suitable atmosphere for the students to work on. This Model includes 4 phases namely Facilitate, Feel, Face, Feedback. The renowned psychologist Carl Rogers rightly put forward that a teacher should take the role of a facilitator in order to make the students 'feel at home' in the classroom. When the learners are at ease- mentally and physically- the learning occurs meaningfully. Thus this new 4F Model focuses at first on the 'Facilitation' purpose provided by the Facilitator. When the learners are at ease, whatever they learn, it will be felt and comprehended as a concrete thing which makes it easier for both the teacher and students to teach and learn respectively.

Less opportunity in daily life to communicate in target language is a hindrance the learners face. Thus, during class itself making the students to practice and learn the target language through the phase 'Face' along with proper 'Feedback' from the teacher, peer group and self-assessment will be very effective.

The psychological overview behind 4F Model

The facilitation theory: Carl Rogers, through this theory, Rogers emphasizes the importance of a teacher to be a facilitator not only as a facilitator but as a person who has an intimate relation with the students concerned. Then the students will be free to explain their thoughts, feelings and ideas. For making students to be relaxed, the teacher needs to provide a positive environment of 'Prizing'. According to Rogers' it is possible only when the teacher acts as a facilitator and has 'Empathy' towards the students.

"We cannot teach another person directly; we can only facilitate his learning."

According to Carl Rogers, a Facilitator who has a few characteristics viz. Realness, trust, Empathy, Prizing and Acceptance. If a teacher with these characteristics handles children, then the learner will be able to portray his/her real self in the class which in turn helps the teacher to facilitate the learning and for the students it will be helpful in creating his/her own learning.

Stephen Krashen's theory of second language acquisition: Krashen highlights the need for students to 'acquire' a second language rather than just 'learning' it. A 'Natural Order' of learning the language should help the learner to learn a language and he/she will be good at 'Monitoring' their language development. Through five hypotheses Krashen is explaining the process of second language acquisition. Stephen Krashen emphasizes the need of a natural order learning in order to 'feel' the language and monitor the language use properly.

Social development theory of Vygotsky: Social interaction plays an important role in the process of cognitive development. Vygotsky felt social learning precedes development. Vygotsky emphasizes the shared experiences between people and the socio-cultural context. According to Vygotsky, humans use speech and writing, to reconcile with their social environments. Initially children develop these abilities for communicative needs. Vygotsky believed that the internalization of these abilities led to higher thinking skills. Vygotsky posits that through social interaction children learn more. Thus providing opportunity by making learners 'Face' the class to interact with the peer learners will help the learner in imbibing the language easily.

Skinner's Reinforcement theory: If we want to reinforce the behavior in the learner, we provide a **reward** for it in a form of motivation. This motivation will work wonders in learners- whether an intrinsic or extrinsic motivation. Thus providing proper 'Feedback' will be a reward on time.

Social cognitive theory by Albert Bandura: according to Bandura, the child learns better by observing the parents or nearer ones. This observing and acquiring the observed behaviour is termed as Modelling. That is why Bandura calls such learning as "observational learning". In this theory, he opines that the Modelling Process involves four stages, Attention, Retention, Reproduction and Reinforcement

Hence, a proper blending of these psychological/ learning theories will be an aid in developing the strategies for effective teaching learning process especially in English language. Teaching of English language or any

language for that sake, should be taken as language than merely a subject area. This language learning should spread across the curriculum to show forth the fullest potentials of language learning.

Objectives of 4F Model

- To make students at ease in the class to facilitate easy comprehension
- To improve language learning in English
- To focus on the fluency of communication by providing conducive teaching learning environment
- To improve the basic skills of language
- To improve reference skills of learners in English language
- To improve critical thinking
- To develop self-directed learning in learners

Need and significance of a new model

For decades, the language teachers and learners are trying out different models to foster the English language learning but many a methods or models are found to be futile. Hence, a novel model needs to be developed in order to address the needs of the language learners. A strong foundation of psychological and learning theories channelize the necessities of language learning.

Competency in English language is a necessity in the present generation as the job market, higher education, careers are in a great demand for those who excel in communication especially in English language. But the efforts are not made to develop it from within as even the great academicians fail in transacting it purely. Innumerable studies have been conducted and proved achievement in language through different methods, approaches and models. But most of those were found to be very trivial or were less focused on the skills. An equal importance should be given to all the basic skills of language (LSRW-listening, speaking, reading, and writing) for language learning is meant not only for examination but also for life itself. Providing enough and appropriate exposure to students to communicate in target language makes it easier for the learner to learn the new language.

Models of Teaching can play a vital role in instruction. In order to enhance the English language and basic skills, Models of Teaching is an innovative approach. It provides sufficient learning experience to both teachers and learners. The use of it will be a transition from traditional way of teaching to an innovative class by the use of novel strategies and methods.

Merits underlying in 4F Model

- It fosters language learning
- It improves the inter-personal relationship between teacher and learner
- It enhances intrinsic as well as extrinsic motivation
- It develops the reference skills and study skills which are the necessary foundation of learning

Conclusion

Communication skill can be developed by conscious interaction in the target language with less tension and in a natural or conducive environment. A Conscious effort to make students to feel the abstract and provide a much concrete feeling will enhance comprehension. Hence a new Model which focuses on these aspects will foster the English language learning with ease.

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Inclusive and Integrated Education in India

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ABSTRACT: Education is the fundamental right of every child irrespective of caste; religion, sex, race, colour, social origin, genetic features, language, minority status, disability and each and every child have the right to equal opportunity in education. In this context, inclusion of all marginalized students effectively in the mainstream is crucial in the present scenario and, to do this, inclusive education is a strategy to make education universalized, irrespective of any disability within the learner and to maintain equity in the society.

India is one of the few countries worldwide where the education of children with special needs doesn't fall within the purview of human resource development ministry. The prime focus of HRD is rehabilitation, not education. In fact, till today it does not have education as part of its agenda and the issue of education of children with disabilities remains imperceptible. It is perfectly observed that Seventy-eight per cent of Indian population lives in rural areas without provision for special schools. Inclusive education is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. Inclusive Education aims at integrated development of children with special needs and normal children through mainstream schooling.

Setting up a special school with all necessary resources like infrastructure, equipment's and manpower warrants a huge capital. In a developing country like India which cannot afford to make huge investments, an alternative system becomes imperative so as to bring children with disabilities under the umbrella of education. When children with disabilities learn in the same school as their non-disabled peers with the support necessary for them to be successful there, then the society is said to be "inclusive".

Keywords: Inclusive Education, Disability

1. Introduction

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Inclusive education is carried out in a common learning environment; that is, an educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community

Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include the physical, cognitive, academic, social, and emotional. This is not to say that students never need to spend time out of regular education classes, because sometimes they do for a very particular purpose—for instance, for speech or occupational therapy. But the goal is this should be the exception.

Integrated Education is the educational programme in which exceptional children attend classes with normal children on either a part or full time basis. Integrated schools educate children in an environment where self-esteem and independence are developed as priorities. Self-respect and respect for others are strongly encouraged. The integrated ethos is nurtured to ensure inclusion of people from different religions, cultures, genders, abilities and socio-economic backgrounds.

Integrated education encourages open-minded attitudes among pupils as well as building the confidence and ability to question, observe, listen and make informed decisions. Integrated education recognises the value of parents and so parental involvement in all aspects of school life is actively encouraged. Parents are encouraged to take an active role in the governance of the school and the Parent's Council.

Effective common learning environments:

- Enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting;
- Provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals;

- Are responsive to individual learning needs by providing sufficient levels of support and applying student-centred teaching practices and principles.
- Common learning environment: an inclusive environment where instruction is designed to be delivered to students of mixed ability and with their peer group in the community school, while being responsive to their individual needs as a learner, and used for the majority of the students' regular instruction hours.

Inclusive education happens when children with and without disabilities participate and learn together in the same classes. Research shows that when a child with disabilities attends classes alongside peers who do not have disabilities, good things happen. We also know that simply placing children with and without disabilities together does not produce positive outcomes. Inclusive education occurs when there is ongoing advocacy, planning, support and commitment.

The principles of guide quality inclusive education:

1. All children belong.

Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities – whether the disability is mild or severe, hidden or obvious – participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else.

2. All children learn in different ways.

Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometimes, help from friends or teachers works best. Other times, specially designed materials or technology can help. The key is to give only as much help as needed.

3. It is every child's right to be included.

Inclusive education is a child's right, not a privilege. The Individuals with Disabilities Education Act clearly states that all children with disabilities should be educated with non-disabled children their own age and have access to the general education curriculum.

The Benefits of Inclusive Education:

1. Families' visions of a typical life for their children can come true.

All parents want their children to be accepted by their peers, have friends and lead "regular" lives. Inclusive settings can make this vision a reality for many children with disabilities.

2. Children develop a positive understanding of themselves and others

When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together.

3. Friendships develop

Schools are important places for children to develop friendships and learn social skills. Children with and without disabilities learn with and from each other in inclusive classes.

4. Children learn important academic skills.

In inclusive classrooms, children with and without disabilities are expected to learn to read, write and do math. With higher expectations and good instruction children with disabilities learn academic skills.

5. All children learn by being together.

Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their own pace and style within a nurturing learning environment.

The Common Misconceptions about Inclusive Education:

Some opinions about inclusive education are based on unsound information. Three common myths about inclusion are:

Myth 1: Separate is better.

Reality: Segregation doesn't work. Whether children are separated based on race, ability, or any other characteristic, a separate education is not an equal education. Research shows that typical children and children with disabilities learn as much or more in inclusive classes.

Myth 2: Children must be "ready" to be included.

Reality: All children have to the right to be with other children their own age. A child with disabilities does not have to perform at a certain grade level or act exactly like the other children in their class to benefit from being a full-time member in general education.

Myth 3: Parents don't support inclusive education.

Reality: Parents have been and continue to be the driving force for inclusive education. The best outcomes occur when parents of children with disabilities and professionals work together. Effective partnerships happen when there is collaboration, communication and, most of all, Trust between parents and professionals.

Making Inclusion a Reality:

What you can do to promote inclusion for your child:

- ❖ **Encourage your child to participate in activities where she can meet children her same age with different abilities.** When looking for activities, consider your child's interests. The local school, library, and recreation or community centers are good places to check out. You also may want to consider national organizations that encourage diversity, such as 4-H Clubs or Girl Scouts of America.
- ❖ **Search the Internet for activities or organizations that your child may want to join.** Two community Web sites with numerous resources are The Family Village and Kids Together: Information for Children and Adults with Disabilities.
- ❖ **Help your child develop friendships with classmates or other neighborhood children.** Set up opportunities for your child to be with children he likes or children who show an interest in him. Teach your child how to make and keep friends. For other recommendations, visit the article Let's Play Together: Fostering Friendships Between Children with and Without Disabilities.
- ❖ **Share your goals and expectations for your child.** Before you meet with the school and decide upon your child's Individualized Education Plan (IEP), meet with his teachers, therapists and others to discuss your goals, expectations, and future placement preferences for him.
- ❖ **Know the rights you and your child have to an inclusive education.**

For more information on your rights, visit the article Family Rights: The Educational Rights of Children with Disabilities.

What schools can do to promote successful inclusive education:

- **Consider inclusive education first.** Special education services can be provided in many different settings. Schools are required to consider the general education class before considering any other setting for your child to receive special education services.
- **Support each child's learning.** Teachers support learning in inclusive classrooms in three ways. First, they teach so that students with differing abilities and learning styles can understand and participate. Second, they modify assignments when they are too difficult. Third, they model respect and encourage friendships.

What families can do when they meet resistance in accessing inclusive education for their children:❖ **Get and share information**

Some schools do not support a family's desire for inclusion, because they are used to providing special education services to students in separate classes. Or they may not understand how to make inclusion work for all children. Visit general education classes and separate classes for students with disabilities. Carefully explain to your child's teachers, principal or IEP team why you believe inclusive education would be best for your child. Share information with your child's school about the benefits of inclusive education.

❖ **Enlist the help of others**

Sometimes it is helpful to bring in an expert or advocate. This person will make sure that your preferences about your child's placement are heard. This person can also help explain the benefits of inclusive education and how to make it happen in your child's school. You may find someone to help by contacting advocacy organizations, special education parent groups in your child's school, and local colleges with teacher training programs.

❖ **Become your child's advocate**

It takes time and energy to make inclusion happen in a school that is resistant to change. Stay focused on what you believe is best for your child. Listen carefully to the arguments against your child's inclusion in a general education class and use what you learn to advocate for change. For example, if you are told that your child is not ready for the general education class, ask what supports could be provided to help make her successful in the class.

Conclusion

The future is very bright indeed for this approach. The evidence is mounting that **inclusive education** and classrooms are able to not only meet the requirements of students with disabilities, but to benefit regular education students as well. We see that with exposure both parents and teachers become more positive. Training and support allow regular education teachers to implement inclusive education with ease and success. It needs to be seen as a way provides high quality education to all.

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Emerging Trends in Commerce Education – A Study

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ABSTRACT: Education is a prime right of everyone getting education has become everyone's dream as well as reality as much importance has been given today on education. Commerce education has been an inspiring field for all the students. This has many career choices and career options for the commerce aspirants, since last two decades there are many emerging and new paradigm have taken place in the field of commerce. Commerce education gives the knowledge of well-earnings with good business. The growing phenomenon of globalization, liberalization and privatization has been immensely influencing the commerce education. Alvin Toffler in his famous book "Future Shock" says that, "To help avert future shock, we must create a super industrial educational system and to do this, we must search for our objectives, methods in future rather than past. Education must shift into future tense." The professional courses should be more on real life industrial exposures and less on literature. The reason is the speed by which the world is changing. Teaching from the books written years before would not be including a practical approach and realistic behaviour in students. They need to be made aware about the current business scenarios with direct exposure to industrial affairs.

Keywords: Commerce Education, E-commerce, E-learning, E-governance, E-Marketing, E-Banking, Telemarketing.

1. Introduction

Commerce education is very important part of education which is called as business education. It is a living and evergreen discipline and it is totally different from other disciplines. Commerce education is the area of education which develops the required knowledge, attitudes and understanding the essentials for the successful direction of business relationships. In simple, it can be referred as an area of study which deals with principles and practices of teaching business subjects.

The growing phenomenon of globalization, liberalization and privatization has been influencing the commerce education. The technological revolution has further provided new dimensions 'E-banking, E-marketing, E-commerce, E-finance, E-investment, paperless trading and governance has been gaining importance all over the world. At the same time, outsourcing business, call centre, small business operation, IT based services etc, are expanding very fast. These developments demands paradigm shift in teaching and learning process. The new skills and training are required to cope up with these changes. The technological advances must be integrated into the basic fabric of commerce education. The role of commerce education is to develop human resource to overcome the challenges in the field of commerce. To achieve this goal, the commerce education must be focused on linkage with business and industries. It should be more practical and as like on job training and hands on experience.

Review of Literature

Gandhi (2013) in his study "Emerging profile of commerce and management education in India" highlighted that Training for management extends beyond frontiers of formal education in humanities scientific and engineering disciplines (and) is of quite recent awareness in India. It is understandably the obvious first priority in development to think of means of production and the next of these men with requisite skills, the engineers, chemists, and accountants. But for the operation to work at more than its optimum efficiency, these men need the wider operation and the attitude and the philosophy that take the organization forward.

Artiba V Rana (2015) has made a study on "Emerging trends and Revitalization of commerce education in India" and states that the present courses are not adequate in preparing the students for competitive examinations either. The present systems of commerce education does not equip the students either for taking up jobs requiring knowledge of general subjects or jobs that demand knowledge of a technical or specialized nature. Commerce education is facing innumerable problems today. These problems have direct bearing on the course objectives, course content and course conduct. Therefore, the need for all out effort to reorientation and redesigning the commerce education in such a way that it will be relevant for the today and tomorrow.

Principal S.N Kukale (2017) in his study "New Trends in Commerce Education and Research" explains that with a growing emphasis on information, global economy, together education was viewed as increasingly

essential for the world's population. Information technology and mobile technology is now forcing education sector to change according to the need of the time. So there is a need for business schools to use technology and make it integral part of the course contents.

Parimala Ramesh (2017) states that, with the growing emphasis on information technology, higher education was viewed as increasingly essential for the world population. Information technology and mobile technology is now forcing education sector to change according to the need of the time. The most emerging dimension of the business and commerce education in the 21st century is the need for the business school to use technology and make it integral part of contents.

Dr. Rahul Sawlikar," in his study "Current Trends in commerce education", highlighted that the higher education sector in India is very vast. The role of higher education in national development is well established. The objectives of higher education can be achieved only through qualitative change in the system. The output of commerce education should be multidimensional and with full global competitiveness. The practical oriented commerce education is a need of the age.

Objectives of the Study

- To understand the emerging trends of commerce.
- To explore the changes towards commerce education.
- To understand the problems of contemporary commerce education.

Methodology

The data collected from the secondary source of information like internet, periodicals and research reports, survey reports conducted by various reputed and reliable organizations.

Result and Discussion

The education specially aimed to prepare a person for discharging the duties and responsibilities of business is known as commerce education. Commerce education is the platform for any common man to conduct business activities smoothly and carefully.

Importance of Commerce Education

Commerce education is the backbone of the business and continuous development of the nation and considered as one of the most popular career options in India. It covers wide area options in India. It covers wide area of economy. Commerce education gives knowledge to the people of democratic living, good citizenship and proper utilization of resources. Commerce education plays an essential role in today's dynamic business environment. The rapid trend of globalization and technological changes have made difficult for organizations to survive in the competitive world. Due to the increasing complex nature of organizations and businesses, there is a need that business schools impart relevant, current and cutting edge knowledge to the students. The school of commerce should play pivotal role in equipping our future dynamic managers with the emerging trends of commerce skills to face the challenges of dynamic business world.

Emerging trends in Commerce Education

Commerce is the exchange of items of value between persons or companies. Any exchange of money for a product, service or information is considered a deal of commerce convenient for business as well as individuals. Education is developing inherent abilities and power of students. It is the process by which society deliberately transmits its accumulated knowledge skill and values from one generation to another. Education inherent sense is any act or experience that has a formative effective on the mind, character or physical ability of an individual.

New Trends in Commerce Education

- **E-commerce:** E-commerce also known as electronic commerce or internet commerce refers to buying and selling of goods on services using the internet and transfer of money and data to execute these transactions. E-commerce involves conducting business using modern communication instrument like internet, fax, telephone, electronic data interchange, e- payment, money transfer system. E-commerce provides multiple benefits to the consumers in the form of availability of goods at lower cost, wider choice and saves time. Similarly, online services such as internet banking, tickets includes airlines, railways, bus bill payment, hotel booking etc, has been tremendous benefits for customers. E-commerce

education has been phenomenal in making a deep impact higher education. Growth in the internet over the last few decades has led to great impact on communication and research in the institutes.

- **E-learning:** E-learning is defined as an acquisition of knowledge and skill using electronic technologies such as computer and internet based courseware and local and wide area networks. E-learning can be examined at two levels. The first one is education and another one is training. In training it can be used by companies to train and upgrade their employees. Today E-learning has become an important mode of education. Since the regular courses in India are getting very expensive and highly competitive, distance and online education is fast developing as an amazing option for the students. E-learning opportunities are immense in India. Even the distance education programs are serving wonderfully. Distance learning can be availed through various types such as interactive CD-ROM programs, mobile learning programs, tele-courses or broadcast courses via television or radio, postal correspondence programs and many more.
- **E-governance:** E-governance, expands to electronic governance, is the integration of the Information and communication technology in all the process, with the aim of enhancing government ability to address the needs of the general public. The basic purpose of e- governance is to simplify process for all, i.e., government, citizens, businesses etc at national, state and local levels. E-governance is the future; many countries are looking forward for a corruption free government. E-government is one –way communication protocol. The essence of e-governance is to reach the beneficiary and ensure that the services intended to reach the desired individual has been met with. There should be an auto-response system to support the essence of e- governance, whereby the government realizes the efficiency of its governance, where by the government realizes the efficiency of its governance.
- **E-Marketing:** E- Marketing (Electronic marketing) also known as internet marketing, web marketing, digital marketing or online marketing. E- Marketing is the process of marketing a product or service using the internet. E- Marketing not only includes marketing on the internet, but also includes marketing done via e-mail and wireless media. It uses a range of technologies to help connect business to their customers. E- Marketing is meant to build loyalty, trust or brand awareness among customers.
- **E- Banking:** E-banking is also known as internet banking, web banking or online banking which allows user to execute financial transactions via internet. E- Banking offers customers just about every service traditionally available through a local branch, including deposits- these are done online, using ATM's or through the mail and online bill payment.
- **Tele- Marketing:** The number of manufacturers of various brands is using various television channels to sell their products all over the world. The targeted customers are the viewers of the television spread all over the world. The targeted sales are achieved by saving time, cost of sales and avoiding total chain of distribution. An effective tele marketing process often involves two or more calls. The first call (or series of calls) determines the customer's needs. The final call (or series) prospective customers are identified by various means including past purchase history, previous requests for information, credit limit, competition entry forms and application forms. Names may also be purchased from another company's data base or obtained from telephone directory or another public list. The qualification process is intended to determine which customers are most likely to purchase the product or service.

Opportunities and Challenges of Commerce Education

Opportunities

At the undergraduate level, Bachelor of Commerce, a three year full time course. And Master of Commerce at the postgraduate level. After completing course in the field of Commerce, a student can join any private institute or government organization as a specialist in any of the Commerce stream and they can also pursue professional courses such as Company Secretary, Chartered Accountant, and ICWA. A graduate in Commerce can also option careers in financial services as a Financial Consultants, Stock Brokers, Merchant Bankers, Budget Consultant, Financial Portfolio Manager, Project Formulation Manager, Tax Consultants. Careers in Management are also available in the field of Personnel Management, Production Management, Financial Management, Marketing Management, and Material Management, other areas of Management such as Hotel Management, Hospital Management, Tourism Management, Event Management, Office Management, Export and Import Management. In the Bank, call for Commerce graduates and post graduates with specialization of Banking Insurance Companies can also call for Commerce graduates and post graduates with Specialization of Insurance. Industrial segment are also call for Commerce graduates and post graduates with Specialization of accounting skill including Computer Technology.

Challenges

1. Challenges and Strategies for controlling inflation and promoting growth.
2. Emerging issue in global Economy, Commerce and Management.
3. Internationalization of Financial Market in the World.
4. Role of Foreign Direct Investment and Foreign Institutional Investment.
5. Reform in Indian and International Economic Sectors.
6. Challenges and Strategies of IMF and WORLD BANK for International competition.
7. Challenges and Strategies merger and acquisition strategies for Trade, Commerce and Industry in World.
8. Challenges and Strategies for commodities markets in the world and in currency market in International scenario.

Conclusion

There is an urgent need to overhaul the existing business education system to cope up with the dynamic world with trade and commerce assuming innovative dimensions in the context of growing international business, commerce should play pivotal role in equipping future dynamic managers. Globalization and liberalization of our economy with privatisation and technological revolution have posed the most unprecedented challenges before the commerce education. Educational policy makers need to think about this matter seriously with a growing emphasis on information, global economy. The most emerging dimension of the business and commerce education in the 21st century is the need for the business school to use technology and make it integral part of course contents. Education now becomes an industry, there is explosion of technologies and knowledge in all sphere. The quality of commerce education has become a major marketing issue in the changing environment. As per specialization, a practical training should be provided to the students. By making relevant and practical oriented commerce education, we may impact global competitiveness to the students.

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Environmental Education and Public Awareness: A Review

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ABSTRACT: *Environmental degradation is a global concern affecting people from all strata of society. Unfortunately, humans are responsible for bringing such devastation. Environmental education refers to knowledge that increases public awareness and concern about environmental issues and promotes skills needed to be environmentally responsible. This paper focuses on the need for environmental education to create awareness at local, national and global levels.*

Keywords: *Environmental awareness, environmental degradation, environmental education, pollution*

1. Introduction

Pollution of air, water, soil and indiscriminate utilization of natural resources have raised environmental degradation to dangerous heights across the globe (Rickinson, 2010). Industrial and infrastructural developments, human population growth and urbanization, plastic usage, electronic wastes, vehicular emissions, depletion of biodiversity, contamination of pollutants in the water bodies, soil and atmospheric pollution have devastated the natural environment. Environmental education and awareness regarding sustainable use of resources, health issues caused by pollution and conserving our environment is the need of the day

Environmental Education

Increase in economic activities in developing countries results in more energy and consumption demand which generally leads to environmental degradation. The continuous degradation of environment has forced everyone to think about the problem related to the environment. One of the best methods to converse this tendency is creating environmental awareness and education. The growing concern with environmental issues and their impact on general awareness is one of the most noticeable phenomena. The scenario is changing with time and people are getting aware about the environment. Government of India is putting efforts to increase awareness among people about environment and imposing strict environmental laws and regulation on industries. Government has also introduced environmental curriculum in the schools, colleges and universities which are offering academic courses and research on environmental issues.

A serious requirement to educate people on conservation and sustainable use of natural resources through environmental education has been accepted globally. The concept of environmental education gained great momentum at the UN Conference in Stockholm in 1972 (Bonnett, 2007). In Agenda 21, a holistic view of environmental education was adopted and acknowledged by 175 countries at the first UN Earth summit in Rio de Janeiro on Environment and Development. "Agenda 21" identifies education as a vital aid to support all the needed changes for sustainability to take place.

The entire scientific community is reasonably responsible for getting involved in adequate public relation efforts that enable communication of its research, concerns and uncertainties to the institutions, organizations and governing bodies responsible for education. Similarly, establishments responsible for education should make efforts so that the public receive information from scientists in an effective and understandable way.

Environmental Awareness and the Public

The concept of environmental awareness is a well-established tradition since ancient times. With the change in time, environmental awareness and concern have become increasingly important in India.

Environmental awareness on environmental problems and values and their implications have relation to economic issues and social standards of living. Public participation and environmental awareness is important to achieve the goal of sustainable environment. Social involvement can only happen when the

communities are aware of the importance of maintaining healthy and productive ecosystems (Lorme *et al.*, 2003).

Anbalagan and Shanthi (2015) examined environmental awareness levels of local issues and global problems among the school students. The female student's contribution towards awareness on environmental issues was higher compared to male students. In general, the girls were more aware of health effects of plastics, air pollution, water pollution and public sanitation. Even though environmental education has been infused in the school curriculum, there is a dire need of practical oriented approaches to the student community to develop sustainable practices like tree plantation, vermicomposting of wastes at school grounds, alternative for the use of plastics, need of safe and clean drinking water and also promotion of environmental awareness among the public by participation in rallies, celebrating world environmental day, water day, wild life day, etc.

Environmental awareness and practices can be utilized as a tool for sensitizing the young students about environmental protection. Sivamoorthy *et al.*, (2013) has studied various aspects of environment, mainly environmental awareness and practice among college students. The study reveals the relationship between gender and environmental awareness and practice level and found that the level of awareness is high but practice level is moderate.

The results from the study conducted by Kaur and Kaur (2018) points at the awareness and attitude towards conservation of environment among post graduate students. It implies that, students being aware about their surroundings and having knowledge about their environment is not enough if they don't participate in environmental protection activities. Even though environmental studies has been made compulsory at undergraduation by the Government of India, still the students are not practically aware of the activities they should avoid to protect the environment.

The efforts can be better achieved by taking cooperation of local NGOs, villagers, college students, etc. There is better scope for environmental protection activities among the school students. Schools with effective training on vermicomposting, solid waste disposal and waste paper recycling etc will yield better results and make the students to follow such practice as routine in schools and their homes for sustainability.

India is a country of villages with 70% rural population. The rural masses are unaware of the importance of environmental education. Therefore, there is an urgent need to root awareness programmes in the village itself (Mene and Chauhan, 2017). The contribution of youth volunteers and local NGOs are imminent for carrying mass environmental awareness in the society. The marketers should offer environment friendly products, green products and should provide input in designing marketing and advertising campaigns. Further, the consumer should have awareness about the environment to opt environment friendly green products for environmental concern.

Scientific groups, journalists and non-governmental organizations play a major role in environmental public education processes. It is the responsibility of every individual to move towards sustainable development so that we gift our future generations a clean and safe environment.

Conclusion

Environmental awareness in developing countries can be improved through both formal and non-formal education. Mass media, art and traditional knowledge are elements that can greatly contribute towards environmental awareness in developing countries.

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Financial Literacy as a Tool to Empower Women by SHGs

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ABSTRACT: *Women in India are included in the socially and economically vulnerable class of the society even after 72 years of independence. Realizing the need to strengthen women in order to achieve overall growth and stability in the economy, the government has supported women empowerment through various programmes and projects. The motto of women empowerment is to ensure that they are socially, economically and emotionally strong. Providing financial education to women has been a core need of the day to make them economically strong due to the dynamic nature of financial markets. Self Help Groups are playing a lead role in spreading financial literacy among financially excluded women and enabling them to achieve financial independence. In this perspective, the present study was undertaken to know the role of SHGs in economic empowerment of women by spreading financial literacy among them.*

Keywords: *Financial literacy, Women empowerment, Self Help Groups, Economic empowerment, Financial independence.*

1. Introduction

Financial literacy comprises not just awareness and knowledge regarding financial concepts like earning, spending, saving, budgeting, borrowing, investing but is also concerned with its application for making effective decisions in managing the personal financial resources. The cost that has to be borne due to lack of financial literacy has made it a core life skill that every human is required to possess rather than one nice to have.

India is home to 17.5% of the world's population but nearly 76% of its adult population does not understand even the basic financial concepts (Rajesh Sud) ¹. It is particularly severe among key demographic groups like women. Though they are aware of the fact that their financial literacy is less than men, they are unable to overcome this shortfall due to the challenges that they face from the barriers which make it difficult for them to be financially prepared for the future. Financial literacy among women is not just related to their financial stability but also to their mental health as money, family and emotions are the concepts that are difficult to be separated for women. Thus financial literacy will act as tool to empower women by enabling them to achieve financial independence with good mental health and social status.

Embedding financial literacy in SHG programmes is a good starting point to strengthen financial education of poor and rural women, as women have a significant representation in it. More than 86 percent of the groups under Self Help Group-Bank Linkage Programme (SHG-BLP) comprise exclusively of women (Krishnan Dharmarajan) ².

SHGs in India

Self help groups are the outcome of government's anti-poverty agenda. SHGs are registered or unregistered financial intermediaries composed of 10- 20 local men or women from homogeneous social and economic background. The main objective of SHGs is to mobilize savings among rural poor and to provide financial assistance. It also acts as a tool to achieve other goals like developing leadership skills, increase in school enrollment, improvement in nutrition and birth control. One such goal is to empower women.

In India, SHGs first emerged within the Mysore Resettlement and Development Agency (MYRADA) in 1985. Later in 1990, The Tamil Nadu Women's Empowerment Project, supported by IFAD (International Fund for Agricultural Development) was implemented through, the Tamil Nadu Women's Development Corporation. It was the first project in the country to incorporate the SHG concept into a state-sponsored programme. Since then, SHGs have been associated with women (Ishita Akoon) ³.

At present there are 54, 08,259 SHGs in India, out of which 90,431 SHGs have less than 5 Members (Ministry of Rural Development, Govt. of India- Feb, 2019)

Review of Literature

There are various works undertaken on financial literacy among women and its impact on their financial independence. Some are discussed below,

Amutha(2017) In spite of various efforts by the government to cover all the parts of the country under the umbrella of financial inclusion, there remains large segment of the society outside the financial system like women in rural areas.

Anjali(2016) Even though women at present are financially literate, the level of literacy is not equal at different levels i.e. non-working women have less literacy than working women. Urban women possess high level of financial literacy than women in rural areas.

Garima(2016) In spite of various efforts by government to make women equally literate about financial matters to men, their level of literacy is certainly low due to cultural, financial, psychological and physical barriers which have become hindrance for overall growth of the nation.

Shobha and Shalini(2015) Lack of financial awareness and knowledge among women leads to dependence on their spouse/ family for financial planning and investment which hampers their financial independence. Lack of awareness about financial products and good advice are the most challenging factors affecting their ability to sustain savings.

Carlo et.al(2014) There is a need to provide financial advice and education targeted specifically to women along with professional financial counseling on debt and debt management. It is required to provide personalized financial services as financial needs vary based on family status and career stages.

Significance of the Study

Women constitute almost 46% of the total population but are deprived of rights and opportunities mainly due to their financial dependence (Pratisha Padmasri Deka) ⁴. Women's financial literacy has become a major concern for the government of India as it has upheld the idea of Women empowerment from the very beginning. It is aware of the fact that women are more likely to struggle to achieve financial independence across their life course and without financial independence the concept of empowerment will be a mere slogan.

Objectives of the Study

The study undertaken aims at fulfilling the following objectives

- I. To understand the role of financial literacy in empowering women.
- II. To find out the difference in financial literacy among women before and after joining the Self Help Groups and
- III. To know the personal financial management practices among women group members.

Research methodology

The study is based on both descriptive as well as analytical survey method. The geographical area of the study is confined to Shivamogga district. Sample for the study was selected on the basis of convenience sampling. Total 50 women group members were selected for survey. Data for the study was collected through a structured questionnaire containing 15 statements, framed with the objective of assessing financial literacy. Collected data was analyzed through statistical techniques like tabulations, percentage etc.

Analysis and Interpretation

Table 1: Financial literacy and practices among SHG members

Sl. No	Items	Before joining the groups		After joining the groups	
		Yes	No	Yes	No
1	I keep track of income and expenses of my family	11(22%)	39(78%)	38(76%)	12(24%)
2	I am interested in preparing family financial budget	5(10%)	45(90%)	40(80%)	10(20%)
3	I do participate in financial decisions of my family	10(20%)	40(80%)	47(94%)	3(6%)

4	I have a bank account	7(14%)	43(86%)	50(100%)	0
5	I am confident in banking transactions	3(6%)	47(94%)	42(84%)	8(16%)
6	I use ATM card	5(10%)	45(90%)	50(100%)	0
7	I have an informal savings	4(8%)	46(92%)	37(74%)	13(26%)
8	I do invest my savings	0	50(100%)	35(70%)	15(30%)
9	I have an insurance policy	2(4%)	48(96%)	45(90%)	5(10%)
10	I have a pension plan	0	50(100%)	28(56%)	22(44%)
11	I am capable of paying my debts on time	13(26%)	37(74%)	41(82%)	9(18%)
12	I have the financial knowledge to make efficient decisions	11(22%)	39(78%)	43(86%)	7(14%)
13	I do possess the skill to make better choices among financial alternatives	9(18%)	41(82%)	43(86%)	7(14%)
14	I am confident about my financial future	8(16%)	42(84%)	41(82%)	9(18%)
15	I feel financially independent	12(24%)	38(76%)	50(100%)	0

Source: Field Survey

The above table reveals the financial literacy and practices among 50 selected women SHG members in the study area before and after joining SHGs. 78% women were not keeping account of income and expenses of the family before joining the groups but after joining, 76% women have knowledge about their family cash flows. Preparation of family budget is very important and it indicates the financial preparedness. It is found from the responses that only 10% women had interest in preparing family budget before joining the groups which has increased to 80% after joining. Only 20% women took financial decisions in their family before joining groups while 94% women take family financial decisions after joining.

Most of the women had no bank account before but after joining the groups all of them have opened their bank account. Again 94% of women were not confident in banking transactions before joining, but 84% women are confident now. Majority of group's members did not use ATM card before joining SHGs. But 100% of them are using ATM card after joining, indicating that the banking knowledge has increased among members.

Percentage of women with informal savings has increased by 66% which indicate that women are aware of importance of savings after joining the groups. 70% of members have made investment only after joining SHGs. It is also found that 90% group members have insurance policy after being member of the group which was just 4% before. 4% women had pension policy before which has increased to 90%. Debt management has become efficient among women after joining the groups as the percentage of women capable of paying debts on time has increased from 26% to 82%.

There has been an increase in the women with financial knowledge after joining the groups as only 22% of women had financial knowledge which has increased to 86%. Joining of SHGs has improved not only the knowledge but also the skills and confidence of women as percentage of women with financial skills and confidence has increased by 68% and 66% respectively. As a result of increase in the financial literacy, skills and confidence, there has been a positive impact on the financial independence of women as 100% of women have the feeling that they are financially independent after joining the groups, which was 24% of the total respondents before.

Analysis of the above responses reveals that participation in SHGs will provide financial awareness, knowledge, skill and confidence among women and helps them to have a better personal financial management practices. Women with proper financial budget and management of money, savings, investment, insurance, pension and debt will feel confident of their financial future. This will enable them to achieve financial independence and makes them economically empowered.

Findings

- Financial preparedness and capability of women has increased through SHGs as the percentage of women involved in preparing budget and making financial decisions has increased to remarkable extent after joining SHGs.
- Participation in SHGs has resulted in 100% bank accounts and usage of ATM.
- SHGs have made women financially independent by strengthening their personal financial management practices through financial literacy.

Conclusion

Government needs to provide women investors with personalized financial education programmes as “one size fits all” concept cannot be applied in case of it (Bhuvana) ⁵. SHG acts as a great tool in this perspective as a significant part of SHGs in India is comprised of rural and poor women. Thus it can be a strong platform to empower women by providing financial education as financial literacy and independence is must to attain women empowerment (Chetna and Raj) ⁶.

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Awareness about Theatre for Student Teacher to Enhance Teaching Effectiveness

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ABSTRACT: Theatre represents combination of entire Arts. awareness about the theatre helps the student teacher to stabilize his teaching profession. In wider sense drama considered as experiment rather than performance. According to Nobel play writer B.V. Karanth, Drama is meant for experimentation rather than Entertainment This definition can be utilized by a teacher in various perspectives in his profession, because education is based on continuous representations. In teaching learning process a teacher should involve himself in research. globally education is nothing but collection of information imposing knowledge to the child. In current scenario, as a product of education, we should expect potentials and socialism from student personally. In this direction, including theatre awareness in education will over whelening. Teacher should attain the character of actor rather than performer. Functions of drama in teaching learning process Enhancing professional potential/ career potential of teaching informing the various and silent features of theatre.To Faster self - expression and self awareness. To creat acsethetic awareness in order to know every object and matter completely and implementing in teaching -learning process. To strengthern, concertation, logical Organization of a ideas and developing analytical thinking.As drama is a complex art. It books imagination by enhancing the skills of questionings excognition /thinking, experimenting /performing through participation. As it is a art participation helps in focusing /concentrating and helps in understanding the mind By observing several elements of drama and participating in it leads to strengthening the concentration power, Organaization of ideas develops analytical thinking. Different types of cultural plays enhances endurance & sensitivity of pupil teacher in the conext of importing information. According to Bhagavaan Buddha "our process thinking designs our personality". teacher should attain acting rather than performance. Drama is a complex art (Bharatha Muni), through theatre awareness teacher gain complete knowledge regarding content transaction. In this aspect drama considered as experiment, always teacher ready for experimentation to attain professional completeness.

1. Introduction

Theatre represents combination of entire Arts. awareness about the theatre helps the student teacher to stabilize his teaching profession. In wider sense drama considered as experiment rather than performance. According to Nobel play writer B.V. Karanth, Drama is meant for experimentation rather than Entertainment This definition can be utilized by a teacher in various perspectives in his profession, because education is based on continuous representations. In teaching learning process a teacher should involve himself in research. globally education is nothing but collection of information imposing knowledge to the child. In current scenario, as a product of education, we should expect potentials and socialism from student personally. In this direction, including theatre awareness in education will over whelening. Teacher should attain the character of actor rather than performer.

Types of Arts

Visual arts (Sculpture, Architecture, Painting) Performing Arts (Dance, Music, Drama)

Broadly there are 2 forms of art. Those visual arts and performing arts. visual arts represents eye sight and observations dimension. Whereas performing arts represents attributes of those dimensions. In visual arts we can see sculpture, architecture and painting. Since ancient times it has retained its importance. historically and culturally. visual arts has adjusted itself in accordance with time and place. In performing art majorly we can dance, music and drama. like visual arts. history of performing arts is also an important cultural aspect. In performing arts drama has its own transcendence as it is consist of Expression, songs, dance, storyline, scenery etc.. This performing arts extended its coverage to keep in touch with all arts. In the fulfilment of historical perspectives of music, arts & drama, Bharata Muni had introduced 5th veda, which is all about importing knowledge to common people. In this way, in 5th veda, the drama, art and music were used as a tool for transforming knowledge.

History of drama

Drama is a complex art as it is blended version of various arts (i.e, dance, music, expression etc) : The word 'Natyā' is derived from a Sanskrit word 'Nat', Which means 'dance', therefore we can say that 'drama' / 'natak' is originated from dance. Also, Bharata Muni, in his 'Natyashastra' called 'drama an excellent / complex art'. This is nothing but drama in the mixture / combination of all other arts. In this context, in the time period of '5th - veda' / Panchamveda drama and dance were used just for imparting knowledge to public at possible extent. In the global context if we want to know history of drama, we must have to know about 'Greek Theatre'. Aristotle (335BC) in his book 'Poetics', had explained about 'dramatic theory'. The word 'drama' is derived from Greek word 'Dramo' which means 'action' or 'to-do' this meaning / etymologically give in the context if education says that. individual / person learn much through 'action' and 'experience' In Greek countries. drama was presents in the cultural aspect. Also they believed that 'drama is not the part of culture, but is a part of life." Greek believed that 'Dithyrambus' in related to song dance and 'Dionyses' as goddess of dramatic art. Greek especially 2 to 3 times in a year were per supposed to perform drama. that was in these festivals. Those festivals include, 'city dionysia' (celebrate during harvest season) and 'Lenea' (celebrated during early winter). During these celebrations, before performing drama, they were supposed to sacrifice a goat on cathedra. The winner playwrighter was awarded with 'goat' and were honoured with a crown of olive leaves. In Greek, a couple mask or association of two mask's symbol was there, in which one represents 'comedy' while the other represents 'tragedy' from this sign/symbol they represents that life is amalgamation of 'Happiness & Sadness'. The first one who introduced 'actor' to the world was thespis. Before that only one actor was supposed to perform many character. After that thespis introduced arrival of another actor and dialogue delivery. Therefore the number of actors and characters went on increased afterwards. In Greek dramatic history German band (presenters) had very important role. Shakespeare described drama. with a word 'play; which is derived from Latin word 'ludus'. After that in theatre introduced 'dramatists' as 'play - maker' and theatre as play home.'

Drama categorised as

Based on the stuff and presentation, drama can be broadly as follows.

Tragedy, Comedy, Melodrama, Tragic comedy

Other forms

Satirical, Mime, Propaganda

Similarities between elements of Drama with elements of Teaching

- Characters as pupil individual difference
- Plot / Place as classroom design
- Theme of the play as teaching content
- Dialogue and teacher vocal expressions
- Literary elements
- Technical elements like adaptation of ICT in teaching learning
 - Lights
 - Sound
 - costumes and makeup
 - Stage design & props
- Performing elements (essential for actor as well as teacher)
 - Acting
 - Speaking
 - Non-verbal expressions

Functions of drama in teaching learning process

- Enhancing professional potential/ career potential of teaching informing the various and silent features of theatre.
- To Foster self - expression and self awareness.
- To create aesthetic awareness in order to know every object and matter completely and implementing in teaching -learning process. To strengthen, concertation, logical Organization of a ideas and developing analytical thinking.

- As drama is a complex art. It books imagination by enhancing the skills of questioning excognition /thinking, experimenting /performing through participation.
- As it is a art participation helps in focusing /concentrating and helps in understanding the mind
- By observing several elements of drama and participating in it leads to strengthening the concentration power, Organaization of ideas develops analytical thinking.
- Different types of cultural plays enhances endurance & sensitivity of pupil teacher in the conext of importing information, makes pupil teacher emotionally - stable.
- It developers appropriate attitudes and creative expression.
- It creates absolute thinking / clean thinking and helps to lead life positively.
- To enhance local, national and global information.
- All round development with the help of theatre activities.

Curricula and theatre

It not possible to consider any topic, a 'single' one topic is related to another topics in many ways. for example a topic of history is related to topic of history science, civilization, geography, Astronomy, statistics, folkose painting, Architecture, economics etc. these all topics are included as subcategories. In this way School should focus on hidden curricula. In teaching particular topic, mixup of several nightlights regarding the topic should be there this type of topics should be selected for drama blocking. Dramas can be performed on many topics of school curriculam like, history, mathematics, biology, stories, poems, novels scientists contributes and life story, soul bounding stories / topics, the awareness of laws (education - management) system of education etc. In this way as teacher have abuilt to convey explain a difficult topic student. a great director too have ability to experiment /perform drama by taking difficult topics (we know many playwrighters who structred plays on global - conflicts) Noble playwrighters regarded thier plays as experiment, Performance / exhibition is like standing water. Experimentation is obviously a process of knowing / finding truth. these playwrighters resembles / similar to teachers. Teacher should implement principles of learning contineously so as to achieve success. they should be mentally stable. they should transform knowledge to their students. Teacher should provide a good learning environmental to learners.

Teacher and Play director

There is similarity in between 'steps of constructing a drama and steps of teaching a topic' several times teacher has to act like a theatre director. As director to tightens the drama by providing accessories to actors and viewers, like that teacher tries to provide teaching learning metirials in order to concertise the topic. Teaching and drama both works as a team, with the help of drama. it is easily to build a difficult complex by dropping / spiriting experient (Analysis) and then conesting all as a whole(synthesis), (through the way of simple to complex). Is there any similarities between a director (in constructing a drama) and a teacher (in teaching a topics)

Steps in Constructing drama

1. Selection of drama
2. Drama reading
3. Casting
4. Blocking
5. Characterisation
6. Technical rehearsal
7. Grand rehearsal
8. Performing the Drama

Steps in teaching process

1. Selection of content
2. introducing stage
3. developmental stage
4. Using instructional metirial & Technology for effective teaching.
5. Using contineues & Comprehensive avaluation for good learning.
6. Preparatory exam
7. Main exam

By observing the steps (above) we can see similarities between teaching and acting. Like this we can also see the similarities between teacher and director.

If the teacher have some abilities ofactors during teaching learning process, than if will leads to enhancement of effectivements that are as follows.

- * By exposing appropriate gestures and facial expressions teaching the topic depending in the object of topic.
- * Using black board appropriately standing style, appropriate walking style should implement by teacher (like stage of drama)
- * Teacher should have awareness of analysis of stage (it means knowledge of stage theatre location)

This awareness helps the teacher to know which is appropriate place? (to stand while teaching) which place is suitable for clear eyesight? (location).

From which place people's eyesight can reach me easily & effectively?

This also teaches the teacher how to integrate the students for conducting group activities.

- * Teacher should have realisation of voice modulation through we say education should be learner cented, it is (education) ironically relied on teachers voice whatever it may be, teacher should appropriately act in accordance with his facial expression.
- * Intermediate path (Barrier & avaut) is appropriate way to teach decreasing & rising method. because, in this way teacher doesn't become tired. with that he can speak for a longer time by emphasizing /stressing imp points. from this learns too have art of using silence.
- * Teacher should exhibit smartness while using language. through contineus reading & learning, prime language comes out. A playwrighter should know number of regional languages in order to use language according to character in this way teacher too should have knowledge of bookish language, facial language and stage language.
- * Teacher should provide healthy learning environment by structuring classroom for activities. Etymological meaning of drama is action. (Based on expert John Deways learning through activities). students remember for longer tome when it is learnt through experience.
- * Teacher should provide appropriate for self-learning instead of being instructor, Teacher should act as a guide and adviser for learners to solve their problems during the learning process.
- * As a noble actor need a ability called 'imitation' in this way a good student needs question' to make him efficient learner. Teacher should a habits of questioning, exploring, revieving inculcate and find outing in students
- * Opportunity should given for the creativity of the students. Also learners should provided with an opportunity to choose the topic & to learn that in accurance with thier need in interest.

Conclusion

According to Bhagavaan Buddha "our process thinking designs our personality". teacher should attain acting rather than performance. Drama is a complex art (Bharatha Muni), through theatre awareness teacher gain complete knowledge regarding content transaction. In this aspect drama considered as experiment, always teacher ready for experimentation to attain professional completeness.

“Study of Selected Physical Fitness, Anthropometric Variables and Mental Toughness Ability in Relation to the Performance among Karnataka State Level Kho-Kho Players”

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ABSTRACT: Sports in the present day have become extremely competitive. Previous records are being broken whenever there is a competition. It is not the mere participation after a few days of practice that brings an individual victory but continuous hard work of training right from childhood. All the sportsmen look for the ways of making themselves better in their chosen sports. Making the players fittest, strongest and more capable of doing exercise can make this possible. Their skills are to be developed with some of the component of physical fitness to give a great boost to performance in games and sports. Competitive sports make tremendous demand on the physical condition, vitality, endurance and mental power of the participant. Only athlete in the extreme condition may withstand the wear and tear of a competitive season. Thus, we can say that only fittest can perform to the best of their ability. During the past two decades sports psychology has emerged as a legitimate field of scientific enquiry. Researchers are afforded ample opportunity to observe, describe and explain the various psychological factors that influences diverse aspects of sports and physical activities. The games are simple in nature, easy to organize, less expensive and reach the common people of both sex. The main objective of this study was to analyze the skill related fitness such as Balance, Coordination and psychological aspect will to win of national level Kho-Kho male players.

1. Introduction

Research in sports sciences played an immense popularity due to Asian, world and Olympic Game, these apart it has become a worldwide phenomenon. The physique or body composition, including the size, shape of the muscle, plays an important role in the sports. Body composition makes an important contribution to an individual's level of physical fitness performance, Man is the most intelligent and admirable being among all the creations of god. His quest for knowledge is an internal and insatiable education completely modifies the behaviour of an individual. Human body is the crowning glory of god's creation; it is superior to the best machines that modern technology can build. Sports in the present day have become extremely competitive. Previous records are being broken whenever there is a competition. It is not the mere participation after a few days of practice that brings an individual victory but continuous hard work of training right from childhood hence, at the advance stage fitness is directed towards the perfection of technique tactics and its effective use during training as well as competition. The very nature of sport requires certain amount of skill and physical fitness. It has been due to the growing change in the competitive philosophy of sports that a close liaison has developed among sports scientist, team physician, athletic trainers, coaches and athletes to investigate modern scientific technique in terms of selection of athletes. The performance of a sportsman in any game or event also depends on muscular strength, agility, power, speed and cardiovascular endurance. Along with these physical variables, physiological and psychological components they also play have important role in the execution of the performance. During the past two decades sports psychology has emerged as a legitimate field of scientific enquiry. Researchers are afforded ample opportunity to observe, describe and explain the various psychological factors that influences diverse aspects of sports and physical activities.

Discussion on findings

The above result shows that there is a significant differences in the selected skill related fitness such as balance and coordination. In balance, Atya-Patya players are having good balance than Kho-Kho players, in co-ordination; the AtyaPatya players are having good coordinative abilities than Kho Kho players. In psychological aspect will to win, the Kho-Kho stresses include the marked visibility of efforts, operations and results. Exactitude with which success and failure may be evaluated and the often zealous caring that spectator's exhibit for the outcome of events. in mental toughness. Kho-kho players were significantly better than kabaddi players in self confidence and in attitude control. There was no significant difference between

kho-kho and kabaddi players in negative energy, visualization imaginary control, Attention control, Motivation Level and Positive energy.

Objective of the study

The main objective of this study was to analyze the skill related fitness such as balance, co-ordination and the will to win of national level Kho-Kho male players.

Methodology

To achieve the objective of the study, data was collected from sixty players, thirty from each game and they have represented their respective states in Kho-Kho game at national level. Subjects were randomly selected during National championships. The age of the subjects were ranging from 18-28 years. The data collected was treated with the statistical technique 't' test and found there is a significant difference in the selected skill related fitness and will to win psychological aspect between Atya-Patya and Kho-Kho male players.

Procedure of the study

The investigator with regard to the purpose of the study and method of answering were well explained systematically. The investigator distributed questionnaire to the subjects both in Telugu and English for their response. Each and every question was read out and explained so that subjects could easily understand the same. The subjects answered while the investigator clarified all the doubts of subjects whenever asked for. The questionnaire also contains brief instruction to subjects as given under. To help you get a clear idea of your mental strengths and weakness relative to the seven variables just reviewed place on tick mark in one of the five spaces for each of the items in choices are almost always, often, sometimes, seldom and almost never. Select whichever one best fits your interpretation of the items as it relates to the game. Your response is simply an estimate. Be as open and honest as you can with yourself and respond to each item, as it pertains to you in the right here and on text. Only one opinion for each item is permitted. The subject studied the instructions and answered the statement reflecting their opinion by on his chosen answer. The duly answered questionnaires were collected back and scored as per the methods of respective scales.

Statement of the problem

The purpose of the study was to compare the mental toughness variables of the Kho-Kho players i.e., self confidence, negative energy, attention control, visualization and imaginary control, motivation, positive energy and altitude control.

Delimitations

For the purpose of the study 25 male kho-kho players were selected, those who were selected for special training by the sports Authority of Karnataka for Kho-Kho Academies of Mysore District. The subject's age ranged between 16 and 23 years. The psychological variables selected for this study are self confidence, negative energy, attention control, visualization and imaginary control, motivation, positive energy, and attitude control.

Limitations

The difference that exists among the subjects due to varied socio-cultural, economical and religions factors were also not considered. The general mood, and understanding of the questionnaires at the time of responding to the questionnaires may affect the answer and this was considered as limitation. The accuracy and reliability of the subject's responses were considered s limitation.

About The Game of Kho-Kho is a tag sport from the Indian subcontinent

It is played by teams of twelve players, of which nine enter the field, who try to avoid being touched by members of the opposing team. It is one of the two most popular traditional tag games of the South Asia; Asian Kho - Kho Federation was established in the year 1987 during 3rd SAF Games, held at Kolkata, India. The member countries were India, Bangladesh, Pakistan, Sri Lanka, Nepal and Maldives. The first Asian championship was held at Kolkata in 1996 and the second championship at Dhaka in Bangladesh. India, Sri Lanka, Pakistan, Nepal, Japan, Thailand and Bangladesh were participants of the championship. When the first game was played, though many historians say that it is actually a modified form of 'Run Chase'. In the ancient era, a version of the Kho-Kho game was played on 'raths' or chariots in Maharashtra. This was known as RATHERA. In ancient Kho-Kho history, there were no rigid rules and regulations for playing the

game. The Kho-Kho rules were first framed in the early 1900s. A committee was formed at Gymkhana Poona in 1914 for framing the Kho-Kho rules and the first ever book of Kho-Kho rules was published from Gymkhana Baroda, in 1924. Each team consists of 12 players, but only 9 players take the field. A match consists of two innings with each inning consisting of chasing and running turns of 9 minutes each. One team sits/kneels in the middle of the court, in a row, with adjacent members facing opposite directions. The runners take to the field, 3 at a time and the team that takes the shortest time to tag/tap all the opponents in the field, wins. There is a pole on each end and the runner can go between two players who are sitting in zig zag manner, but the chaser is not allowed to turn back while running and go between the players. But chaser can go to pole and touch it and can go back or go to other side. In our country, there are many national games. One of them is "Kho-Kho" based on national principles of physical development. It is vigorous and fosters a healthy competitive spirit among youths. When we witness a Kho-Kho match we see a panther playing the game in human form from the physical skills of the panther is at play during the game. Panther is well known as the fastest animal it can dead stop and make turn within a moment. It leaps and makes a dive with ease. Some famous male /female kho kho players are

- Sobha narayan
- S.Prakash
- BS kulkarni
- HM talakar
- Veena narayan
- Satish Rai
- Sudhir parab
- Achala deore
- Shameel arish ayaz
- Samit juhi jafar
- Saqlain kaimuddin maula
- Ayesha arisha
- Ankita
- Jahanvi
- Mahi
- Reeth Abraham
- Priyanka
- Shaik
- Palwinder singh
- Bhanupriya

Hope it helps... kho kho is very good for people's health. As in this game one has to run faster, it will increase the stamina. Each team consists of twelve players, but only nine players take the field. a match consists of two innings with each inning consisting of chasing and running turns of 9 minutes each. one team sits on their knees in the middle of the court, 8 in a row, with adjacent members facing opposite directions. the runners play in the field, three at a time and the team that takes the shortest time to touch all the opponents in the field, wins. There is a pole on each end and the runner can go between two sitting players, but the chaser is not allowed to turn back while running or go between the players i.e. the chaser must run in the same direction unless he chooses to touch either end pole and run in the opposite direction. He may cross over to the other side when he is reversing directions by going around the pole.

Conclusion

It is concluded that there is a significant difference in body composition of Kho-Kho Players. The trunk & hip flexibility of Kho-Kho Players differ significantly. Furthermore regard to muscular endurance between both the groups showed significant difference, interestingly in overall comparison in all variables shown par excellent performance Kho-Kho Players also need lot of power, strength, speed, muscular endurance apart from flexibility to compete against their opponents. When exercising snatch & Jerk and clean & press the weight lifters need lot of skills, flexibility, power, speed, muscular endurance to performance.

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The Effect of Teaching Mathematics with Transitional background music approach on Mathematical Achievement

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ABSTRACT: Learning mathematics has become a necessity for an individual's full development in today's complex society. Despite its utility and importance, mathematics is perceived by most pupils as difficult, boring, not very practical, and abstract, etc. Therefore, students' low success level in mathematics has been a worry for a long time in many countries. It is generally believed that students' attitudes towards mathematics and interest in mathematics determine their mathematical success.

In this sense to make easy the teaching and learning mathematics in an active manner the researcher made an attempt to study the Effectiveness of Teaching Mathematics with Transitional background music on Mathematical Achievement among secondary School Students. The aim of this study is to find out the effectiveness of the teaching mathematics with the transitional background music approach to determine and compare how secondary school students' Achievement in mathematics changes according to their levels of interest in Music and gender. The study is true experimental in nature. Pre-test, post-test Experimental and Control group design was used. By adopting a random sampling technique, the researcher selected 60 secondary school students from an English Medium High School. Mathematical Achievement Test was constructed and standardized by the investigator. The t-test and two-way ANOVA were used to analyze the data by using IBM SPSS 19 version. The experimental group showed a lot of improvement than the control group in their Mathematical Achievement (28.26 >17.83). The study also revealed that, The transitional background music approach is equally effective on interest in music levels of students in developing academic achievement in mathematics ($F= 2.15 < 3.15$).

Keywords: Teaching Mathematics, Transitional background music, Achievement in Mathematics.

1. Introduction

'Education is a proximate means of the progress of society'- Ward (1983). Thus, one the aims of education is to bring about desirable changes in the students with respect to knowledge, skills and attitudes in such a way as he may effectively perform the changing roles in a changing society. The Education Commission (1964-66) reiterates that the education is a threefold process of imparting knowledge, developing skill and inculcating proper study habits, interests, attitudes and values. Therefore, education has been regarded as a matter of primary national importance and an indispensable agency in the difficult task of building a nation. Mathematics has become one of the most important subjects in the school curriculum during this century. As modern societies have increased in complexity and as that complexity has accompanied rapid technological development, so the teaching of mathematics has come under increased scrutiny. Mathematics has played a significant role in building our civilization. The Education Commission (1964-66), and the National Policy on Education (1986) has underlined the importance of Mathematics Education. Therefore, Mathematics is a compulsory subject at school level. If the students take interest in this subject, then they can achieve better in Mathematics. But the fact is that there is more failure of students in Mathematics. For many people, mathematics is an enigma.

Learning mathematics has become a necessity for an individual's full development in today's complex society. Despite its utility and importance, mathematics is perceived by most pupils as difficult, boring, not very practical, and abstract, etc. Therefore, students' low success level in mathematics has been a worry for a long time in many countries. It is generally believed that students' attitudes towards mathematics and interest in mathematics determine their mathematical success.

In this sense to make easy the teaching and learning mathematics in an active manner the researcher made an attempt to study the Effectiveness of Teaching Mathematics with Transitional background music on Mathematical Achievement among secondary School Students. Therefore, the aim of this study is to find out the effectiveness of the teaching mathematics with the transitional background music approach to

determine and compare how secondary school students' Achievement in mathematics changes according to their levels of interest in Music and gender.

Objectives of the Study

1. To study the effectiveness of Teaching Mathematics with Transitional background Music and conventional approach on Mathematical achievement among Secondary School Students.
2. To find out the difference between the mean scores of post test of experimental and control groups with reference to Mathematical Achievement.
3. To investigate the interaction between 'Treatments' and 'Interest in music' and 'Treatments' and 'Gender' with reference to Mathematical achievement.
4. To investigate whether the students sustain Mathematical achievement through the Teaching Mathematics with Transitional background Music approach.

Variables of the study: In the present study, Teaching mathematics with Transitional Background Music Approach and Conventional approach are the Independent Variables, Mathematical achievement is a Dependent variable and Interest in music and Gender are the Moderator Variables.

Hypotheses of the study

1. There is no significant difference between the mean scores of pre-test and post-test in the Mathematical achievement of Secondary School Students those who learn through the Transitional background Music approach.
2. There is no significant difference between the mean scores of pre-test and post-test in the mathematical achievement of Secondary School Students those who learn through the conventional approach.
3. There is no significant difference between the mean scores of post tests of experimental and control groups with reference to Mathematical Achievement.
4. There is no interaction effect between 'Treatments' and 'Interest in music' with reference to mathematical achievement in secondary school students.
5. There is no interaction effect between 'Treatments' and 'Gender' with reference to Mathematical achievement in secondary school students.
6. There is no significant difference between the immediate and delayed post-test scores of the experimental group with reference to Mathematical achievement among secondary school students.

Methodology: The present study is True experimental in nature and designed on the lines of parallel group, pre-test, posttest, experimental design, which is a type of True experimental design.

Sampling: The researcher selected the school, B.G.S. English Medium School, Jayapura, Koppa, Karnataka, which was convenient to conduct the experiment. There were three sections in the ninth standard, in that the researcher has randomly selected two (B and C) sections. 57 students in B section and 53 students in C section were considered as a sampling for the study. The Random sampling technique was followed.

Conduction of the Experiment: The researcher has randomly selected 110 students in a school and from these numbers of students, the researcher conducted the Raven's Standard

Progressive Matrices test to measure their intelligence. On the base of their intelligence the researcher has considered 30 students from each section and divided them as experimental group and a control group. After matching the groups the researcher has done the following procedures.

- Experimental and control groups were pre tested on Achievement in Mathematics Test.
- The Experimental group was taught by the Mathematics with the transitional background music approach and the control group was taught by the conventional method (without music) for a period of three months.
- Both the groups were immediately post-tested on Achievement in Mathematics Test.

The experimental group was given a delayed post-test after a gap of four weeks in Mathematical Achievement Test to see whether the students sustain the improvements on the dependent variable.

Tools and Techniques used for the study: The Mathematical achievement test which was constructed and validated by the researcher was used to collect the data. The Achievement Test found 0.939 highly positive coefficient of correlation and it has highly reliable value. The test was completely based on 5E model

Constructivism Approach. The 't' test and Two-Way Analysis of variance statistical techniques were used to analyze the data with a view to test the hypotheses.

Analysis and Interpretation of the data

Objective-1. To study the effectiveness of Teaching Mathematics with Transitional background Music on Mathematical achievement among Secondary School Students.

Hypothesis:1 There is no significant difference between the mean scores of pre-test and post-test in the Mathematical achievement of Secondary School Students those who learnt through the Transitional background Music approach.

Group	Tests	N	Mean	SD	't' Value	df	Level of Significance
Experimental	Pre-test	30	16.06	3.72	11.91	29	Significant at 0.01 level
	Post-test	30	28.26	5.40			

From the above table -1, it is clearly noted that, obtained t-value 11.91 which is higher than the theoretical table value 2.76 with degrees of freedom 29 at 0.01 level of significance. It is inferred that, there exists a significant difference in the Mathematical achievement of Pre-test and post-test of Experimental Group. The research found that the Transitional background Music approach is effective in developing the Mathematical Achievement among secondary school students.

Objective-2. To study the effectiveness of conventional approach on Mathematical achievement among Secondary School Students.

Hypothesis: 2 There is no significant difference between the mean scores of pre-test and post-test in the Mathematical achievement of Secondary School Students those who learnt through the conventional approach.

Group	Tests	N	Mean	S.D.	't' Value	df	Level of Significance
Control	Pre-test	30	15.30	3.53	3.80	29	Significant at 0.01 level
	Post-test	30	17.83	3.30			

From the above table -2, it is clearly noted that, obtained t-value is 3.80 which is higher than the theoretical table value 2.76 with degrees of freedom 29 at 0.01 level of significance. It is inferred that, there exists a significant difference in the Mathematical achievement of Pre-test and post-test of Conventional Group. The research found that the Conventional approach is also an effective learning approach to develop the Academic Achievement among secondary school students.

Objective-3. To find out the difference between the mean scores of post test of experimental and control groups with reference to Mathematical Achievement.

Hypothesis: 3. There is no significant difference between the mean scores of post tests of experimental and control groups with reference to Mathematical Achievement.

Group	Tests	N	Mean	S.D.	't' Value	df	Level of Significance
Experimental	Post-test	30	28.26	5.40	11.62	58	Significant at 0.01 level
Control	Post-test	30	17.83	3.30			

From the above table 3, it is clearly noted that, obtained t-value 11.620, which is higher than the theoretical table value 2.66 with degrees of freedom 58 at 0.01 level of significance. It is inferred that, there exists a significant difference in the mean scores of Mathematical achievement of post-tests in Experimental (28.26) and Conventional Groups (17.83). The research found that the Transitional background Music approach is more effective than the Conventional approach to develop the Mathematical Achievement among secondary school students.

Objective-4. To investigate the interaction between 'Treatments' and 'Interest in music' with reference to Mathematical achievement.

Hypothesis-4 There is no interaction effect between ‘Treatments’ and ‘Interest in music’ with reference to mathematical achievement among secondary school students.

Source	Type III Sum of Squares	df	Mean Square	F	Significance.
Treatments (A)	1627.66	1	1627.66	89.35	Significant at 0.01 level
Music levels (B)	137.64	2	68.82	3.77	Significant at 0.05 level
Treatments *Music levels(AB)	89.54	2	44.77	2.45	Not Significant at 0.05 level
Within groups(Error)	983.61	54	18.21		

From the above table -4, it is clearly noted that, The obtained F-value with reference to treatments and Music levels (interaction) is 2.458 and the corresponding table value is 3.18 with df 2 and 54 at 0.05 level. Since the F- value is less than the tabled value, it is not significant. There is a main effect of Interest in Music in developing the mathematical achievement among secondary school students (F = 3.77 > 3.15) those who learnt through the Transitional background music Approach.

Objective-5. To investigate the interaction effect between ‘Treatments’ and ‘Gender’ with reference to the Mathematical achievement.

Hypothesis -5 There is no interaction effect between ‘Treatments’ and ‘Gender’ with reference to the Mathematical achievement among secondary school students.

Source	Type III Sum of Squares	df	Mean Square	F	Significance.
Treatments (A)	1586.21	1	1586.21	112.42	Significant at 0.01 level
Gender (B)	279.93	1	279.93	19.84	Significant at 0.01 level
Treatments* Gender(AB)	86.22	1	86.22	6.11	Significant at 0.01 level
Within groups(Error)	790.09	56	14.10		

From the above table -5, it is clearly noted that, the obtained F- value with reference to interaction is 6.112 which is greater than the corresponding tabled value 4.03 with df 1 and 56 at 0.01 level. In other words, when treatment and Gender are allowed to interact, they are significantly effective. This signifies that, the Transitional background Music approach differs in their effectiveness in developing Mathematical achievement on both male and female. There is a main effect of Gender in developing the mathematical achievement among secondary school students (F = 19.84 > 3.15) those who learnt through the Transitional background music Approach.

Objective-6. To investigate whether the students sustain Mathematical achievement through the Teaching Mathematics with Transitional background Music approach.

Hypothesis: 6. There is no significant difference between the immediate and delayed post-test scores of the experimental group with reference to Mathematical achievement among secondary school students.

Group	Tests	N	Mean	S.D.	t Value	df	Level of Significance
Experimental	Post-test	30	28.26	5.40	9.37	29	Significant at 0.01 level
	Delayed Post-test	30	30.30	5.09			

From the above table 6, it is clearly noted that, Immediate (28.26) and delayed post test scores (30.30) of experimental group differ significantly with reference to mathematical achievement (9.37). Therefore, it may be concluded that mathematical achievement that is developed through Transitional background music approach was sustained by the secondary school students.

Discussion and Conclusion of the Study

In the field of education, the most serious problem is the increase in the number of failures in mathematics both at the primary and secondary school levels. The reasons for the failure rate at various examinations are

many, but one of them is poor or ineffective teaching and learning methods. Learning mathematics has become a necessity for an individual's full development in today's complex society.

The present study was undertaken with the intention to study the "Effectiveness of Teaching Mathematics with Transitional background music on Mathematical Achievement among secondary School Students". As a result of this exposure, the experimental group showed a lot of improvement in their Mathematical Achievement. The results revealed that there was a significant difference in pre, post and post-delayed achievement test scores. Their success can be attributed to the teaching mathematics with the transitional background music approach.

Educational Implications of the study

- The experiment conducted by the researcher reveals that the teaching mathematics with the transitional background music approach is significantly effective than the conventional approach in developing academic achievement in mathematics among secondary school students. Therefore the secondary schools and policy makers can adopt the transitional background music approach for improving the academic achievement in mathematics.
- The transitional background music approach was equally effective for all the three interest in music levels of students in developing academic achievement in mathematics. So they need not be segregated based on their interest in music levels in the classroom for this purpose. But in fostering the academic achievement in mathematics, the teaching mathematics with the transitional background music approach significantly differs on girls than boys. It means the girls are more benefited than the boys.
- The mathematics teachers working in secondary school level can make use of the transitional background music approach in their mathematics classroom to attract the students towards the subject. Also they can make use of raga Bhairavi to bring out the students' mood towards the lesson and the raga Hindola for the process of the lesson to enhance their academic achievement.

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"Science for all Generation for Sustainable Development"

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ABSTRACT: Science education is the field concerning with sharing of science content and process with individuals . they may in the form of children ,college students ,adults within general public science is a universal subject that spans the branch of knowledge that examines the structure and behavior of physical and natural world through observation and experiment . Sustainable development is that which meets the needs of the present without compromising the ability of future generation to meet their own needs. Science a systematic study of knowledge which is for all generation.

In every day there are 1440 minutes that means we have 1440 daily opportunities to make a positive impact . - Le Brown

Here Knowledge leads to awareness. Awareness leads to action in advance. When undertaken, accomplishment is evaluated and criticized. through Inculcation of universal human values should become an integral part of the education process. There exist many well-established methodologies of value inculcation, which are themselves scientific in nature, and which can be easily integrated with the education system. Developing scientific thinking and scientific temperament, open mindedness among people. Longing to know and to understand, Questioning all things, Search for data and their meaning ,Demand for verification ,Respect for logic ,Consideration of premises and consequences so there is urgency in equipping science and scientific advancement with the ability to meet the ever increasing societal challenges by almost every arena of human life. Science For Peace , Health , Well Being ,Sustainability ,Equity , Humanity And Environment. The Focal theme of this year – communicating science for all. Theme of science day of this year is science for people and people for science .

Keywords: Science Education For All , Communication of Science in different Dimension and for Sustainable Development

1. Introduction

Science is a universal subject that spans the branch of knowledge that examines the structure and behavior of physical and natural world through observation and experiment . Sustainable development is that which meets the needs of the present without compromising the ability of future generation to meet their own needs. Science a systematic study of knowledge which is for all generation .Here Knowledge leads to awareness. Awareness leads to action in advance. When undertaken, accomplishment is evaluated and criticized. through Inculcation of universal human values should become an integral part of the education process

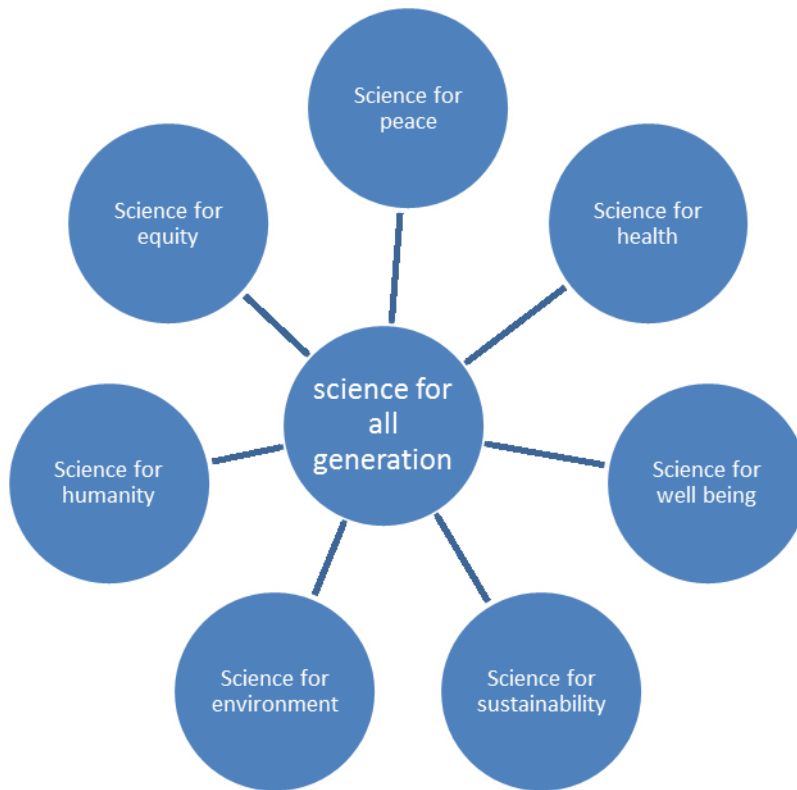
Why the Science Education For All?

Science education is most important subject in school because it is relevance to students lives and it is universally applicable in problem solving , critical thinking skills and it uses .these skills are life long skills it allows students to generate ideas ,weighing of decisions very intelligently .science education is very important to all as follows.

- Science is important because it has helped form the world that we live in today.
- Science is important because it influences most aspects of everyday life, including food, energy, medicine, transportation, leisure activities and more.
- Science improves human life at every level, from individual comfort to global issues.
- The inquiry and the scientific method are integral to science education and practice
- Every decision we make is based on these processes
- Its impact in growing to make life easier
- Science has given man the chance to pursue societal concerns such as ethics, aesthetics, education, and justice; to create cultures and to improve human conditions.
- Even social issues influence society through science Technology by its products and processes.
- Technology influences the quality of life and the ways people act and interact.

- Technological changes are often accompanied by social, political, and economic changes that can be beneficial or detrimental to individuals and to society.

Communication Of Science In Different Dimension and for Sustainable Development.



Science For Peace



Science for Peace disseminates knowledge on peace issues and mounts campaigns to forge a peaceful and sustainable world. Concerning to peace, world wide Celebrates a World Science Day for Peace and Development on every 10 November. This day highlights the significant role of science in society and the need to engage the wider public awareness through debates on emerging scientific issues. It also highlights the importance and relevance of science in our daily lives .

- Providing and Strengthening of public awareness on the role of science for peaceful and for sustainable society.
- Developing and Promoting national and international understanding solidarity for shared science knowledge between countries
- Make Renewing of national and international commitment for the use of science for the benefit of society.
- Providing awareness and drawing attention to the challenges faced by science and raising support for the scientific endeavour.

Science for Health

Science gives a knowledge ,study and research about the health and even that application of knowledge leads to improve health, cure the diseases, and conveys how humans and animals function .Here science saves lives. horrible diseases can be cured, or prevented entirely, and it can still provide hope for those with as-yet-incurable diseases .

- Physical, mental or emotional and social health is very important for us in order to have good health. These three components can affect each other throughout our life.
- Science provides a knowledge of preventive measures and clinical measures
- Here health is very much important to the quality of life , even learning how to become and to stay healthy is most priority for us . People wants to live long ,zestful, and productive lives,so science provides awareness and the knowledge of health to have mentally & physically balanced in life.

Science for Well Being

Well-being means a positive outcome that is meaningful for people and for many sectors of society, because it tells us that people perceive that their lives are going well.for example Good living conditions (e.g., housing, employment) are fundamental to well-being.

- Inculcation of universal human values should become an integral part of the education process. The values plays important role by incorporating and inculcating the intellectual, aesthetic , utilitarian and disciplinarian values , these leads to have a well being in society .
- The values which are themselves scientific in nature, and which can be easily integrated with the education system.
- The science provides a sense of individual vitality and making to engage in meaning full activities
- Science resources help to cope when things go wrong and be resilient to changes beyond their immediate control.

It is also crucial that people feel a sense of relatedness to other people, so that in addition to the personal, internally focused elements, people’s social experiences – the degree to which they have supportive relationships and a sense of connection with others – form a vital aspect of well-being

Science for Sustainability

Sustainable development is that which meets the needs of the present without compromising the ability of future generation to meet their own needs.

Here Knowledge leads to awareness. Awareness leads to action in advance. When undertaken, accomplishment is evaluated and criticized. Scientific **knowledge** allows us to develop new technologies, solve practical problems, and make informed decisions both individually and collectively. Because its products are so useful, the process of science is intertwined with those applications.New scientific knowledge may lead to new applications. sustainability in different dimension like socially ,economically. It is therefore of paramount importance that education process be made joyful, with the teachers acting as facilitators of learning, as friends and guides. here scientific thinking and scientific temperment makes the child to learn to free, what he chooses to, at the pace that he relishes, and must be free to make mistakes without the fear of being reprimanded by the teacher for future to have a sustainable earth there is a need of science for sustainability

Science for Equity

Equity means ensuring every one to access same opportunities .it is a process that begins by acknowledging that unequal starting place and continues to correct and address the imbalance.

Here Gender equity is the process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. . Gender equity is a set of actions, attitudes, and assumptions that provide opportunities and create expectations about individuals, regardless of gender. Here Equity leads to equality.for example we think boys are more interest towards computers than girls ie gender bias and stereotypical gender roles even we have prejudice. This makes Girls consistently rate themselves significantly lower than boys on computer ability, and boys exhibit higher self-confidence and a more positive attitude about computers than do girls.

There is increasing participation of women in the field of science and technology .by pertaining of education leads the girls to study science at schools and colleges .women having specialized even n the field of engineering and technology, aeronautics which is considered as exclusive area of men .

Social equity is possible through by providing living condition ,equal opportunities **making the women and girls to involved in the global technology revolution and provide a leadership for women ,Getting oppournities for girls in early stage only and** increasing the representation of women speakers at scientific conferences is an important step toward gender equity in science

Science for Humanity

“Science is a Beautiful Gift to Humanity ;We Should Not Distort It .”

A.P.J. Abdul Kalam

Human values can never be ridden without thinking or caring about the opinions, rights, or feelings of others and has to remain one of the foundation stones of a civilized society. It is within the sphere of civilization, keeping principles, ethics and morals in the forefront, that we should harness the power of science.

For example

- In-vitro fertilization resulted in the first test tube baby by Louise Brown, over three decades ago.
- In future decades , there could be a therapy for cancer, heart disease, haemophilis diabetes and many other fatal disorders.
- Cloning is thrown up to negate all positive aspects.
- The energy released by nuclear bombs utilized the energy from atomic fission, into electricity generation.
- In developed countries they took the step of building atomic power plants, as the need for energy was more there, to run electrical gadgets, room heaters and air-conditioners.
- There are several items of regular use developed by science which has definitely made life easier for humanity example : washing machine, toaster and micro oven, to the motor, scooter, calculator and pocket organizer, and enabling to use their transportation instead of depending on public transport.
- Internet plays very important role in achievements of modern day computer science and software development.
- The e-mail and website are, a boon for all, right from high profile business, to aspiring students in colleges, to simple housewives surfing the net for value based products from all over the world.
- So, let us use the knowledge of scientific advances for bettering human lives.

Science for Environment

Our environment is very important to us because it influences our life. We depend largely on the environment for survival. Environment is our surrounding which makes up the relationship of people, animals, plants, and even on-living things.

In science, environmental science is a branch it is the study of how living and nonliving things interact. It involves a lot of discipline and fields of study such as physics, biology, chemistry, geography, oceanography, etc.

Environmental science is very important because it enlightens us on

- How to conserve the environment? especially now that technology is starting to ruin the natural [resources](#) and the ecosystem.
- The importance of environmental science is to spread global issues through international conferences so that immediate solutions can be applied.

For example :

--These issues may range from dynamite fishing to global warming

--forest denudation to mining. etc

Because of development, more infrastructures had been built, more transportation systems had been created, and more rural areas had been urbanized. With these rapid changes, there is a need to study each step that may alter the environment so that the natural ecosystem may still be protected or replaced by a better one.

- Environmental science is important to save our world from destruction. Because of man's mistreating actions, the environment is not safe anymore.
- The calamities such as flashfloods and climate change are experienced. so the knowledge of science wake us .otherwise there is a great danger that everything that surrounds us will lead to extinction.
- It highlights Environmental responsibility like Consumption of resources , material and wastes, risks, to be taken on earth .
- We need to study the environment and the sciences application to find solutions to different environmental issues .

So, that children of tomorrow will can enjoy the healthy and productive environment we still have now. If man will only make use of the different discoveries through environmental science, then this world will definitely be a better place to be called home not only for us but for the next generation. The science, in the long run, is the only reliable way to figure things out in a world that is so seldom fair and impartial. New development of science in the field agricultural advancement ,health ,trade and industry, education, research and women.

Conclusion

The science for all generation or it is Communication of Science for all .we human being are harnessing our environment one or in another way , to limit that we ourselves to be conscious of utilization .stake holders should have vision of having a sustainable earth by understanding of public and science ethics . By promoting understanding of values on which science may fully exemplify the enterprise of science as a whole

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Levels of Satisfaction in Distance Learning Programme of Post Graduates

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1. Introduction

Most of the students perceive distance learning as of poor quality. Therefore, the researcher is conducting this study to find out whether it's only student satisfaction or is there anything in reality, concerning the poor performance of the distance learning students and how student satisfaction could be measured in distance learning. The distance learning in this study refers to the use of the Internet, audio and video lectures along with correspondence of the instructors as a medium of instruction as well as a source of information etc., Consistent with this rationale, the main purpose of this study is to examine the relationship between student satisfaction and the following variables of the distance learning environment: Instructors' performance, course evaluation, student-instructor interaction, Physical Environment, Technology, Flexibility, Task Orientation and Personal Involvement.

Institutions of higher education have necessarily been concerned with student success and satisfaction. While students must be sufficiently independent and self-disciplined in pursuing distance learning, institutions are not free of responsibility. Faculty and administrators must consider many factors in helping students overcome barriers to effective and efficient implementation of distance education courses, curricula and programs.

Need and Importance of the Study

The purpose of this study is to contribute to expanding knowledge on distance learning programme through determine students' satisfaction with learning programs;

- Develop a valid instrument for measuring student satisfaction.
- Identify and confirm factors influencing student satisfaction.
- Evaluate the level of the overall student satisfaction.
- Explore whether satisfaction differs according to gender, course and Study Center.

This is precisely the reason why the present study is undertaken.

- This Study will provide some insights about the associated factors influencing the Students Satisfaction.
- The results of the study will have far- reaching consequences as they are very helpful for administrators in general and coordinators in particular.
- The results of the study would also enable them to know the factors that affect or help the Students Satisfaction in distance learning programme.
- The recommendations of the study might be helpful to the policy makers in the direction of evolving new policies.

There is lack of sufficient research in the case of Distance Education in Karnataka as to what associated factors correlates/affect Satisfaction in Distance learning Programme among students enrolled in Kuvempu University Directorate of Distance Education.

Objective of the Study

- To find out the Levels of Student Satisfaction in Distance Learning Programme of Postgraduates with respect to their demographic variables viz, Gender, Course and Study Centers.

Research Design

The descriptive survey method was applied in the present investigation. It identifies the current status of the research study. It involves interpretation, comparison, measurement, classification, analysis, evaluation and induction. In the present research, descriptive method of research was utilized by the researcher.

Variables

Independent variables are the reason and the dependent variable is the result. The dependent variable are Students' Satisfaction in Distance Learning and the moderate variables are Gender, Courses and Study Center.

Sampling Design

The researcher was used Random sampling method in the Present study. The Researcher was selected 09 Study centres out of 73 Study Centers from Kuvempu University Directorate Distance Education across Karnataka. Out of 9 study centres Researcher selected 8 study centres from Four Divisions of Karnataka via, Bangalore, Mysore, Gulbarga and Belgaum by lottery method (researcher selected two study centres from each division) and one of the main campus of Kuvempu University Directorate of Distance Education. A Convenience sample of 480 students selected from Post-graduate students was drawn from nine Study centres, enrolled in distance education in Kuvempu University in the academic year 2015-16.

Tools used for the Study

The investigator constructs his own tools for Students Satisfaction in Distance Learning Programme, Caution was needed to ensure that the tool was accepted levels of robustness and reliability.

Statistical Techniques used

The hypotheses were tested by analyzing data by using appropriate descriptive and inferential statistics.

Analysis and Interpretation of the Data

Table 1: Table shows Number and percentage of Satisfaction in Distance Learning Programme of Postgraduate students with respect to their Course

Degree		Levels of Satisfaction in Distance Learning Programme			Total
		High Satisfied	Moderately Satisfied	Low Satisfied	
M.A	Frequency (N)	48	68	44	160
	% within Degree	30.0%	42.5%	27.5%	100.0%
	% within Level	38.4%	26.8%	43.6%	33.3%
	% of Total	10.0%	14.2%	9.2%	33.3%
M.Sc.	Frequency (N)	16	95	49	160
	% within Degree	10.0%	59.4%	30.6%	100.0%
	% within Level	12.8%	37.4%	48.5%	33.3%
	% of Total	3.3%	19.8%	10.2%	33.3%
M.Com	Frequency (N)	61	91	8	160
	% within Degree	38.1%	56.9%	5.0%	100.0%
	% within Level	48.8%	35.8%	7.9%	33.3%
	% of Total	12.7%	19.0%	1.7%	33.3%
Total	Frequency (N)	125	254	101	480
	% within Degree	26.0%	52.9%	21.0%	100.0%
	% within Level	100.0%	100.0%	100.0%	100.0%
	% of Total	26.0%	52.9%	21.0%	100.0%

The above table-1 reveals that, 26.0%having Highly Satisfied, 52.9%having moderately satisfied and remaining 21.0%of the Postgraduate students' having low satisfied with the Distance Learning Programme. More number of Postgraduate Students' fall under moderately satisfied level.

30.0%, 10.0% and 38.1% of the M.A., M.Sc. and M.com Students' having Highly Satisfied in Distance Learning Programme respectively. 27.5%, 30.6% and 5.0% of the M.A., M.Sc. and M.com Students' having Low

Satisfied in Distance Learning Programme respectively. 42.5%, 59.4% and 56.9% of the M.A., M.Sc. and M.com students' having Moderately Satisfied in Distance Learning Programme respectively.

With respect to the distribution of Postgraduate students' with different courses and percentage in different degrees of satisfaction in Distance Learning Programme reveals that out of the total percentage, Students' from M.A., Course 10.0%, 9.2% and 14.2% of the Students' are High, Low and Moderately Satisfied in Distance Learning Programme respectively. Students' from M. Com Course 12.7%, 1.7% and 19.0% of the Students' are High, Low and Moderately Satisfied in Distance Learning Programme respectively. Students' from M.Sc. Course 3.3%, 10.2% and 19.8% of the Students' are High, Low and Moderately Satisfied in Distance Learning Programme respectively.

Table 2: Table shows number and percentage of Satisfaction in Distance Learning Programme of Postgraduate Students' with respect to their Study Centers

Study Center		Level of Satisfaction in Distance Learning Programme			Total
		Highly Satisfied	Moderately Satisfied	Low Satisfied	
KUDDE	Frequency (N)	51	54	15	120
	% within study center	42.5%	45.0%	12.5%	100.0%
	%within Level	40.8%	21.3%	14.9%	25.0%
	% of Total	10.6%	11.3%	3.1%	25.0%
OTHERS	Frequency (N)	74	200	86	360
	% within study center	20.6%	55.6%	23.9%	100.0%
	%within Level	59.2%	78.7%	85.1%	75.0%
	% of Total	15.4%	41.7%	17.9%	75.0%
Total	Frequency (N)	125	254	101	480
	% within study center	26.0%	52.9%	21.0%	100.0%
	%within Level	100.0%	100.0%	100.0%	100.0%
	% of Total	26.0%	52.9%	21.0%	100.0%

The above table 2 reveals that, 26.0%having Highly Satisfied, 52.9%having moderately satisfied and remaining 21.0%of the Postgraduate students' having low satisfied with Distance Learning Programme. More number of Postgraduate students' falls under moderately satisfied level.

42.5% and 20.6% of the KUDDE and Other Study Centers Postgraduate Students' having Highly Satisfied in Distance Learning Programme respectively. 12.5% and 23.9% of the KUDDE and Other Study Centers Postgraduate Students' having Low Satisfied in Distance Learning Programme respectively. 45.0%and 55.6% of the KUDDE and Other Study Centers Postgraduate Students' having Moderately Satisfied in Distance Learning Programme respectively.

With regard to the distribution of Postgraduate Students' with different study Centers and percentage in different levels of satisfaction with Distance Learning Programme reveals that out of the total percentage, Students' from KUDDE 10.6%, 3.1% and 11.3% of the Students' are High, Low and Moderately Satisfied in Distance Learning Programme respectively. Students' from the other study Centers 15.4%, 17.9% and 41.7% of the Students' are High, Low and Moderately Satisfied in Distance Learning Programme respectively.

Table 3: Table shows number and percentage of Satisfaction in Distance Learning Programme of Postgraduate Students' with respect to their Gender

Gender		Level of Satisfaction in Distance Learning Programme			Total
		Highly Satisfied	Moderately Satisfied	Low Satisfied	
Male	Frequency(N)	50	107	39	196
	%within Gender	25.5%	54.6%	19.9%	100.0%
	% within Level	40.0%	42.1%	38.6%	40.8%
	% of Total	10.4%	22.3%	8.1%	40.8%
Female	Frequency (N)	75	147	62	284
	% within Gender	26.4%	51.8%	21.8%	100.0%
	% within Level	60.0%	57.9%	61.4%	59.2%
	% of Total	15.6%	30.6%	12.9%	59.2%

Total	Frequency (N)	125	254	101	480
	% within Gender	26.0%	52.9%	21.0%	100.0%
	% within Level	100.0%	100.0%	100.0%	100.0%
	% of Total	26.0%	52.9%	21.0%	100.0%

The above table 3 reveals that, 26.0% having Highly Satisfied, 52.9% having moderately satisfied and remaining 21.0% of the Postgraduate students' having low satisfied with the Distance Learning Programme. More number of Postgraduate students' falls under moderately satisfied level.

25.5% and 26.4% of the Male and female Postgraduate students' having Highly Satisfied in Distance Learning Programme respectively. 54.6% and 51.8% of the male and female Postgraduate students' having Moderately Satisfied in Distance Learning Programme respectively. 19.9% and 21.8% of the male and female Postgraduate students' having Low Satisfied in Distance Learning Programme respectively.

With regard to the distribution of Postgraduate students' with different courses and percentage in different levels of satisfaction with Distance Learning Programme reveals that out of the total percentage, Students' from male 10.4%, 22.3% and 8.1% and of the Students' are High, Moderately and low Satisfied in Distance Learning Programme respectively. Students' from female 15.6%, 30.6% and 12.9% of the Students' are High, Moderately and low satisfied with Distance Learning Programme respectively.

Major Findings of the Study

- Postgraduate students with different courses and percentage in different levels of satisfaction in distance learning programme reveals that out of the total percentage, male students are 10.4%, 22.3% and 8.1% and of the Students are High, Moderately and low Satisfied in Distance Learning Programme respectively. Female students are 15.6%, 30.6% and 12.9% of the Students are High, Moderately and low satisfied in Distance Learning Programme respectively.
- Postgraduate Students with different courses and percentage in different levels of Satisfaction in Distance Learning Programme reveals that out of the total percentage, Students from M.A., Course 10.0%, 9.2% and 14.2% of the Students are High, Low and Moderately Satisfied in Distance Learning Programme respectively. Students from M.Com. Course 12.7%, 1.7% and 19.0% of the Students are High, Low and Moderately Satisfied in Distance Learning Programme respectively. Students from M.Sc., Course 3.3%, 10.2% and 19.8% of the Students are High, Low and Moderately Satisfied in Distance Learning Programme respectively.
- Postgraduate Students with different study centres and percentage in different levels of Satisfaction in Distance Learning Programme reveals that out of the total percentage, Students from KUDDE 10.6%, 3.1% and 11.3% of the Students are High, Low and Moderately Satisfied in Distance Learning Programme respectively. Students from Other Study Centers 15.4%, 17.9% and 41.7% of the Students are High, Low and Moderately Satisfied in Distance Learning Programme respectively.

Implications

- Distance learning environments cannot be effective and thrive without considering students' needs and preferences. Getting student feedback about the Distance learning environment is essential for the successful design and carrying out of this environment.
- Distance learning environments should be carefully planned to maximize students' satisfaction with these environments. Distance education teachers and designers should look at the characteristics of a Distance learning environment to develop successful distance delivery courses and to satisfy the expectations of their scholars.
- The survey recommends that provision of administrative support services should be improved upon through the creation of spacious and well equipped classrooms, science labs and adequate staff should be employed to man the various posts to promote effective delivery of services to pupils.
- Qualified and experienced facilitators should be raised to cover courses in the various centres. The practical implications of this study are that both instructors and course designers should pay attention to, content, design and organization given that learner-content interaction substantially contributes to student satisfaction.
- The university should invest in more effort in the development of class materials for distance programmes and produce it more user friendly for the pupils.

- Facilitators should be prepared periodically and encouraged to continually refer to pupils in a cordial and professional manner, response to needs quickly and constantly encourage in issues relating to their instruction. Teachers should pay attention to students and offer feedback to students in a timely fashion or encourage students to ask questions through different mechanisms.
- University/Study centres to provide Student assessment in a technology-based environment.
- University/Study centres must be provided for quality Resource materials and Laboratory facility for Science Students.
- The university management support or assistance (monitory and technical) should be on a continuous basis for maintaining and improving the Distance Learning Courses.
- Study centres are facilitating to learners, can access e-libraries, e-learning and virtual classrooms. Implementing technology training, orientation before courses start may help increase students' confidence in performing Internet-related tasks required by the course and in turn enhance student satisfaction.
- Study centres are conducting course wise Tutorials must be organised for learners.
- Study centres must make space available and study group use at times suitable and convenient for learners.
- Study centres increase the frequency of the contact/orientation programmes.
- Quality Distance Learning requires careful care to learning design, effective staff training, organizational commitment to adequate program support, choice of appropriate delivery technology, and a focus on pupil reading results.
- Quality Study materials must be provided for learners.
- Distance learning education at Kuvempu University, enough interaction takes place between students and their instructors, courses are up to date and well designed; instructors are devoted, motivated and equipped with the required skill and knowledge.
- This research indicates that teachers are still relevant even in a distance education context. Perhaps future research should explore the instructional part of effective distance teaching. Additionally, distance learning programs may want to place extra emphasis on recruiting staff that already have an interest in computer aided education.
- The results point to the possible improvement in the quality of courses due to the experience and the student feedback from the evaluations.

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“Effect of Marzano’s Dimensions of Learning Model on Achievement in Social Science and Metacognitive Ability”

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ABSTRACT: *There are hundreds of ways to make sure our class room is running as effectively as possible from setting rules to establishing relationships with students. Robert Marzano, a leading educational researcher has provided Dimension of Learning Model for teaching effectiveness. This model used by the researcher to investigate the effectiveness of teaching Social Science and its impact on the Achievement in Social Science and enhancement of Metacognitive ability among students of Standard Nine. “An achievement test in Social Science”, “A test on Metacognitive Ability” and “Instructional Material based on Marzano’s Dimensions of learning Model” were the tools of present study used to collect data. The study was Experimental in nature and adopted pre-test post-test equivalent group design. Simple random sampling technique was used to select the sample. Descriptive statistics namely; Mean, Standard Deviation and the inferential statistics namely; ‘t’ test were used for analyzing the data. The findings of the study revealed that Marzano’s Dimensions of Learning Model is significantly more effective than traditional method in enhancing the Achievement in Social Science and Metacognitive Ability of Secondary students.*

Keywords: *Marzano’s Dimensions of learning Model, Metacognitive ability, Social Science, Secondary School*

1. Introduction

Dimensions of Learning are a learning-centered framework for instructional planning that translates the latest research on cognition and learning into practical classroom strategies. The framework serves at least three major purposes. First, it provides a framework for organizing, describing, and developing research-based teaching strategies that engage students in the types of thinking involved in meaningful learning. Second, it offers a way of integrating the major instructional models by showing how they are connected and where the overlaps occur.

Social science is a subject that touches daily life at many points. It can play an important role in training citizens capable of thinking intelligently. Social Sciences provide a fertile ground for the teacher to develop thinking and reasoning skills in the learner and reasoning skills in the learner since the learning of Social sciences like Science and Mathematics teaching involves the process of thinking and reasoning.

Need and Significance of the study

"Heart of the matter" of any educational reform or restructuring is the relationship between the teaching and learning processes. Marzano's Dimensions of Learning Model is a classroom teaching model which includes several successive procedural steps that concentrate on the interaction among five thinking dimensions represented in the acquisition of positives attitudes, perceptions about learning, gaining new knowledge and its integration with the actually existed knowledge, the reinforcement and scrutiny of knowledge to reach at new ends and results, the meaningful use of knowledge and the development of utilizing the productive mind habits which may occur during learning and contribute in its success.(Banathy 1980).

Fatima EisaAbedl-rahmanArababah(2017)The findings of the study revealed the effectiveness of Marzano’s Dimensions of learning Model in teaching the light module in the development of Critical thinking skills, acquisition Scientific concepts in Science and in the development of Critical thinking and student’s attitudes towards Science.

Al-Baz (2001) The study revealed that Marzano’s Dimensions of Learning Model fosters Achievement in Chemistry and Complex thinking skills including Creative Thinking and Decision Making.

The Study

Statement of the problem

Effect of Marzano’s Dimensions of Learning Model on Achievement in Social Science and Metacognitive Ability among Class IX students of Mangaluru Taluk”

Objectives of the study

- To study the effect of Marzano's Dimensions of Learning Model on Achievement in Social Science among the standard Nine students of Mangalore Taluk.
- To study the effect of Marzano's Dimensions of Learning Model on Metacognitive ability among the students of standard Nine of Mangalore Taluk.

Hypotheses of the study

- There is a significant difference on Achievement in Social Science among the students of Standard Nine taught through Marzano's Dimensions of Learning Model.
- There is a significant difference on Meta-cognitive Ability among students of standard Nine taught through Marzano's Dimensions of Learning model.

Variables of the study

The study consists of one Independent variable i.e., Marzano's Dimensions of learning Model. Achievement in Social Science and Metacognitive ability were the dependent variables.

Theoretical framework of the Study

A. Marzano's Dimensions of learning model: It consists of five thinking styles which are called as learning Dimensions.

1. The positive attitudes towards learning

Key elements to create positive attitude towards learning. Marzano specified two aspects through those positive attitudes towards learning can be attained. Those aspects namely; Learning Climate and Class room tasks.

2. Acquisition and Integration of Knowledge

Integration of obtained knowledge with previous knowledge to create new knowledge.

3. Extending and Refining Knowledge

Cognitive activities prescribed that can be utilized to activate the analytical thinking of the learner they are (a) Comparing (b) Classifying (c) Inducting (d) Deducting (e) Analyzing errors (f) Constructing supporting evidence (g) Abstracting (h) Analyzing viewpoint

4. Using Knowledge meaningfully

Effective learning through accomplishing serious tasks and duties that permit to explore personal entrust and beliefs.

5. Productive habits of Mind

Development of the Mental skills of the learner represented in the productive habits of mind.

B. Metacognitive Ability

Metacognition is thoughtfulness and Metacognitive ability is the knowledge concerning one's own Cognitive process and product.

C. Social Science

Social Science is a School subject which relates directly to the organization and development of human society and to Man as member of a Social group.

Methodology of the study

In the present study the investigator considered a population of all standard Nine students under state syllabus schools during the academic year 2018-19 in Mangaluru taluk. Seventy students from the population were selected randomly for the study. The data were collected by administering the 'Achievement test in Social Science consisting of 50 objective type questions, 'Instructional material based on Marzano's Dimensions of learning Model' and 'A test on Metacognitive ability by Dr. Punita Govil. The data were analyzed by Descriptive Statistics namely; Mean, Standard deviation and inferential statistics 't' test used to find out the significant difference between the mean scores of the pre-test and post-test.

Data Analysis and Results

Objective one: To study the effect of Marzano's Dimensions of Learning Model on Achievement in Social Science among the standard Nine students of Mangalore Taluk.

H₀₍₁₎; There is no significant difference in the achievement in Social Science taught through Marzano’s Dimensions of learning Model among standard Nine students of Mangalore Taluk.

The ‘t’ test was employed to test the hypothesis and level of significance fixed at 0.05. The results of the test are given in the table 1.0

Table 1.0: ‘t’ test details on the pre-test post-test gain mean scores on Achievement in Social science of Control Group and Experimental Group

Group	N	Mean	SD	‘t’ value	Results
Experimental group	35	16.94	3.56	8.42	Significant at 0.05 level
Control group	35	10.29	3.04		

From the table 1.0 observed that the obtained ‘t’ value 8.42 is greater than the theoretical value 2.00. Hence the formulated null hypotheses i.e., there is no significant difference in the achievement in Social Science taught through Marzano’s Dimensions of learning Model among standard Nine students of Mangalore Taluk is rejected and research hypothesis retained. Thus we can conclude that Marzano’s Dimensions of learning Model is significantly effective than the traditional method.

Objective two

To study the effect of Marzano’s Dimensions of Learning Model on Metacognitive ability among the students of standard Nine of Mangalore Taluk.

H₀₍₂₎; There is no significant difference of Marzano’s Dimensions of learning model on Metacognitive ability of standard Nine students of Mangalore Taluk.

The ‘t’ test was employed to test the hypothesis and level of significance fixed at 0.05. The results of the test are given in the table 2.0

Table 2.0: ‘t’ test details on the pre-test post-test gain mean scores on Metacognitive Ability of Control Group and Experimental group

Group	N	Mean	SD	‘t’ value	Results
Experimental group	35	7.71	5.73	3.31	Significant
Control group	35	13.77	9.16		

From the table 2.0 observed that the obtained ‘t’ value 3.31 is greater than the theoretical value 2.00. Hence there is no significant difference of Marzano’s Dimensions of learning Model on Metacognitive ability of Standard Nine students of Mangalore Taluk is rejected and formulated research hypothesis is retained. Thus we can conclude that Marzano’s dimensions of learning Model are effective in enhancing Metacognitive ability among students.

Major findings of the study

- Marzano’s Dimensions of learning Model is significantly more effective than the traditional method in improving the Achievement in Social Science.
- Marzano’s Dimensions of learning Model is significantly more effective than the traditional method in developing the Metacognitive ability among students of standard Nine.

Implications to Education

The study proved that Marzano’s Dimensions of Learning Model is more effective in enhancing the Achievement in Social Science and Metacognitive ability than traditional method; hence Marzano’s Dimensions of learning Model will be helpful to Secondary teachers in increasing the effectiveness of teaching Social Science. Hence, seminars and workshops need to be organized for In-service teachers on developing Instructional materials based on Marzano’ Dimensions of Learning Model.

Pre- service Teacher education curriculum should include one subunit on Marzano’s Dimensions of Learning Model in understanding discipline and school subjects, and teacher educators should train the Pre-service

teachers to develop instructional, materials based on Marzano's Dimensions of Learning Model to be practiced during their pedagogy classes, practice-in teaching and internship.

Study revealed that Marzano's Dimensions of learning Model is also helpful in enhancing Metacognitive ability among students. Hence teachers should make earnest effort to use Marzano's Dimensions of Learning model wherever feasible to enhance the Metacognitive ability of students, which intern enhances the higher order thinking like Critical thinking, Problem Solving and reasoning ability among students.

Conclusion

Dimensions of Learning are a learning-centered framework is an ideal way to enhance learning among students and teachers could create effective learning environment. The study proved that Marzano's Dimensions of learning Model is more effective than the traditional method in enhancing Achievement in Social Science as well as Metacognitive ability.

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A Comparative Study of Environmental Awareness of Teacher Trainees in Relation to their Socio Economic Status

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ABSTRACT: *Teachers assume a predominant job in bestowing knowledge and sharpening the students and society about the environment. It is fundamental that teachers should be legitimately trained themselves on environment ideas and skills to grant training to students. The student teachers are the feature teachers assume vital job in conferring expected environmental mindfulness among the students to shield and hold the green earth. Along these lines, the environmental mindfulness gets so much significance and it ought to be given to the student teachers at B.Ed level. Hence this paper is intended to identify the environmental awareness among teacher trainees in Mysore District and also examine its relationship with their socio-economic status. The purpose of the study is to identify the environmental awareness and socio economic status of the teacher trainees and also find out relationship among them. The sample comprised one hundred teacher trainees studying in B.Ed. Colleges of Mysore Division, Karnataka India by simple random sampling technique. The Environmental Awareness Scale developed by the researcher (2018) and Socio Economic Status Scale developed by R.L. Bhardwaj (2014) were used for data collection. Independent 't' test and correlation statistical techniques were utilized to test the stated hypotheses. The 't' test statistical found that there was a significant difference in the environmental awareness of teacher trainees based on sex, locality and socio economic status. The correlation result also shows significant positive relationship between Environmental Awareness and Socio Economic Status of teacher trainees. As the result the results shown that the environmental awareness of the teacher trainees is affected by their socio-economic status. Environmental educational programmes (EEP) at the teacher training college level stage need to be broadened and improved, particularly in the provision of outdoor study in natural settings for the B.Ed teacher trainees to develop a more awareness and eco-centric attitude towards the environment.*

Keywords: *Environmental Awareness, Environmental Practices, B.Ed. Colleges, Teacher Trainees*

1. Introduction

Environment is everything that is around us that is living or non-living things. These incorporate physical, chemical and other natural resources. Since everything is a piece of the environment of something different. The environment influences the growth and development of the individual and it influences the individual's behavior, body, mind and heart moreover. The environmental problems resemble global warming, air pollution, water pollution, overuse of fertilizers, use of plastics, polythene, conservation of energy, fuel resources. Environmental education manages granting knowledge about environmental issues, creating worry towards environment, sensitized students towards impacts of human activities on environment by giving them direct encounters and including them in various activities related to preservation of environment.

'Environmental Mindfulness' is a condition of gaining a mindfulness and sensitivity to the all out environment and its allied problems (Jha, 1998). Environmental mindfulness is the realization, recognition, cognizance familiarity sensitivity, understanding, mindfulness, appraisal, acquaintance and alertness towards the various dimensions of the environment. With the end goal of the present paper environmental awareness is interpreted as meaning knowledge about environmental education, biodiversity, deforestation, energy sources, pollution and global warming and, accordingly, environmental awareness can be viewed as an essential for environmental proficiency. There are a number of localities based or habitat explicit environmental issues or problems and those local people accidentally entertain themselves with such activities that are hurting the environment. Issue of 'need versus greed' or 'comfort versus luxury' before social orders over the world is additionally suggesting a conversation starter on environmental ethics. Various examinations conducted on environmental familiarity with people with various age group and educational levels.

Poonam (2017) compared the investigation of environmental attention to optional students in connection to their socio-economic status and found noteworthy contrast between the Environmental Consciousness of Sec. School students with high and low SES. Gupta (2017) examine was conducted to know the environmental attention to urban and rural students and they found that locality does not influence on their environmental mindfulness fundamentally. Bordhan (2017) studied environmental mindfulness among optional school students in an area of Assam based on sexual orientation and locale and he found that young ladies' environmental mindfulness was more prominent than boys and in like manner urban students' mindfulness more prominent than rural students. Ali; Endut; and Embong (2017) investigated the level of environmental mindfulness and additionally learn the impacts of area on environmental mindfulness level of optional school students in Kano State, Nigeria and they found that the auxiliary school students in Kano have low environmental mindfulness level and likewise revealed that noteworthy contrasts exist in the environmental mindfulness level of students of urban and rural locality. Manikandan (2016) studied environmental mindfulness among B.Ed. student teachers in Tamilnadu State and found that male and female and urban and rural B.Ed college student teachers contrast altogether among themselves in regard of their environmental mindfulness. Mangat and Kaur (2016) compared environmental mindfulness among rural and urban senior auxiliary school students of Ludhiana Area and they found irrelevant distinction in environmental consciousness of senior optional school students as to locality and sex. Ghosh, (2014) showed that the local environmental mindfulness found just among students living in high socio-economic neighborhood. Sharma (2014) in an examination conducted on qualification college students of Dharamshala (Himachal Pradesh) found noteworthy contrast in environmental mindfulness ability of rural and urban students. Sharma (2014) studied the environmental familiarity with student teachers and teachers and they found there was no critical contrast between male and female student teachers and teachers in regards to environmental mindfulness. Ali and Sinha (2013) through an examination conducted in Kolkata on female B.Ed. students reported that urban female B.Ed. students were discovered increasingly mindful of environmental issues. Comparative outcomes were likewise reported by Mondal and Dispense (2010) that urban boys possessed larger amount of environmental mindfulness as compared to rural boys. Arunkumar (2012) reported average level of environmental mindfulness among teacher trainees in Teacher Training Foundations in Trichy, Region Tiruchirapalli, Tamilnadu. Average level of interest in expansion activities identifying with environment and additionally an average level in various dimensions of environment like pollution, population wellbeing and cleanliness, biodiversity, energy, concern and sustainable development was reported by the analyst.

Schools, colleges and universities assume a colossally huge job in creating environmental awareness among pupils. Textbooks uncover an expanding worry with environmental problems and arrangements and various courses are available at the postgraduate level that give environmental education identifying with management and conservation of environment, environmental wellbeing, social biology and so on. The issue of environmental education has been a noteworthy cause of concern. Be that as it may, the present investigation is examined the levels of environmental mindfulness and socio-economic status of teacher trainees and likewise discover the connection between environmental awareness and socio-economic status of teacher trainees, with the goal that important actions can be initiated to give more attention to teacher trainees about environment as they are the makers of new age. Aftereffects of this investigation may help in making environmental projects and activities for teacher trainees based on various levels of socio economic status groups.

2. Need and Importance of the Study

The expanding application of science and technology has raised level of accomplishment and desire of man. Today, the sensitive environment is confronting a threat of annihilation on a scale as at no other time in the history of mankind. Human activities, for example, urbanization, industrialization, nuclear experimentation, methods for recreation, agriculture, setting up of power plants, tourism, transportation and above all escalation of numbers has deteriorated the scene in regards to environment by expanding the pollution. The perilous impacts of these activities are manifested in all the ecological spheres. To this current man's hankering for living a contented life, has acted like stoking the flame. The essential and necessary piece of the development procedure is to keep the corrupting environment from further crumbling at local, national and global level. Global concern with respect to the consistently breaking down condition of the environment has emphasized the need for education. Education brings mindfulness and is fundamental for action.

The objective of environmental education is to build up a world population that knows about and concerned about the environment and its associated problems and who has the knowledge, skills, attitudes, motivations and commitment to work separately and all things considered towards arrangement of current environmental problems and counteractive action of new ones. School and College framework gives the biggest organized base to environmental education and action. With kids in the plastic age, schools, colleges and universities offers a viable instrument for imbedding in them the desirable environmental ethics. Teacher is one of the imperative elements, which is bound to influence this program. They can give a fundamental connection in the conveyance of environmental knowledge, its associated problems and their answers. Teachers assume a predominant job in granting knowledge and sharpening the students and society about the environment. It is basic that teachers should be appropriately trained themselves on environment ideas and skills to confer training to students. The student teachers are the element teachers assume critical job in bestowing expected environmental mindfulness among the students to defend and hold the green earth. Thusly, the environmental mindfulness gets so much significance and it ought to be given to the student teachers at B.Ed level. Thus this paper is intended to distinguish the environmental mindfulness among teacher trainees in Mysore Region and likewise analyze its association with their socio-economic status.

3. Objectives

1. To know the levels of environment awareness of teacher trainees.
2. To assess the status of socio economic status of teacher trainees.
3. To investigate the environment awareness of teacher trainees based on sex and locality.
4. To examine the socio economic status of teacher trainees based on sex and locality.
5. To find out the difference in the environmental awareness of teacher trainees based on different levels of socio economic status.
6. To identify the relationship between environment awareness and socio economic status of teacher trainees.

4. Hypotheses

1. There is no significant difference in the Environment Awareness of male and female teacher trainees.
2. There is no significant difference in the Environment Awareness of teacher trainees from urban and rural locality.
3. There is no significant difference in the Socio Economic Status of male and female teacher trainees.
4. There is no significant difference in the Socio Economic Status of teacher trainees from urban and rural locality.
5. There is no significant difference in the Environment Awareness of teacher trainees having low and moderate socio economic status.
6. There is no significant difference in the Environment Awareness of teacher trainees having moderate and high socio economic status.
7. There is no significant difference in the Environment Awareness of teacher trainees having low and high socio economic status.
8. There is no significant relationship between Environment Awareness and Socio-economic Status of teacher trainees.

5. Methodology

The study was elected as descriptive survey method. The teacher trainees comprised as the population of the study. The sample comprised one hundred teacher trainees studying in B.Ed. Colleges of Mysore Division, Karnataka, India by simple random sampling technique. The Environmental Awareness Scale (2018) developed by the researcher and Socio Economic Status Scale (2014) developed by R.L. Bhardwaj were used for data collection. The Pearson's Product Moment Coefficient of Correlation and 't' test as a statistical procedure were applied to examine the formulated hypotheses.

6. Results of the Study

Table 1: Environmental Awareness and Socio Economic Status of Teacher Trainees

Environmental Awareness	Number	Percentage	Socio Economic Status	Number	Percentage
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			455		

Less	10	10.0	Lower Class	7	7.00
Average	87	87.0	Middle Class	86	86.0
More	3	3.0	Upper Class	7	7.0

The table-1 shows the environmental awareness and socio economic status levels of teacher trainees. 10.0% of teacher trainees having less awareness, 87.0% of teachers having average awareness and only 3.0% of the teacher trainees having more awareness about environment. Likewise 7.0% of teacher trainees belonging to lower class, 86.0% of teachers belonging to middle class and only 7.0% of the teachers belonging to upper class.

Table 2: Environmental Awareness of teacher trainees based on their sex and locality

Variable	Groups	No.	Mean Scores	Standard Deviation	't' value and sig. level
Sex	Male	46	201.413	42.872	3.23**
	Female	54	171.555	49.696	
Locality	Urban	65	193.784	39.029	2.14*
	Rural	35	169.514	60.599	

*Significant at 0.05 level [Table value 1.98 (0.05 level)]; **Significant at 0.01 level [Table Value 2.63 (0.01 level)].

It is evident from Table-2 that, the obtained 't' value 3.23 which is greater than the table value at 0.01 (table value 2.59, df=98) with regard to environmental awareness between male and female teacher trainees. Hence, the stated hypothesis is rejected. The study concludes that there is a significant difference in the Environmental Awareness of male and female teacher trainees. The male teacher trainees had more awareness when compared with female teacher trainees with regard to overall environmental awareness. The table also shows that the obtained 't' value 2.14 which is greater than the table value at 0.05 (table value 1.97, df=98) with regard to environmental awareness between urban and rural locality. Hence, the stated hypothesis is rejected. The study concludes that there is a significant difference in the Environmental Awareness of teacher trainees from urban and rural locality. The urban teacher trainees had more awareness when compared with rural teacher trainees with regard to overall environmental awareness.

Table 3: Socio Economic Status of teacher trainees based on their sex and locality

Variable	Groups	No.	Mean Scores	Standard Deviation	't' value and sig. level
Sex	Male	46	36.217	7.293	0.43 ^{NS}
	Female	54	35.537	8.606	
Locality	Urban	65	37.523	7.679	2.95**
	Rural	35	32.742	7.739	

**Significant at 0.01 level [Table value 2.63 (0.01 level)]; ^{NS}Not Significant

It is seen from the Table-3 that the obtained 't' value 0.43 which is less than the table value at 0.05 (table value 1.97, df=98) with regard to socio-economic status between male and female teacher trainees. Hence, the stated hypothesis is accepted. The study concludes that there is no significant difference in the Socio Economic Status of male and female teacher trainees.

Likewise the obtained 't' value 2.95 which is greater than the table value at 0.01 (table value 2.59, df=98) with regard to socio-economic status between urban and rural locality. Hence, the stated hypothesis is rejected. The study concludes that there is a significant difference in the Socio-economic Status of teacher trainees from urban and rural locality. The urban teacher trainees had better socio-economic status when compared with rural teacher trainees

Table 4: Environmental Awareness of teacher trainees due to variations in socio-economic status

Variable	Groups	No.	Mean Scores	Standard Deviation	't' value and sig. level
Socio Economic	Lower Class	7	125.571	38.344	3.99**

Status	Middle Class	86	186.976	47.085	3.97**
	Middle Class	86	186.976	47.085	
	Upper Class	7	224.285	20.918	
	Lower Class	7	125.571	38.344	5.98**
	Upper Class	7	224.285	20.918	

**Significant at 0.01 level

The table-4 shows that the obtained 't' values of 3.99, 3.97 and 5.98 which are greater than the table value at 0.01 levels for degrees of freedom 91, 91 and 12 for different levels of socio economic status of teacher trainees that is lower class, middle class and upper class levels with regard to environmental awareness. Hence, the framed hypotheses were rejected. The study concludes that there is significant difference in the Environmental Awareness of teacher trainees having different levels of socio-economic status. It concludes that the B.Ed. teacher trainees from upper class have better environmental awareness as compared to teacher trainees from middle and lower class socio-economic status.

Table-5: Results pertaining to Correlation analysis pertaining to Environmental Awareness and Socio-Economic Status of teacher trainees.

Dependent Variable	Independent Variable	'r' value and Sig. Level
Environmental Awareness	Socio Economic Status	0.544**

N=100; df=98; r value @ 0.01 =0.254.

From the table-5, it was observed that the obtained 'r' value 0.544 is greater than the table value 0.254 at 0.01 level of confidence and therefore the stated hypothesis is rejected and an alternate hypothesis has been accepted that there is a significant relationship between Environmental Awareness and Socio-economic Status of teacher trainees and also proved statistically with positive relationship. Hence, it is proved that teacher trainees who have better socio-economic status had higher awareness about environment and vice versa.

7. Major Findings of the Study

1. There was a significant difference in the Environmental Awareness of male and female teacher trainees ('t'=3.23; P<0.01).
2. There was a significant difference in the Environmental Awareness of teacher trainees from urban and rural locality ('t'=2.14; P<0.05).
3. There was no significant difference in the Socio Economic Status of male and female teacher trainees ('t'=0.43; P>0.05).
4. There was a significant difference in the Socio Economic Status of teacher trainees from urban and rural locality ('t'=2.95; P<0.01).
5. There was a significant difference in the Environmental Awareness of teacher trainees having lower and middle class of socio economic status ('t'=3.99; P<0.01).
6. There was a significant difference in the Environmental Awareness of teacher trainees having middle and upper class of socio economic status ('t'=3.97; P<0.01).
7. There was a significant difference in the Environmental Awareness of teacher trainees having lower and upper class of socio economic status ('t'=5.98; P<0.01).
8. There was a significant positive relationship between Environmental Awareness and Socio-Economic Status of teacher trainees ('r'=0.544).

8. Conclusion

It was concluded that teacher trainees had moderate level awareness about environment and had middle class socio economic status. The correlation result shows significant positive relationship between environment awareness and socio economic status. It is confirmed from 't' test analysis that the B.Ed. teacher trainees from upper class have better environmental awareness as compared to teacher trainees from middle and lower class socio-economic status. Specifically, this exploration was conducted to gauge the

level of environmental mindfulness in B.Ed. teacher trainees. It was proved that socio-economic status and issues of environment are firmly linked. The needy people who live in rural have no appropriate sterile conditions and who are living in ghettos dirty the environment. Then again a person of upper class socio-economic status the industrialist does not think about the significance of environment while establishing his industry. As the outcome the outcomes demonstrated that the environmental familiarity with the teacher trainees is affected by their socio-economic status. Environmental Educational Projects (EEP) at the teacher training college level, stage need to be broadened and improved, especially in the arrangement of open air contemplate in natural settings for the B.Ed teacher trainees to build up a more eco-driven disposition towards the environment. From the 't' test it was likewise concluded that male teachers had increasingly environmental awareness when compared with female teachers and additionally teachers from urban background had progressively environmental awareness when compared with rural background. This might be expected to be because of mediation and effect of mass-media, internet and social networking that is progressively available to urban colleges and henceforth urban teacher trainees becomes increasingly acquainted with the environmental issues. In this way, that review makes an intrigue to experts that they should give appropriate consideration to the issue and should encourage above said offices to rural teacher trainees too. Seminars, workshops, debates, booster programs, interactive programmes may be conducted about environmental awareness among the teacher trainees at college level.

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Framework for IGNOU B.Ed Internship Programme in ODL System

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NCF 2005 points out that the present Teacher Training Institutes (TTE'S) train teachers to adjust to the school system wherein teacher has to act as a transmitter of information. The existing teacher education programme neither accommodates the ideas in context and pedagogy nor addresses the issues of linkages between school and society. There is little space for engagement with innovative educational experiments. Most teacher education programmes provide little scope for student teachers to reflect on their experiences and thus fail to empower teachers as agent of change. The **NCF for Teacher Education-2009** envisages more protracted engagement with school based internship and reflective and critical engagement with theory.

The NCTE regulations-2014 contemplates on curricular programme implementation and assessment. It streamlined curriculum in to broad areas like.

1. Theory courses
 - a. Perspectives in Education
 - b. Curriculum, Pedagogic studies.
2. Engagement with the Field/Practicum
 - a. Tasks and assignments, that runs through all the courses.
 - b. School Internship.
 - c. Courses on Enhancing Professional Capacity.

School Internship is a part of broad curricular areas of engagement with the field and shall be designed to lead to development of a broad repertoire of perspective professional capacities, teacher sensibilities and skills. The curriculum of B.Ed shall provide for sustained engagement with learners and the school. The curriculum has to offer opportunities to create synergy with schools in the neighborhood throughout the year. The Student Teacher shall be equipped to cater to the diverse needs of learners in schools.

The School Internship which was in earlier context termed as practice teaching, block teaching has to be looked in more pragmatic perspectives.

Internship programme prescribed by NCTE Regulations-2014

NCTE suggests two slots for the purpose of Organizing Internship Activities. These activities shall be organized for 4(four) weeks in the 1st (First) year of the course and 20weeks for the 2nd (Second) year. The NCTE delineates at initial stage of the Internship one week, for the observation of classrooms of regular teachers in the practising schools. It is to be followed by peer observations, teacher observations and faculty observations while practising lessons.

Characteristics of ODL B.Ed Learners

The ODL participants are basically teachers working in primary schools. These teachers want to pursue B.Ed course in order to strive for upward mobility in the profession. Some state governments, while recruiting teachers in secondary schools reserve certain parentages of seats for promoting those teachers who are working in state primary schools. The teachers who want to pursue this course have genuine interest in the course.

Unique features of the ODL teachers

1. Basically in service teachers.
2. Possess teaching experiences.
3. Expanded knowledge base with graduation
4. Knowledge of school class structure.

5. Known to the functioning of the school.
6. Familiar to the neighboring society.
7. Acquaintance with the administration.
8. Ability to converse in local language.
9. Effective communicators.
10. Comfortable with the medium of ODL System.
11. Participants in the system of Education.

Internship Activities for First year

The Curriculum with regard to internship activities suggests 4 weeks Duration for First Year and 16 Weeks for Second year. In all 16 Credits are allotted to these activities.

The programme suggests to the teachers to choose their own schools for internship where they will have to get classes from VI Std to VIII Std. In case such classes are not available to the teacher in his own school then he is free to identify any secondary or higher Secondary School which is convenient to him.

In the light of the above mentioned attributes of the ODL learners and NCTE Rules and Regulations-2014 the following activities shall be proposed for execution during school Internship period. Moreover the NCTE document aspires student Teachers to be reflective practitioners rather than simple **Lesson Givers** as in the earlier system.

- a. Related to infra-structure
 - ❖ Observation of school infra-structure.
 - ❖ Study of school library. Laboratory, sports room.
 - ❖ Kitchen room of Midday meals programme.
 - ❖ Observation of staff room & display materials.
 - ❖ Observation on of Headmasters room and flow charts.
- b. Related to management
 - ❖ Observation of daily activities of the office.
 - ❖ Study of school records.
 - ❖ Study of Log Book in principal's room.
- c. Related to administration
 - ❖ Observation of total staff pattern.
 - ❖ Observation of school time-table.
 - ❖ Observation of academic calendar.
 - ❖ Observation of Inspection reports of Public instruction and other Government offices.
- d. Related to Teaching –Learning
 - ❖ Observation of classroom engagement.
 - ❖ Recording teaching –learning activities.
 - ❖ Observing classroom group dynamics.
 - ❖ Study of the text books.
 - ❖ Test, Examination & Result Analysis.
- e. Related to outside agencies
 - ❖ Observation of SDMC proceedings.
 - ❖ Study of Parent-Teachers meetings.
 - ❖ Study of community resources shared by the school.
 - ❖ Study of donors of the school and their contributions.
 - ❖ Study of special meet with Government and non government agencies.
 - ❖ Study of community participation in school events.
- f. Related to Daily Routines
 - ❖ Prayer meets.
 - ❖ Display boards.
 - ❖ Discipline.
 - ❖ Cleanliness and sanitation.

- ❖ Midday meals.

Activities in the Second Year Internship

Activities are listed as follows

1. Regular class room teaching.
2. Preparation of Unit Plan and it's components.
3. Executing unit tests.
4. Identifying slow learners.
5. Holding remedial classes.
6. Development of teaching learning materials.
7. Practicing Lessons based on constructivism approaches.
8. Organizing co-curricular programmes.
9. Case studies of problematic students.
10. Organizing National festivals.
11. Conducting Annual Social Meet.
12. Arrangements for School Exhibitions.
13. Planning for action research projects.
14. Maintaining individual dairy of school events.
15. Reports of the Internship Programme.
16. School mapping.
17. Report on success story of School Teachers.
18. Contribution of schools for community development.
19. Report on Role models shaped by the school.

Method of Collection of data

The data gathering tools for the above mentioned tasks will have to be prepared. The teacher trainee has to gain acquaintance with the activities suggested in this article.

Strategies for implementation

1. Joint meeting of ODL Student-Teachers and mentors has to be organized in the IGNOU study centers.
2. The activities of the internship have to be placed before the meet.
3. The data gathering tools are to be handed over to the participants.
4. Co-Operation of School Headmasters has to be secured.

In a nutshell the internship programme is an important activity in the B.Ed curriculum. It is to be planned meticulously and to be organized systematically. The ultimate aim of the B.Ed Programme is to prepare competent, committed and effective teachers. It is only possible through effective execution of the internship programme, where theory and practice yield good results. The Internship program needs to be worked out as a partnership model with the school. It is a daunting task.

UNESCO rightly observed that "the teacher's personal profile is changing with the opening of the school to the community and with enlarging of school. The prospective teachers will have to acclimatize the UNESCO's perception by School Internship Programme.

Summary

The **NCF for Teacher Education-2009** proposes more protracted engagement with *School Based Internship* and Reflective-Critical engagement with theory. The programme developed for **In-Services School Teachers** help them for upward mobility in teaching career. The teachers who want to pursue this course have genuine interest in the professional development.

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An Evaluation of Government Programmes for Primary Education in Karnataka: A Case Study of Shikaripura Taluk

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ABSTRACT: *Education is the most important level for social, economic and political transformation. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education is the most potent tool for socio-economic mobility and a key instrument for building an equitable and just society. Every government of India gave much importance to education, but India is one of the countries which remain failed in universalization of primary education. The present study tried to find out the root causes due to which India did not accomplish universalization of primary education. Primary data have been collected through personal interviews of parents. The selection of respondent was made on the basis of Stratified Random sampling methods. Questionnaires had been issued to the respondents. Secondary data have been collected by Programs of primary education manual, magazines, project report of the education and other articles. To make the primary education system viable i.e. to ensure completion, to stop the trend of dropping out, to enhance the quality of education and teaching, a lot of measures are needed. For this, it is impossible only for the government to shoulder the responsibility of improving the situation. The non government organizations and civil organizations should come forward with massive programs of mass education. Hence, our civil society must be more active in making the education a social movement and make the people aware of it. Achieving Universal Primary Education is a hard thing to accomplish because of resources and money.*

Keywords: *Primary Education, Socio-Economic Mobility, Universalization*

1. Introduction

Education is the most important level for social, economic and political transformation. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education is the most potent tool for socio-economic mobility and a key instrument for building an equitable and just society. Education provides skills and competencies for economic well-being. Education strengthens democracy by imparting to citizens the tools needed to fully participate in the governance process. Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity.

Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976, which included education in the concurrent List, was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country.

In order to achieve UEE (Universalisation of Elementary Education), the Government of India has initiated a number of programmes and projects. The Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with principles of the National Policy on Education, to ensure that the education of equitable quality for all to fully harness the nation's human resource potential. The common objectives are to enhance access through the expansion of quality school education; to promote equity through the inclusion of disadvantaged groups and weaker sections, and to improve the quality of education.

Since Independence, Indian Government is continuously striving to fulfill basic needs i.e. food, shelter, health and education. But even after 65 years of independence, government is still struggling and unable to augment the living standard of its citizens. According to 2010 data from the United Nations Development Programme, approximately 29.8% of Indians live below the country's national poverty line. There are lots of Government Schemes to bring a difference but inefficient because of mass involvement. One of the most important basic needs that can change the complete scenario is 'Education' and government is running lots

of Education Schemes to improve the statistics. But unfortunately, due to lack of awareness people are unable to take advantage of those schemes.

Review of Literature

Elementary education besides being a basic human need is vital for raising the standard of life, providing gainful employment, removal of regional backwardness, thereby ensuring overall development and wellbeing of a country. It is therefore the need of the hour to review the literature carried out by different academicians, educational thinkers, researchers, policymakers and educational reformers in the field of education in India and particular in Maharashtra state. The relevant published literature related to the study of research with a view to find out further scope of my objective of the research. The crux of the various studies, views and comments on the afore said topics are as follows:

- 1) Acharya, Prasanta Kumar and Behera, Manoranjan. (2004) pointed out that that by the end of November 2003, the progress on civil works had been very slow especially due to late release of funds, inadequate monitoring and lack of district level convergence of SSA with other allied development schemes. But progress in the opening of Alternate and Innovative Education Centers (AIE) was very unsatisfactory.
- 2) Adhikari, Tejaswini. (2001) identified the gaps in the existing services and needs of students and teachers in the context of quality education. The survey included five schools, under Navi Mumbai Municipal Corporation (NMMC). The study revealed that the infrastructure of schools was in a very poor state.
- 3) Aggarwal, and Chugh, Sunita. (2003) highlighted that basic education is a fundamental right and recently 86th Constitutional Amendment was enacted so that all children can receive good quality basic education. The main objective of the study was to identify the social, economic and organizational factors that are associated with education and achievement level of the learner in slums.
- 4) Aggrawal, Yash. (2001) examined the various dimensions of access and retention in District Primary Education Programme (DPEP) districts, and specifically focused on the structure and trends in enrolment for DPEP districts, and examined trends in district level performance indicators including retention.
- 5) Banerjee, Rukmini. (2000) conducted field studies in Mumbai and Delhi to focus Poverty and primary schooling. The study, analyzed the hurdles which have to be crossed in order to achieve universal primary education. The study revealed that the reason for so many children not being in school had less to do with their families economic circumstances than with the school system's short comings.
- 6) Chand, Vijiya Sherry and Amin - Choudhury, Geeta. (2006) narrated innovations under the Sarva Shiksha Abhiyan. The Sarva Shiksha Abhiyan (SSA) is the flagship elementary education programme of the Government of India and has been in operation since 2002. The innovative Interventions were identified in 13 states of the Nation.
- 7) Devaraj, Amaidhi et al. (2005) undertook the study related to Quality education in Chamarajanagar district. According to study: Chamarajanagar district of South Karnataka has low literacy levels and a large population of Scheduled Castes (SC) and Scheduled Tribes (ST).
- 8) Gandhe, et al. (2000) conducted a research study on externally aided projects in the field of elementary education in Rajasthan. The study attempts to analyze, conceptualize and understand the operationalization and programme implementation techniques of Lok Jumbish and Shiksha Karmi Projects of Ajmer District of Rajasthan.
- 9) Hirisave, Uma and Shanti, (2002) investigated behavioral problems in children with scholastic skill difficulties.. Analysis of the behavior problems revealed that the children with difficulties in scholastic skills were found to be more impulsive, threw more temper tantrums, were more nervous, restless, stubborn, disobedient, and had great difficulty in concentrating on academic and nonacademic tasks.
- 10) Indian Institute of Education, Pune. (2006) investigated the problem of school dropout which has been continually troubling the primary education system not only in India but in other developing countries too was highlighted. In this article various factors affecting fewer attendances were explained.
- 11) Jayachandran, Usha. (2001) opinioned that most child labour of Thane and Nasik, districts work in the brick kiln industry. During the slump period, these children would stay at home and were unable to pick up their education. Keeping this in view, mobile schools, run by Vidhayak Sansad (constructive parliament) in association with Shramjeevi Sangathana, were set up at the site of brick kilns near bhongas (temporary huts built by migrant labourers).
- 12) Juneja, Nalini and Nandi, Nabanita. (2000) highlighted educational profile of the city of Indore. The problem of street children is the inevitable consequence of Education for All/ Sarva Shiksha Abhiyan. According to authors identifying the role of educational authorities at the city level is the first step towards the setting up of mechanisms for periodic diagnosis of the situation.

13) Kar Jyotirmayee (2002) undertook the study to assess the extent to which enrolment in Primary and secondary schools in the state of Orissa is determined by access to schools and quality of schooling. The study is based on secondary data compiled from various economic Survey, records and statistical abstracts of the state of Orissa.

14) Khandelwal, (2007) evaluated the theoretical and practical aspects of teachers training in India. The curriculum of elementary teacher education covers 3 components namely – Theory of education; practice of teaching; and practicum (project work, sessions work, Primary Education co-curricular activities, etc). Teachers education programme facilitates the trainees preparation for performing the role of an instructor, a facilitator of learning, and an evaluator.

15) Kothari, (2004) discussed Challenges of universalization of elementary education in India. The study was conducted by National Institute of Educational Planning and Administration (NIEPA) to explain the elementary education scenario in India through the use of a variety of data sources such as Census, the NSS, NCERT and NFHS surveys. The overall development situation was assessed with respect to gender, age, rural-urban divide, expenditure groups, village amenities, and health status of children.

Statement of the Problem

Education is considered as a key change agent for a nation. It is education which opens the windows of opportunities for individuals who ultimately play his/her role for his country as well as for the whole world. Every government of India gave much importance to education, but India is one of the countries which remain failed in universalization of primary education. The present study tried to find out the root causes due to which India did not accomplish universalization of primary education.

Objectives

1. To study the status of primary education in Shikaripura.
2. To analyze different government programmes in primary education.
3. To examine the problems of primary education.

Methodology

Primary data have been collected through personal interviews of parents. The selection of respondent was made on the basis of Stratified Random sampling methods. Questionnaires had been issued to the respondents, to avoid unnecessary delay and to make the filling task easy and unambiguous; the questionnaires were prepared at most care. Secondary data have been collected by Programs of primary education manual, magazines, project report of the education and other articles.

Government Programmes for Primary Education

1. Free Education for Girls
2. Provision of Free School Bags and Note Books to Sc/St Girls:
3. Free Text Books
4. Free Uniforms
5. Centrally Assisted Programme of Nutritional Support in Primary Schools:
6. Mid Day Meals Programme (Akshara Dasoha):
7. Construction of Classrooms Under RIDF 7 Scheme:
8. Repairs in Government Primary Schools
9. Remuneration for Contract Teachers (Leave Reserve)
10. Fee Reimbursement
11. Primary Teachers Recruitment
12. Cultural Activities
13. Distribution of Progress Cards
14. Compulsory and Comprehensive Inspection of Schools
15. Mobile School
16. Edu-Action
17. Karnataka School Quality Assesment Organisation
18. Samudayadatta Shale:
19. Shikshana Varthe
20. Free Bicycles to Girls
21. Sarva Shiksha Abhiyan - Karnataka

Analysis**Table 1:** Problems faced by students

Particulars	No. of Respondents	Percentage (%)
Lack of Teachers	06	12
Shortage of Basic facilities	25	50
Inadequate Library facility	11	22
Others	08	16
Total	50	100

The above data shows that 50% of the respondents has problem of shortage of basic facilities, 12% of the respondents of lack of teachers, 22% of them have Inadequate Library facility and only 16% of them have problems of other kind.

Table 2: Satisfaction on type of government programme towards primary education

Particulars	No. of Respondents	Percentage (%)
Mid day meal	30	60
Free books	10	20
Sarva shikshna abiyana	10	20
Other	00	00
Total	50	100

From the above table it is clear that out of 50 respondents, 60% of them benefited by mid day meal, 20% of them by free books, 20% of them by sarva shikshana abhiyana.

Findings

- Most of the schools doesn't have good infrastructure facility
- The students are attracted by the programmes of government towards primary education
- There is a problem of student and teachers ratio.
- The government given more importance to primary education for developing our country
- Most of the people satisfy the primary education in India.
- Free school bags, akshara dasoha are helpful to increase the admission of students.
- Free education helps poor people for giving education to their children without risk.
- Rte helps tom poor people giving education from private schools
- Programmes of primary education help in the personality development of the students.

Suggestions

- To ensure that all secondary schools have physical facilities, staff and supplies according to the standards prescribed in the RMSA norms with special emphasis on achieving and sustaining a pupil/ teacher ratio of 30, pupil/classroom ratio of 40, adequate and fully equipped laboratories, computer rooms and libraries.
- To provide full financial support in case of Government, Local Body and Government aided schools and also encourage public private partnership of various kinds and extent with NGOs and private providers of education.
- To ensure that no child is deprived of secondary education of satisfactory quality due to poverty, gender, socio-economic, disability and other barriers.
- To improve quality of secondary education through appropriate curriculum development, learning methodology and teachers' training.
- To combines education and entertainment, and encourages develop the non-cognitive skills.
- To bring out the hidden talents in children
- To provide a platform for the students to learn and acquire new skills for life.
- To provide teacher an opportunity to play a vital role in identifying the talent in the student.

Conclusion

To make the primary education system viable i.e. to ensure completion, to stop the trend of dropping out, to enhance the quality of education and teaching, a lot of measures are needed. For this, it is impossible only for the government to shoulder the responsibility of improving the situation. The non government organizations and civil organizations should come forward with massive programs of mass education. Hence, our civil society must be more active in making the education a social movement and make the people aware of it. Achieving Universal Primary Education is a hard thing to accomplish because of resources and money. This is why it takes tremendous time and effort for programs such as the United Nations to help complete this goal. Even though people have been working tirelessly on achieving this goal not even a dent has been put on it because there are so many countries that need help, money and resources to complete this.

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Effectiveness of Jurisprudential Inquiry Model of Teaching on Social Attitude and Social Involvement among Secondary School Students

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ABSTRACT: *The purpose of this study was to examine the effectiveness of Jurisprudential Inquiry Model of teaching on Social involvement among the Secondary school Students. A total 100 students, 50 were Control Group and 50 were Experimental Group. Out of 50 students in each Group 25 Boys and 25 Girls In two different schools in Shivamogga District, Karnataka were taken for the Experimental study. Purposive sampling was done for the collection of the data. Scales used were Social Attitude and Social Involvement scale developed by investigators. Results revealed that Social Attitude and Social Involvement in Experimental Group positively related at the high in the investigation. Indicating that effectiveness of Jurisprudential Inquiry Model of teaching is higher than traditional method of teaching on the Social Attitude and Social Involvement of Secondary School Students in Social Science.*

Keywords: *Social Involvement, Social Attitude, Jurisprudential Inquiry Model.*

1. Introduction

Education has been considered as a tool of social change. This objective cannot be viewed without improving the classroom practices. Teaching is an activity, which is designed and performed for the attainment of a large number of objectives in terms of changes in students' behaviour and thoughts. Effective teachers could understand how students think and learn. "The important message is that, students can learn not only academic content but also social skills and social values, moreover how to become integrated selves that reach out into the world and reciprocally contribute to and profit from their transaction with it" (Joyce, Weil, & Calhoun, 2009). Education will not be complete unless the student is able to work with others, and student could participate in the democratic process and demonstrate empathy.

Jurisprudence means the science of law, wherein certain legal issues are analyzed in the legal framework. Similarly, in the social situations, social problems involve values, which need to be analyzed logically under a value framework. The students can be made to think within a particular framework and take decisions accordingly. How can it be done? In order to answer this question Donald Oliver and James Shaver (1966/1974) came out with a model of teaching called the Jurisprudential Inquiry Model of teaching. This model is designed to help students learn to think systematically about contemporary issues. It requires them to formulate these issues as public policy questions and to analyze alternative positions about them. Essentially, it is a high level model for citizenship education.

Need of the Study

Jurisprudential Inquiry Model is basically designed to develop skills of jurisprudentiality. These skills can be developed among the students through the teaching of social science subject. It has been observed in most of the schools, that the teaching of social studies is more of content oriented than skill oriented, it is very essential to study social related skills such as social involvement and social attitude among the secondary school students. Hence, there is a need to identify whether development of such skills have gained importance through learning of social science. The present study is undertaken to identify the extent of development of social involvement and social attitude in social science. There have been little studies focusing on these dimensions; many of the studies have catered to the identification of superficial effectiveness of Jurisprudential Inquiry Model. Thus the present study has been taken up to bring into limelight the effectiveness of Jurisprudential Inquiry Model on social attitude and social involvement in social science.

Statement of the Problem

"Effectiveness of Jurisprudential Inquiry Model of Teaching on Social Attitude and Social Involvement among Secondary School Students".

Operational Definitions of the Technical Terms

1. **Social Involvement:** Social engagement is related to participation in collective activities, which reinforces social capital and social norms and social welfare, social involvement include activity (doing something), and interaction. social involvement excludes activities for which one is getting paid or family of this role for the community depends on the existence of functional citizens. In this study, social involvement means the opinion of IX standard students' school involvement, family involvement, community involvement and peer group involvement as given in the social involvement scale.
3. **Jurisprudential Inquiry Model:** The Jurisprudential Inquiry Model offers a method for developing in students, abilities to take up a stand on the social issues that they confront in daily life situations, so while teaching social Science or even science. In this study researcher measuring effectiveness Jurisprudential Inquiry Model on Social Attitude of Secondary School Students.
2. **Social Attitude:-**In this study Social Attitude means the opinion of 9std students towards social Revolution, Social Change, Social Distance, Untouchability, Liberalization and Nationality. The attitudes formed due to social existing circumstance are called Social Attitudes

Objectives of the Study

The objectives of the present study are as follows,

1. To examine the effectiveness of Jurisprudential Inquiry Model of teaching on the Social Attitude of Secondary school Students.
2. To study the extent of effectiveness of Jurisprudential Inquiry Model on Social Attitude among the Secondary school Students.
3. To examine the effectiveness of Jurisprudential Inquiry Model of teaching on the Social Involvement of Secondary school Students.
4. To study the extent of effectiveness of Jurisprudential Inquiry Model on Social Involvement among the Secondary School Students.

Hypotheses of the Study

Based on the above objectives the following have been formulated.

1. There is no significant difference between the mean scores of Pre-Test in Social Attitude among the Experimental and Control Group.
2. There is no significant difference between the mean scores of Post-Test in Social Attitude among the Experimental and Control Group.
3. There is no significant difference between the mean values of Pre and Post-Test in Social Attitude among the Control Group.
4. There is no significant difference between the mean scores of Pre and Post-Test in Social Attitude among the Experimental Group.
5. There is no significant difference between the mean values of Post and Delayed Post-Test in Social Attitude among the Experimental Group.
6. There is no significant difference between the mean scores of Pre-Test in Social Involvement among the Experimental and Control Group.
7. There is no significant difference between the mean scores of Post-Test in Social Involvement among the Experimental and Control Group.
8. There is no significant difference between the mean values of Pre and Post-Test in Social Involvement among the Control Group.
9. There is no significant difference between the mean scores of Pre and Post-Test in Social Involvement among the Experimental Group.
10. There is no significant difference between the mean values of Post and Delayed Post-Test in Social Involvement among the Experimental Group.

Methodology

In the present study researcher used Experimental Method, in this method parallel group design used to find out the effectiveness of Jurisprudential Inquiry Model on Social Involvement among secondary school students.

Design of the study

In the present study researcher used two group Pre-Test, Post-Test and Delayed Post-test designs (Parallel group design)

	Pre-test	Treatment	Post test	Delayed Post-test
Experimental Group	√	X ₁	√	√
Control Group	√	X ₂	√	X

X₁-Jurisprudential Inquiry Model

X₂- Traditional Method of Teaching

Variables

Independent variable: Jurisprudential Inquiry Model and Traditional Method of teaching (Conventional Text book Method). **Dependent Variable:** Social Attitude, Social Involvement.

Sampling Design

A purposive sample of 100 students was drawn from two schools

Tools Used in this Study

The following tools were used in the present study for the purpose of collection the data.

- a) Jurisprudential Inquiry Model Lesson Transcripts standardized by the researcher.
- b) Social Involvement and Social Attitude Scale constructed by the investigators.

Analysis of Data

All analysis was conducted using Statistical Software (SPSS) 20.0 version. The t tests were used to determine the association among the variables and the groups.

The data interpretation was done on the basis of Hypothesis.

Table 2: Hypotheses wise Mean, SD and t values

Hypotheses	Group	N	Mean	Std. Deviation	t	Remarks
H1(SA)	Control (Pre-Test)	50	175.18	9.92	0.22	Not Significant
	Experimental (Pre-Test)	50	175.56	6.35		
H6 (SI)	Control (Pre-Test)	50	193.94	12.52	0.31	Not Significant
	Experimental (Pre-Test)	50	194.58	7.26		
H2(SA)	Control (Post-Test)	50	178.46	8.22	8.08	Significant at 0.01 level.
	Experimental (Post-Test)	50	192.90	9.57		
H7(SI)	Control (Post-Test)	50	196.98	10.94	4.02	Significant at 0.01 level
	Experimental (Post-Test)	50	205.46	10.10		
H3(SA) (Control)	Pre	50	175.18	9.92	1.79	Not Significant
	Post	50	178.46	8.22		
H8(SI) (Control)	Pre	50	193.94	12.52	1.29	Not Significant
	Post	50	196.98	10.94		
H4(SA) (Experimental)	PRE	50	175.56	6.35	10.66	Significant at 0.01 level.
	Post	50	192.90	9.57		
	Pre	50	194.58	7.26	6.18	Significant at 0.01

H9(SI) (Experimental)	Post	50	205.46	10.10		level
H5(SA)	Delayed Post	50	199.16	9.68	3.25	Significant at 0.01 level.
	Post	50	192.90	9.57		
H10(SI)	Delayed Post	50	208.76	8.03	1.80	Not Significant
	Post	50	205.46	10.10		

Results

1. There is no significant difference between the mean values of pre-test in social Attitude among the control and experimental group”.
2. There is a significant difference between the mean values of post-test in social Attitude among the control and experimental group”. It means that, there exists a significant difference in the post-test mean values of control and experimental group.
3. There is no significant difference between the mean values of pre- and post-test in Social Attitude of the control group”.
4. There is a significant difference between the mean values of pre- and post-test in Social Attitude of the experimental group”. It means that, there exists a significant difference in the pre- and post-test mean values of experimental group.
5. There is a significant difference between the mean scores of Delayed Post-Test and Post-Test in Social Attitude among the Experimental Group. It means that, there exists a significant difference in the Delayed Post-Test and Post-Test mean values of Experimental Group.
6. There is no significant difference between the mean values of pre-test in social involvement among the control and experimental group”.
7. There is a significant difference between the mean values of post-test in social involvement among the control and experimental group”. It means that, there exists a significant difference in the post-test mean values of control and experimental group.
8. There is no significant difference between the mean values of pre- and post-test in social involvement of the control group”.
9. There is a significant difference between the mean values of pre- and post-test in social involvement of the experimental group”. It means that, there exists a significant difference in the pre- and post-test mean values of experimental group.
10. There is no significant difference between the mean values of post-test and delayed post-test in social involvement among the experimental group”.

Summary and Conclusion

The results of the present study indicate that both the approaches (JIM and Conventional Methods) the Jurisprudential Inquiry Model more effective than the conventional method of teaching on Social Attitude and Social Involvement. But the effectiveness is not a unifactor it should consider the extent of effectiveness and the sustainability of the effectiveness. The results clearly show that the JIM is more effective than the conventional method in increasing the Social Attitude among Secondary school Students. Further the delayed post test results confirm the sustained effectiveness of the JIM in terms of Social Attitude and the delayed post test results confirm that there is no sustained effectiveness of the JIM in terms of Social Involvement.

Hence, the present study helps to the teachers to think of adapting JIM in teaching learning process especially in different Attitude Aspects and Social values. Jurisprudential Inquiry Model is successful in nurturing of different Teaching Learning environment. Helping students to improve the Social values, Social adjustments, ideas, Social circumstances, decisions, Social responsibilities, Judgments, ways of thinking, and means of expressing themselves. It is further necessary to train the teachers in using this model for enhancing the effectiveness of their teaching which creates a conducive learning environment to develop Social Attitudes among the subjects.

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Educational Development of th Scheduled Castes and Scheduled Tribes Students in Morarji Desai Residential School

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ABSTRACT: *MDRS plays a role in the promotion of education in rural india through the construction of self-oriented, integrated residential school complexes called the Morarji Desai Residential Schools in various taluks of Karnataka. Sponsored by the karnatak residential educational institutions society of the social welfare department government of of Karnataka. The present study has related to Educational Development of the Scheduled Castes And Scheduled Tribes students in MDR School with reference Kariganuru, Channagiri tq Davanagere. This study is confined 100 SC and ST students studying in 6th to 10th class. out of 250 students. 50 girls and boys Scheduled Castes students and 50 girls and boys Scheduled Tribes students selected by using simple random technique. The descriptive servey method was used for data collection.*

Keywords: *marginality, scheduled caste, Scheduled tribe, educational development*

1. Introduction

MDRS plays a role in the promotion of education in rural india through the construction of self-oriented, integrated residential school complexes called the Morarji Desai Residential Schools in various taluks of Karnataka. Sponsored by the karnatak residential educational institutions society of the social welfare department government of of Karnataka.

Education provides a strong base for the social. Economic, scientific and political upliftment of every individual. The department of social welfare had eshtablished Morarji Desai Residential Schools since 1996-97 on the lines of javahar navodaya model residential schools of government of india, to provide quality education along with residential facility to meritorious students belonging to scheduled castes (SC), scheduled tribes (ST), Backward classes and minority groups. In the beginning, the residential schools had been set up by respective departments such as department of public instruction, department of social welfare, department of backward classes welfare, etc At the beginning of April 1999, 66 residential schools had been functioning in the state. In October 1999, the government eshtablished the Karnataka residential Educational institutions society to eshtablish, maintain, control and manage residential educational institutions in the state. The client departments of social welfare, tribal welfare, backward classes welfare and minority welfare released funds to the society from out of their budgetary allocations for eshtablishing and maintaining residential educational institutios as of july 2013 542 residential schools and colleges had been functioning in the state.

Education is a dynamic concept. Its meaning changes to time to time the broad based meaning of education implies an educational process which is "man gains educational experiences from cradle to grave" as we all know the word education derived from latin word educatum means to bring out the inside to outside. It is also derived from two other latin words "educere" means development or bringing out and "educare" means enhansment improvement and progress that is the word education means the art of developing and enhancing the cultivation of various physical, mental and moral. Powers of the child.

Morarji Desai Residential Schools: (MDRS)

The government of Karnataka has approved setting up of residential school in rural areas for the welfare of minorities. These residential school were started based on the model of javahar navodaya schools run by central government education from 6th standard to 10th standared is being provided inin these residential schools. In every class 50 students are admitted out of 50% seats will be reserved for GIRLS. The department runs several Morarji Desai Residential Schools for minorities to provide free residential education from standared VI to X on on a co-education basis. The schools are run through the Karnataka residential education institute society and the Zilla panchayats. The selection of the students is done through local advertisements and tests/interviews organized at the district level.

Concept of Marginality

The concept of marginality was first introduced by Robert Park (1928). Marginalization is a symbol that refers to processes by which individuals or groups are kept at or pushed beyond the edges to society. The term outsiders may be used to refer to those individuals or groups who are marginalized. The encyclopedia of public health defines marginalization as “to be marginalized is to be placed in the margins and thus excluded from the privilege and power found at the centre”. Ghana s gurung and Michael kollmair mention that the concept of marginality is generally used to analyse socio economic, political, and cultural spheres, where disadvantaged people struggle to gain access to resources and full participation in social life. In other words, marginalized people might be socially, economically, politically and legally ignored, excluded or neglected and therefore vulnerable to livelihood change.

Marginalization is a process that denies opportunities and outcomes to those ‘living on the margins’ while enhancing the opportunities and outcomes for those who are ‘at the centre’. Caste and class prejudice, in many societies across the globe, exclude many communities, and hinder their effective participation in economic and social development. This paper shows that the “ educational development of the Scheduled Castes and Scheduled Tribes Students in Morarji Desai Residential school Kariganuru.

Sex wise educational levels among the social groups in india 2016-2017. It is observed from the table that among the rural males, the rate of illiteracy ranges from 35.8 percent among the ST, 33.1 percent in the case of SC, 25.3 PERCENT FOR THE OTHER Backward Class (OBC) and 17.4 percent in the case of others. This indicates that the proportion of illiterate population is considerably higher among the SC and ST communities than among the OBC and the others. Among the literates, the proportion of those with primary level of education is higher among the ST (26.4 percent) and SC (27.6 percent) than among the OBC (25.2 percent) and others (23.1 percent) which underlines the fact that among the marginalized section (SC and ST) Educational level is mostly centred at the primary level. This is underscored more so by the fact that at higher levels of education, the rate is less among the marginalized section than among the OBC and others.

The scheduled castes, Scheduled Tribes groups in india share a major portion of the Marginalized section in India. According to 2011 census, the scheduled castes constitute about 16 percent of the population of india. Majority of the scheduled castes (80 percent) live in rural areas and are engaged primarily in agriculture and allied activities. Again the majority of scheduled castes population are concentrated in states like Punjab, Himachal Pradesh, Uttar Pradesh, Bihar, West Bengal, Andhra Pradesh, Karnataka, Tamilnadu and in many others states of india. The smallest concentration of the scheduled castes population belongs to the North Eastern states. About 7 percent of the population of assam belongs to scheduled castes.

Morarji Desai Residential School in Kariganuru

MDR School in Kariganuru was established in 1997 and it is managed by the tribal/ social welfare Department. It is located in Channagiri block of Davanagere district of Karnataka. The school consists of grades from 6 to 10. This school is co-educational and it doesn't have an attached pre primary section. The school is Non-Ashram type (Govt) in nature and is not using school building as a shift school. Karnataka is the medium of instructions in this school. This school is approachable by all weather road. In this school academic session starts in April. The school has Government building. It has got 3 classroom for instructional teaching activities. The school has a separate room for head master/ Teacher. The school has barbed wire fencing boundary wall. The school has have electric connection. The source of drinking water in the school is tap water and it is functional. The school has 3 boys and 3 girls toilet it is functional. The school has a playground. The school has a library and has 3000 books in its library. The school does not need ramp for disabled children to access class rooms. The school has 10 computers for teaching and learning purposes and all are functional. The school is not having a computer aided learning lab. The school is not applicable providing mid-day meal.

Academic Adjustment

Adjustment in psychology, the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Hungry people, for example, are stimulated by their physiological state to seek food. When they eat, they reduce the stimulating condition that impelled them to activity, and they are thereby adjusted to this particular need.

Academic Achievement

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extra curricular activities. It includes excellence in sporting, behavior, confidence, communication skills, punctuality, assertiveness, Arts, Culture, and the like. It is action with victory by a skill which we adopt. Academic achievement or performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. It can be estimated by tests. The final goal of an education is nothing but the development personality. To knowing this field an academic achievement is necessary. An examination is a measurement of one's personality by putting the marks. This is from an ancient civilization to even the present modernization. In ancient days the exams were run by orally and now by written examinations.

Scope of the Study

The present study has related to Educational Development of the Scheduled Castes And Scheduled Tribes students in MDR School with reference Kariganuru, Channagiri tq Davanagere. This study is confined 100 SC and ST students studying in 6th to 10th class. out of 250 students. 50 girls and boys Scheduled Castes students and 50 girls and boys Scheduled Tribes students selected by using simple random technique. The descriptive servey method was used for data collection..

Research Hypothesis of the Study

The research hypothesis is a tentative answer to a question. It is a hunch or an educational guess, to be subjected to the process of varification. Research Hypothesis formulated for the present study is as follows :

- Scheduled Castes and Scheduled Tribes are various officially designated groups of historically in india.
- Many of the SC and ST Students socio economically dependent.
- There is significant difference in emotional adjustment among 6th to 10th standard SC and ST students.

Delimitation of the Study

- * The study is confined to SC and ST morarji desai residential school students.
- * The study is limited only to study Educational Development in MDR school.
- * The present study is limited only 1 SC and ST morarji desai residential school in Kariganuru Channagiri tq Davanagere.

Review of Related Literature

1. **In July 1979, the Central Board of Secondary Education New Delhi** : started the open school - the first of this kind in the country. It was an institution set-up to bring the flexibility and openness in the educational system and to extend educational opportunities to the weaker and disadvantaged sections of the society. The main objective of the: school was to offer a parallel non-formal system as an alternative to formal schooling and to provide opportunity of education to out-of school learners of the disadvantaged sections of society living in remote areas of the country.
2. **The Indira Gandhi National Open University (IGNOV) was established in Delhi in 1985** : It lays on continuing education with a view to improve knowledge and skills, and promoting the educational opportunities of the communities in general and disadvantaged in particular.
3. **Hilary coon, Geogory carey, David w. fulker,j.c. Defries (2005) conducts a study on "Influences of school environment on the Academic Achievement scores of adopted and none adopted Children"**: Associations between academic achievement and characteristics of the school environment can result from direct environmental influences of the school, or from placement of children in to particular school environments based on prior ability. To disentangle these potential influences underlying school effects on children, we analyzed data from parents and first grade adopted and none adopted children in the Colorado adoption project. Measures analyzed included attending a private versus a public school, a variable aggregated at the school level, and several variables aggregated at the classroom level. If such aggregated measures are associated with many inter correlated individual aspects of school environment, each having a small effect on achievement, the process of aggregation may offer additional power to direct these small individual environment effects. Several of these aggregate variables. In addition to measures of children's attitudes about school, showed direct environmental associations with reading and math achievement independent of effects of

Methodology

The above data a review of related literature concerning with the study on “ A study of Educational Development among SC and ST Moraji Desai Residential School” has been presented and discussed. The present study deals with a detail description of the methodology adopted in the present study. In research, methodology is for the study. Which method the researcher has adopted in the study becomes a dynamic part of the work. The Educational Development of the SC and ST students data are collected from the previous year Development from the 6th to 10th students.

Major Findings

1. From the study it is evident that 50% of the SC and ST students have average level of Education.
2. There is positive low and define correlation exists between school environment among 6th to 10th standard SC and ST students.
3. There is positive high level of correlation between academic Educational achievement among 6th to 10th SC and ST students.
4. To study the relationship between school adjustment and academic achievement among 6th to 10th standard SC ST GIRLS students

Suggestion for the Future Research

1. Similar studies may be taken for different level of students such as college, graduate and post graduate.
2. The studies can be takes for different places.
3. The study can be extended to other areas of science, physics and chemistry.
4. The study can be adopted with other locations and non-residential schools.
5. A comparative study “ Residential and Non- residential Schools”.
6. A similar study can be done by taking different variables like locality and types of schools.

Conclusion

Student and teacher comfort is indicated as the most important aspect of any school Educational Development . If students are comfortable, then learning becomes much easier. Being comfortable is a combination of several different factors ; adequate usable space, noise control, lighthing, temperature and climate control, and sanitation. The classroom is the most important area of school because it is where students and teachers spend most of their time and where the learning process takes place

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Professional Development Skills for Teachers

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ABSTRACT: *To be a Teacher is to be a member of a special profession. The future make up of a new generation of a country's citizens depends on the teacher's professional and general standards. In Educational field, the term professional development may be used in reference to a wide variety of specialized training, This paper is going to discussing the proficiency of the teacher and Professional development skills should be implemented in teachers'. Here we are discussing some professional development skills for teachers.*

1. Introduction

Teachers with high quality teaching tend to do and find out more about their own craft, pushing out the boundaries of their learning and teaching, looking for the new topics and ways to teach. However, in order to achieve their maximum potential, ongoing professional development should be implemented in their schedules. Teachers provided with proper training on up-to-date information and new research on classroom management, on emerging technology tools for the classroom, new curriculum resources, and more, could become a successful factor to their schools. The best professional development is ongoing, collaborative, and connected to and derived from working with students and understanding their culture (Darling-Hammond et al. 2017; Borko 2004).

Professional development

In educational field, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers and other educators improve their professional knowledge, competence skill and effectiveness.

When schools are looking to hire a teacher, there are a few basic requirements that they are looking for: A College degree, experience working with children, and, of course, patience. Teachers need a variety of [professional development](#) skills along with knowledge of their subject matter and experience in order to be an effective teacher. Likewise, as the rapid developments in technology infuse into our lives, they affect the way students learn and the way teachers teach. Modern teachers need to be competent in not only basic skills, but new skill sets. Here, [professional development](#) skills are called "Modern skills" that today's teachers should possess.

Here, mentioned some of professional development skills for teachers:

[1] Teacher educators' fields of knowledge

Some recent research has highlighted the many fields of knowledge that are required by teacher educators; these include knowledge about: the pedagogy of teacher education; learning and learners; teaching and coaching; and the profession of teacher educator itself. In addition, teacher educators need to know about the specific contexts their students will work and working in (e.g. for primary, or secondary education) and the subjects they will teach. More experienced teacher educators need expertise in: curriculum development and assessment; the wider context of teacher education, the way it is organized, and in research.

[2] Flexibility and Adaptability

In a modern era, digital age, teachers need to be flexible and be able to adapt to whatever is thrown their way. New technologies are developed every day that can change the way students learn, and the way teachers teach. Likewise, administrators are changing and updating expectations and learning standards. Being able to adapt is a skill that every modern teacher must have. If it's being able to adapt to the way students learn, the behavior their classroom exhibits, or their lesson plans, it is a definitely a trait that is a must-have.

A graduate that can demonstrate adaptability and flexibility is valuable because of their inner confidence and self belief which gives them the ability to cope with change and the unexpected, and respond in a manner that continues to the goals and objectives of their role and the organization. Adaptability is one of

the top skill. Society today demands proficiency in this area. Your ability to manage multiple assignments and tasks, set priorities and adapt to changing conditions and work assignments are absolutely critical.

[3] Confidence and Commitment

Every teacher needs to have confidence, not only in themselves but in their students and their colleagues. A confident person inspires others to be confident, and a teacher's confidence can help influence others to be a better person. Gaining confidence in their teaching skills and developing their teaching ability in general are not just the concern of teachers who are new to the profession, but also of experienced teachers when they meet new challenges which seem to threaten their long standing values and beliefs about learning and teaching. The more you develop your teaching ability, the more confidence you will become in your teaching. In the same way, the more confidence you become in your teaching skills, the better prepared you are to move on to 'the next level'.

[4] Leadership and Team Player

An effective teacher is a mentor and knows how to guide her students in the right direction. She leads by example and is a good role model. She encourages students and leads them to a place of success. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the role they assume, teacher leaders shape the culture of their schools, improve students learning, and influence practice among their peers.

Team or group work in a classroom teaches students the fundamental skills associated with working as a collective unit towards a common goal. Where TEAM stands for T-together, E- everyone, A- achieves, M-more. Part of being a teacher is being able to work together as part of a team or a group. When you work together as a team, it provides students with a better chance to learn and have fun. Networking with other teachers (even virtually) and solving problems together will only lead to success. This teaches time management, resources allocation and communication skills.

[5] Communication and Interaction skill

Communication skills involve listening and speaking as well as reading and writing. For effective teaching a teacher need to be highly skilled in these areas. Teacher with good communication always make the things easier and understandable. Being able to communicate with not only your students but with parents and staff is an essential skill. Think about it: Almost all of a teacher's day is spent communicating with students and colleagues so it is crucial to be able to talk clear and concise in order to get your point across. Interaction needed for every teacher to participating with students.

[6] Management and Organization

Teaching is a profession that requires organization. When setting up organizational systems, it is important for a teacher to keep in mind the three P's: physical space, paper work, and planning. Staying organized in these areas contributes to a successful teaching experience. Modern teachers have the ability to organize and prepare for the unknown. They are always ready for anything that is thrown their way. Need to go home sick? No problem, they have a substitute folder all ready to go. Studies show that organized teachers lead more effective learning environments. So it is even more imperative to be organized if you want higher-achieving students. Every teacher should managing all works or tasks in calls room as well as institution.

[7] Continuous Learner

We know that teaching is a lifelong learning process. There is always something to learn when you are teacher. The world is always changing, along with the curriculum and educational technology, so it's up to you, the teacher, to keep up with it. A teacher who is always willing to go that extra mile to learn will always be an effective, successful teacher. Teaching and learning is a continuous process that promote teacher's teaching skill, master new knowledge, develop new proficiency, which in turn help to improve students learning. Effective teacher learning and professional development is important for students achievement. Teacher should know the concept and updating his knowledge to situation to situation.

[8] Innovative and Updating Skill

A modern teacher is willing to try new things, from new educational apps to teaching skills and electronic devices. Being innovative means not only trying new things, but questioning your students, making real-world connections and cultivating a creative mindset. It's getting your students to take risks and having

students learn to collaborate. An innovative classroom is resilient and pushes students and teachers to always be changing, adapting, and improving. Innovative learners will look to themselves and others to better every aspects of their performance. we can say that creativity, problem finding, goal setting, collaboration etc are some characteristics of innovation.

[9] ICT knowledge and Understanding of Technology

This is a digital and updating days. Technology is growing at a rapid pace. In the past five years alone we have seen huge advancements and we will continue to see it grow. While it may be hard to keep up with it, it is something that all modern teachers need to do. Not only do you just need to understand the latest in technology, but you must also know which digital tools is right for your students. It's a process that may take time but will be greatly influential in the success of your students. When teachers effectively integrate technology into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun. Students are also able to collaborate with their own classmates through technological applications.

[10] Curiosity and Imaginative

Critical thinking,, communication, creativity and critical skill are needed at the center of learning. Creative use of technology is so important in school. In a truly creative classroom, teachers need to plan time in their lessons for change and growth. This comes from teaching with imagination and encouraging students to learn in the same way. The most effective tool a teacher can use is their imagination. Teachers need to be creative and think of unique ways to keep their students engaged in learning, especially now that many states have implemented the Common Core Learning Standards into their curriculum. Many teachers are saying that these standards are taking all of the creativity and fun out of learning, so teachers are finding imaginative ways to make learning fun again.

[11] Continuous professional development

The extent to which education authorities support this process varies, as does the effectiveness of the different approaches. A growing research base suggests that to be most effective, CPD activities should: be spread over time, be collaborative, use active learning, be delivered to groups of teachers, include periods of practice, coaching, and follow-up, promote reflective practice, encourage experimentation, and respond to teachers' needs. Because the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. In addition, as the student body continues to change due to demographic issues there is a continuous pressure on academics to have mastery of their subjects but also to understand their students. Continuous Professional Development (CPD) is the process by which teachers (like other professionals) reflect upon their competencies, keep them up to date, and develop them further.

3. Conclusion

The teacher educator profession has also been seen as under-researched; empirical research on professional practice is also scarce. However, the importance of the quality of this profession for the quality of teaching and learning has been underlined by international bodies. Some writers have therefore identified a need for more research into “what teachers of teachers themselves need to know” and what institutional supports are needed to “meet the complex demands of preparing teachers for the 21st century.” In response to this perceived need, more research projects are now focusing on the teacher educator profession. The important responsibility for full-fledged teaching profession is depends on the teachers themselves. By the professional development and growth they can get satisfaction by doing their duty to the younger generation. Also, they can increase their status in the society. So, we conclude that now a days teachers know some professional development skills.

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Distance Education

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1. Introduction

Distance education beginning as "correspondence course" was envisaged as an instrument for extending educational opportunity to those who could not attend educational institutions on a full time or on part time basis. Over the year's especially in India and at higher education level, it has established its claim to be an equal partner in providing quality education to young aspiring students and many working persons who could not continue their higher education due to circumstances beyond their control. It has also been a boon to many persons working in certain fields desiring to acquire knowledge and obtain a degree in areas that help enhance their own professional contribution. As stated by Discenza et al., (2002), "Anytime, Any place, Any subject", is an emerging theme for distance learning in higher education throughout the world. Technology based distance education appears increasingly an important feature of post-secondary education in the US (US Department of Education, 1999). As Distance Education is becoming a serious alternative to the standard classroom teaching.

Objectives of distance education

1. To study the effectiveness of distance education
2. To analyse the improvement of standard education after establishment of distance education
3. To study the purpose and need of distance education at present education scenario
4. To study the curriculum framework of distance education and its impact on students performance

Definition and Characteristic Features of Distance Education

Moore (1991) defined Distance Education as a learning system where the teaching behaviours are separate from learning behaviours. In this, the learner works alone or in the group, guided by study materials. These students do have an opportunity to communicate with a tutor with the aid of one or two more media – such as correspondence, telephone, TV, Radio etc. Teaching role is shared and different study situations are possible for the learner.

Moore's definition of Distance Education highlights 3 elements: (i) separation of teaching behaviours from learning behaviours (ii) the use of technical media and (iii) the possibility of 2-way communication. While in normal face to face teaching, the teacher's preparation is done apart from the students whom he teaches; in Distance Education both preparation and teaching are done apart from students.

Holmberg (1995) stated the following in regard to distance education:

- All learning concerned with the acquisition of cognitive knowledge and cognitive skills, as well as affective learning and some psychomotor learning, is effectively provided for by distance education.
- Distance education is based on learning as an individual activity. Learning is guided and supported by noncontiguous means.
- Distance education is open to behaviorist, cognitive, constructivist, and other modes of learning.
- Personal relations, study pleasure, and empathy between students and those supporting them (tutors, counselors) are central to learning in distance education. Feelings of empathy and a sense of belongingness promote students' motivation to learn, influencing learning favourably.
- While it is an effective mode of training, distance education runs the risk of leading to mere fact learning and reproduction of accepted 'truths'. However, it can be organized and carried out in such a way that students are encouraged to search, criticize, and identify positions of their own.

Distance Education and Open Learning System

The Distance Learning organization in the UK, in association with Britain's Open University, distinguishes between distance and open learning. According to UNESCO (2002), "although the terms are often used interchangeably, there are important differences. Open learning is an umbrella term for any scheme of education or training that seeks systematically to remove barriers to learning, whether they are concerned

with age, time, place or space. With open learning, individuals take responsibility for what they learn, how they learn, where they learn, how quickly they learn, who helps them and when they have their learning assessed. Distance learning, on the other hand, is one particular form of open learning in which tutors and learners are separated by geographical distance. This is sometimes called a home study or correspondence course. But many modes of communication are used for distance learning, not just postal correspondence. If you stop to think about it, most of us use distance learning techniques in some form in our daily lives: we read books and newspapers, watch programs on television and request information over the telephone. These are all learning experiences which 'educate' in the broadest sense." In distance education transaction occurs between teachers and learners in a special environment having the characteristic of separation of teachers from learners (Moore, 1993) which was also emphasized by Pathak (2003).

Distance Education in India

As of today the enrollment in distance education at higher education level in India is about 4 million students. It is offered at national level by Indira Gandhi National Open University, at state level by State Open Universities as well as by other well established universities. With its vast expansion Distance Education is covering almost all of India, but yet there is still increasing demand for expansion and more courses to be offered in the Distance Education mode. Concurrently, there is persistent demand for quality and standards to be maintained in distance education. It has become imperative to have stricter norms and guidelines and other regulatory steps to ensure standards and provide assurance to students, parents and employers, on the equivalence of degrees provided by distance learning institutions with those offered by other universities and other higher education institutions. The Distance Education Council - a national body overseeing the standards of distance education, earlier a part of IGNOU has now become part of the UGC which is the highest authority mandated to ensure standards and coordination in higher education. Recently, Ministry of HRD, Government of India (2016) has circulated a discussion paper on Some Inputs for National Education Policy. This document states the following:

1. An autonomous body will be set up to regulate and maintain standards in ODL which will provide norms, standards and guidelines for effective ODL.
2. A quality assurance mechanism for accreditation will be put in place to ensure quality, promote innovation and modernize ODL.
3. Learner support services will be institutionalized by all ODL institutions.
4. 24 x 7 help desk services and tutoring and counseling services, e-learning modules, webinars, web casting, discussion forum, online programme of the materials, providing assignment, timely feedback of performance, online examinations, and declaration of results, etc., on time will all be in place.

The Ministry of HRD hopes to finalize the New National Education Policy which will cover Distance Education as well, after receiving comments from various stakeholders. More specifically the Ministry will also take into account the report of Dr. Madhava Menon Committee constituted by it in 2016, which has suggested many measures to regulate education imparted through the distance mode. The Committee received inputs from many Vice Chancellors of Open universities in India and other experts on Distance Education. Whatever the policy and final regulatory arrangement, it is important to have rigorous and continuing scientific research studies indicating the many measures required to make Distance Education relevant and effective. Focusing on the need for scientific research, Bernard et al (2004) cited a review of 232 studies on distance education and drew attention to the fact that the researches on distance education were of poor methodological quality and lacked critical information about research practices. As pointed out by Friesen (2009) in the rapidly changing world of internet and the web, considerable number of novel practices have emerged which include bulletin boards to webcasts, online educational games to open educational resources, which all could be covered for rigorous and scientific studies in distance education. Accepting that in the developed and advanced countries, much research in distance education has taken place, the leaders in the field call for more rigorous methods in research and much more research covering various areas in distance education (Zawacki-Richter, 2009).

Obstacles to Learning through Distance Education Mode

Research in distance education has highlighted some of the obstacles in learning through distance education mode. In this context, discussing some of the obstacles to learning in distance education mode, Visser (2012) opined that distance education approach does not work for all students, as some of them will require close in-person contact with the instructors, and some students may not be able to take up responsibility for their

own learning. Yet, it is important to note that distance education provides opportunities to gain knowledge and the students can incorporate study around social and work patterns, and take up study on a full or part time basis. Presenting the various issues encountered by Distance Educators in Developing and Emerging Nations, Wright et al., (2009) considered language of instruction as one of the very difficult problem faced in distance education. The instructors had the unique task of creating content and material accessible to learners speaking various languages. Countries like India where several languages are spoken face the unique challenge of creating content and 14 materials that can be accessed by all students interested to learn through distance education. In addition, lack of infrastructure, limited funds and nonavailability of ITC equipments in remote villages have been indicated as some of the hurdles developing nations face in regard to delivery of distance education. The continued growth and success of distance education in developing and emerging nations will depend on the extent to which the many of the problem issues identified are addressed, as they bear on the quality of the learning experience provided to students.

Teaching Learning Materials

It is now a well-established fact that many universities are able to produce high quality teaching learning materials which are relevant and appropriate to the needs of the students opting for distance education mode. When the British National Open University undertook the production of teaching learning materials, there were many skeptics who scoffed at the effort stating that there were many good textbooks available which could be much superior to preparing of materials. However, well prepared teaching learning materials (self-learning materials) by groups of academics and experts to meet the needs of students proved their usefulness to such an extent that they came to be highly regarded and even used by regular universities. This is because the British National Open University paid very special attention to contents, language and manner of presentation. This tradition has been carried on by IGNOU and other distance education providers. When new materials have to be prepared or existing ones have to be revised, groups of expert writers are commissioned and given orientation in preparing teaching learning materials including the concepts to be covered and questions and problems to be put to the students to help them in self-evaluation of their understanding of the concepts. Such material is collated and edited by experienced professionals in regard to language and effectiveness of communication.

No doubt we are living in an Information Age where students can access knowledge and information from several sources including the Internet. The entire courses on different subjects are also available from various universities. Nevertheless it would be an onerous task to any student to navigate through such excessive information. The Open University learning materials which are carefully written and edited by experts provide an efficient and effective tool for mastery of the concepts in any given subject and their application in real life. The Open University materials provide a number of examples and illustrations relevant for the student for whom it is written and help them to understand the concept and also evaluate their own mastery of the subject.

Students Role in Distance Education

It is well known that the primary role of the student is to learn, which requires high level of motivation to learn, plan and analyze as well as apply the learned information to real life situation. In a distance education setting, the process of student learning is more complex for several reasons, such as (i) Students may be older, have jobs, and families. (ii) They must coordinate the different areas of their lives which influence each other and their families, jobs, spare time, and studies. (iii) Their goals to learn and join distance education may vary, with some joining a course for just obtaining a degree, some do so for getting a better job or get a promotion in the present one, etc.

The students in distance education, who live in remote villages and far flung areas, may face the obstacles with the technical delivery system, and communication. For some students, the demands of the course and the tasks involved in it may be difficult to follow. They may be unsure of themselves and their learning. Morgan (1991) suggests that distant students who are not confident about their learning tend to concentrate on memorizing facts and details in order to complete assignments and write exams. As a result, they end up with a poor understanding of course material. Brundage, Keane, and Mackneson (1993) suggest that adult students and their instructors must face and overcome a number of challenges before learning takes place, including: becoming and staying responsible for themselves; "owning" their strengths, desires, skills, and needs; maintaining and increasing self-esteem; relating to others; clarifying what is learned; redefining what legitimate knowledge is; and dealing with content.

Conclusion and Recommendations

Distance Education has great potential in India but to realize this potential we have to ensure its standards and quality and equivalence to other modes of education. It should not be thought of as a financially cheap alternative or as a cash cow for raising financial resources. In the world over, it is seen that technology is shaping the teaching learning processes both in face to face and distance mode of learning. The technological change is relatively faster and more widespread in distance education than in face to face education. In this paper, several suggestions for improving quality and standard in distance education have been given and also the know-how to adopt and adapt to rapidly changing technology. It should always be remembered that the best is often the enemy of the good and that we do not, in the pursuit of the latest and the newest forget to make the much needed sustained improvements in the Distance Education as it is provided today to the bulk of our students.

While we should always encourage innovation and hope that the improvement in ICT will provide faster and reliable connectivity enabling many new innovative approaches, we should focus on improving DE as is currently provided to majority of our students. Because of the numbers involved, even a minor improvement in learning effectiveness will have a profound effect on education system and the society. Much of our efforts should therefore be on attracting and retaining good faculty, developing their skills in research and in knowledge acquisition, and provide the faculty opportunities for professional development and making them competent in understanding, assessing and meeting student needs. It is important to give the teachers opportunity also to get trained to make use of new technologies with ease and confidence.

It must be kept in mind that there is no single blueprint solution. The institutions which provide distance education must develop their own models for integrating the various technologies, modes of imparting knowledge and skills to students and thus increase the quality and outreach of distance education.

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A Study on Self-Concept of 9th Standard Students in relation to Adjustment

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ABSTRACT: *The present study intends to examine the Self-Concept of 9th Standard Students in relation to Adjustment. Investigator studied secondary school students' opinions in relation to Adjustment. The sample of the study consists of 400 secondary school 9th standard students of Vijayapur district. Investigator used Descriptive Survey method for the present study. Investigator used standard tool of Self-Concept which is prepared by Dr.S P.Ahluwalia and Dr.Hari Shankar Singh, contains 80 statements and also used standardized tool of Adjustment which is prepared by Bells. Investigator visited the secondary schools of Vijayapur district and collected data from the students. The descriptive and differential statistics is used for the analysis of collected data.*

The results of the study reveal that the Mean and SD of Self-Concept scores by boy and girl students of 9th standard. The total mean score of Self-Concept of students of 9th standard is 89.47±13.02. In which, the girl students (92.43±12.78) have higher Self-Concept scores as compared to boy students (86.52±12.62). The mean of Adjustment scores by boy and girl students of 9th standard is 57.25±9.23. In which, the boy students (58.77±8.85) have higher Adjustment scores as compared to girl students (55.73±9.38).

Keywords: *Self-Concept, Adjustment*

1. Introduction

Education is important from various points of views. It infuses in the spirit dynamic citizenship and wellbeing of humanity. In this process teacher has prominent role. The teachers should accept and adopt new techniques, methods and approaches in their teaching definitely it will help to academic achievement of the students. Academic achievement occupies a very help important place in education as well as in the learning process. In considered as a key criterion to judge ones total potentialities and capacities. Academic achievement is influenced by personality, Motivation, opportunities, education and training. There are several other factors also which influence the academic achievement of students like Adjustment, Self-Concept, Meta cognitive abilities, Social-status, Personality,, Socio-economic status, Study habits, Intelligence etc.

Self-Concept

The Self-Concept is central in the development of personality. The most important part in the personality of a person is his self. The way a person perceives his 'own self -influence the way he 1 behaves with others and responds to situations. Therefore, it can be said that the Self-Concept makes up an individual

Adjustment

Adjustment is continuous process, not a fixed or static state in fact Adjustment is defined as the continuous process of satisfying ones desires and it involves many aspects of behavior no one achieves a complete Adjustment. Adjustment helps us to keep balance in our life.

1. Need of the study

Self-Concept in human being is one of the important means of understanding and predicting human behavior. The Self-Concept is developed through interpersonal relationship a person experiences throughout the life. The feeling of self, which stands at the core of personality and forms it nucleus is quite subjective.

Adjustment gives us strength and ability to bring desirable changes in the conditions of our environment. Adjustment process of change in the individuals behavior when is no harmony or balance between the individual and social experiences.

From the above discussion the relevance and important predictors of successes in one's life career. Keeping the relevance of achievement in mind, a very relevant questions arises. So keeping this the investigator selected this topic for the study. The present study highlights specific area gender in both variables.

3. Objectives of the Study

- 1) To find out the Self-Concept of 9th standard students in relation to gender (Male and Female).
- 2) To find out the Adjustment of 9th standard students in relation to gender (Male and Female).

4. Hypothesis of the Study

- 1) Boys and Girls of 9th standard students do not differ significantly with respect to Self-Concept.
- 2) Boys and Girls students of 9th standard do not differ significantly with respect to Adjustment.

5. Design of the Study

Investigator used the Descriptive Survey method for collecting the opinions of 400 9th standard students from secondary schools of Vijayapur district. Investigator used the Random Sampling Technique for the selection of 400 samples in the present study. The secondary schools 9th standard students boys, girls of Vijayapur district. In the present study investigator used Descriptive Statistics and Differential Statistics for the analyses of the collected data.

Investigator used standard tool of Self-Concept which is prepared by Dr.S P.Ahluwalia and Dr.Hari Shankar Singh, contains 80 statements and also used standardized tool of Adjustment which is prepared by Bells. Investigator visited the secondary schools of Vijayapur district and collected data from the students.

6. Data analysis and Results

After the data had been collected, it was processed and tabulated using Microsoft Excel - 2007 Software. The data collected on Self-Concept from students from 9th standard. Investigator intends to find the out whether differences in the independent variables namely, gender (Male and Female) from 9th standard students.

Descriptive Statistics

In this section, the mean and standard values of Self-Concept and Adjustment scores are calculated according to gender (Male and Female).

Table 01: Mean and SD of Self-Concept scores by boy and girl students of 9th standard

Summary	Boys	Girls	Total
n	200	200	400
Mean	86.52	92.43	89.47
SD	12.62	12.78	13.02

The above table represents the Mean and SD of Self-Concept scores by boy and girl students of 9th standard students. The total mean score of Self-Concept of students of 9th standard students is 89.47 ± 13.02 . In which, the girl students (92.43 ± 12.78) have higher Self-Concept scores as compared to boy students (86.52 ± 12.62). The mean scores are also presented in the following figure.

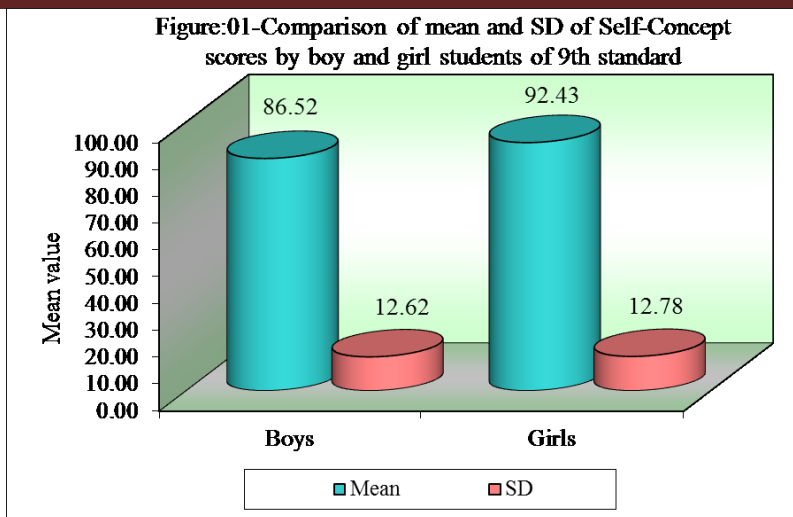
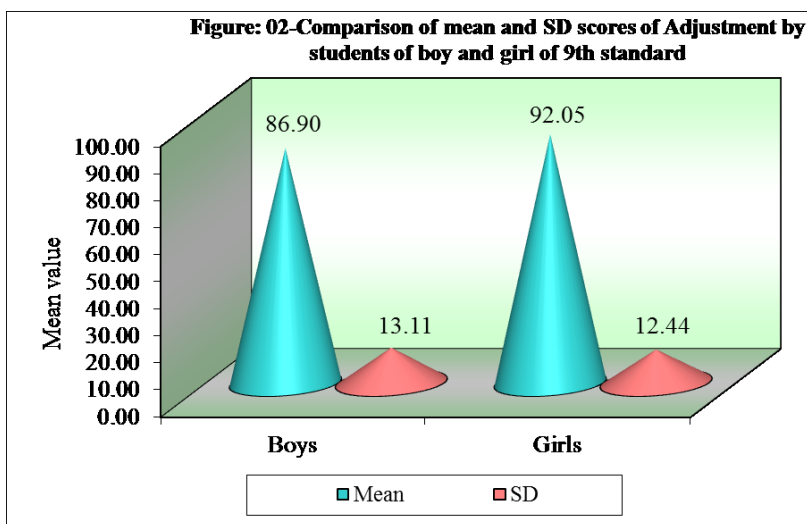


Table 02: Mean and SD of Adjustment scores of boy and girl students of 9th standard

Summary	Boys	Girls	Total
n	200	200	400
Mean	86.90	92.05	89.47
SD	13.11	12.44	13.02

The above table represents the Mean and SD of Adjustment scores by students of boy and girl of 9th standard. The total mean score of Adjustment of students 9th standard students is 89.47 ± 13.02 . In which, the students of girls 9th standard (92.05 ± 12.44) have higher Adjustment scores as compared to boy students of 9th standard (86.90 ± 13.11). The mean scores are also presented in the following figure.



Differential Statistics

In this section, we compared Boys and Girls scores of students of 9th standard by applying independent t-test.

1. Hypothesis: 01-Boys and Girls of 9th standard students do not differ significantly with respect to Self-Concept scores.

To achieve this hypothesis, the independent t test was applied and the results are presented in the following table.

Table 03: Results of t test between boy and girl students of 9th standard with respect to Self-Concept scores

Gender	Mean	SD	SE	t-value	P-value	Signi.
Boys	86.52	12.62	0.89	-4.6499	0.0001	<0.05, S
Girls	92.43	12.78	0.90			

The results of the above table clearly showed that, the boy and girl students of 9th standard differs significantly with respect to Self-Concept scores ($t=-4.6499$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girl students of 9th standard have significant higher Self-Concept as compared to boy students of 9th standard.

Hypothesis: 02-Boy and Girls students of 9th standard do not differ significantly with respect to Adjustment. To achieve this hypothesis, the independent t test was applied and the results are presented in the following table

Table 04: Results of t test between boy and girl students of 9th standard with respect to Adjustment

Location	Mean	SD	SE	t-value	P-value	Signi.
Boys	86.90	13.11	0.93	-4.0252	0.0001	<0.05, S
Girls	92.05	12.44	0.88			

The results of the above table clearly showed that, boy and girl students of 9th standard differs significantly with respect to Adjustment scores ($t=-4.0252$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, girl students of 9th standard have significant higher Adjustment as compared to boy students of 9th standard.

7. Conclusion

The girl students have higher Self-Concept scores as compared to boy students and the students of girls 9th standard have higher Adjustment scores as compared to boy students of 9th standard. The girl students of 9th standard have significant higher Self-Concept as compared to boy students of 9th standard and girl students of 9th standard have significant higher Adjustment as compared to boy students of 9th standard. From this study it is clear that, the teacher should give opportunities to their students to express ideas, proper guidance to positive thinking and get feedback from the peers, which in turn help the students to improve their Self-concept and Adjustment.

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Zone of Proximal Development in Exe-Learning Platform

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ABSTRACT: *Web-based learning allows learner to join discussions at any time and inspires those who do not like to speak. It accelerates learning through a multiplicity of activities. Web context offers interaction between students and instructors. Students can share their ideas with other students, which may help to understand the material better. Working on the web offers prospect to communicate with students using e-mail, discussion boards etc. Teachers or Experts receive students work rapidly and they provide timely feedback to students' questions. This paper focuses about Zone of Proximal Development(ZPD) in the web context it is the distance between the actual developmental level of learner in web context in solving the problems and the level of development of understanding through guidance or in collaboration with more capable person or peers who has higher thinking and more knowledgeable others in a web community. The paper also Discusses about producing of learning content in exe-learning platform which provide opportunities for the ZPD among learner either independently or interactively in a web context.*

Keywords: *Zone of Proximal Development, web community, exe-Learning.*

1. Introduction

Web based learning is by means of social construction through online chats, live discussions, group chats, blog, via email are all possible in web context. These various components are essential for the effective web communication to occur in social constructive manner refers to collaboration of other group of people in web learning context. Interaction with other people is frequently important these interaction among other people it is profound in exchanging ideas, suggestions, resembles other views in web consortium. The web based learning is constructed on the social constructivist theory (Hall,2007)., Vygotsky felt social learning precedes development and he states "Every function in the child's cultural development appears twice, first on the social level and later on the individual level, first between people (interpsychological) and then inside the child (intrapsychological). According to Vygotsky, (1978) humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions, ways to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills and interaction with peers is an effective way of emergent skills and strategies. He also suggests, teachers use the cooperative learning exercises where less knowledgeable children develop with help from more skilful peers within the zone of proximal development learner solve a certain problems only with help from another . Zone of Proximal Development(ZPD) is a central for full social engagement of the child in order to achieve maximum learning.

Web context

The World Wide Web, commonly known as the WWW and the Web, is an [information space](#) where documents and other [web resources](#) are recognized by [Uniform Resource Locators](#). A Web site is a collection of related network [web resources](#), such as [web pages](#), [multimedia](#) content, which are typically identified with a common [domain name](#), and published on at least one [web server](#). A web context refers to the circumstances, situation, background, or environment relevant to a particular learning in web-based learning environment that supports learning needs. Web context provide a platform for a dynamic engagement between students and lecturers outside the physical classroom and to enhance student autonomy.

Zone of Proximal Development in Web Context

The concept of the ZPD was originally developed by Vygotsky to argue against the use of academic, knowledge-based tests as a means to gauge students' intelligence. The ZPD is an area of learning that occurs when a person is assisted by a teacher or peer with a higher skill set. The person learning the skill set cannot complete it without the assistance of the teacher or peer. The teacher then helps the student attain the skill

the student is trying to master, until the teacher is no longer needed for that task. Social constructivism proposes the meaningful construction of knowledge that takes place when a learner interacts with other person for constructing an individual knowledge the course or the design of the course can be a goal approach, these approaches of constructing knowledge is based on web context as the socio-cultural theory based content, more over the web based learning affords the learner to learn with individually and with own capacity to learn something and also it make help to learn with some more knowledgeable person (Barbour,2007). Learning is an active process, hence the learning context has an important role in the learning development (Mbat,2012). The web context are designed to help in developing critical thinking skills among the learner using different types of task, problem solving activities in a web context. These skills are extending the ZPD and cognitive abilities of an individual. The learner learn in ZPD by solving the problem by self, finding the solutions, searching appropriate learning tools in web context it is a good tool for the learner in self-learning like web browsing, navigating different websites, online educational games, participating in online games, web quests, searching authentic content and also regulate themselves in positive learning in a web context such web consortium improves the learners Zone of learning independently as equal to learn individually in web context their also opportunity to learn with other More Knowledgeable Others(MKO) these refers to anyone who has a better understanding or a higher ability level than the learner they help normally being a teacher, tutor, trainer, adults and also peer support the learner through online discussion, interaction, solving online queries, expert suggestions, online collaborative tasks these tools support the learner to extent the ZPD in a web context.

Learning in Web Community

Learning is an authentic environment, learner perform authentic activities with others and develop the necessary cognitive skills. The learner must need physical environment in conventional class, teacher will lead the students more over students also learn with peer in a classroom. As compare to classroom learning environment create conceivable in web context too. The web is a hub of people where people get connect within a second in worldwide in just a moment person get response through comment as such real life situation (Okulicz,et all,2015). A web community is a group of people where it involves collaboration, interaction, discussion with the more knowledgeable persons is possible in web web context. The web community exits with people lie educational experts, Teacher, peer, even computer may assists the learner. Web community is type of social environment where the knowledge used in responding to a problem that community provides supports to assists learner who depend for other or those who learn with the help of others in ZPD. In a web community, the role of peer also very much extended the learner feel free to ask queries, discusses with same group learner about particular topics through group chats, instant messages, collaborative tasks etc., This group provide a conceptual learning with other by sharing and viewing others on same work done by group members posting comments and following each other in learning make joy full learning in a web context (David, 2014). Web community also plays an important role for ZPD in web context gives immediate feedback, easily access to expert advice, competing face to face events, observation of more capable peers using different learning techniques. The web community keeps learner as a more active participant in the community and group to responding others via mail, comments, messages etc, and these social interactions increase more access to information in a web context.

Exe learning platform for Zone of Proximal Development in web context

The exe-Learning software is an open source authoring tool, [exe-Learning](#) is a free software tool under [GPL-2](#) that can be used to create educational interactive web contents. exe-Learning can produce interactive contents in XHTML or HTML5 format and it allows to create easily navigable web pages including text, images, interactive activities, image galleries or multimedia clips. All the educational materials generated with exe-Learning can be exported in different digital formats, to be used independently or to integrate them into a LMS (Learning Management System) like Moodle. The future of exe-Learning involves the incorporation of new iDevices and Styles, including a tool for editing in real time, the replacement of all the fragments of code that are not compatible with the other learning software, improvements in the import of content generated by other tools, and to become a genuine web service connected with different platforms. Exe-learning platform provides sufficient accessible contents in XHTML or HTML5 format. It also make possible generate complete websites and navigable web pages for the learner to provide a complete course design in some specific area through which a learner can learn without the dependent on other. This learning platform include interactive contents like different types of questions, activities, case studies, think free activities for the learner in each webpage. The exe-learning platform exports the contents in different

formats such as ePub3 it is an open standard for e-books where learner can also view the content in digital textbook form eLearning repositories

The iDevice (instructional device) panel consists of a collection of structural elements that describe learning content. Some of these include, objectives, pre-knowledge, case studies, and free text. Learning content is compiled by selecting iDevices from the iDevice menu and entering a learner for self-learning content. A learning resource may consist of as few or as many iDevices as required to deliver the learning content effectively eXe offers the ability for users to customise their published content by selecting from a range of graphical style sheets. eXe's Export facility allows content to be packaged in two ways. Learning resources can be packaged as a self-contained web site for publishing to a web server, or as a SCORM Content Package which will enable the resource to be imported into any SCORM enabled learning system (Shareable Content Object Reference Model). A [eXe-Learning website](#) allows the users to actively participate in the project: make contributions, suggestions, find answers to different questions, etc. over all can say that exe-Learnig platform providing learner a good self-learning package where learner can learn independently, by publishing Exe learning content package in web sites there is possibilities of learning interacting with other people in the web context.

Conclusion

Web context learning supporting in terms of, interaction of learner in ZPD. Development of cognitive abilities are encompassing in ZPD, the learner learn both interpersonal and intrapersonal. Knowledge is about learning from More Knowledgeable Others in a web community like educational experts, tutors, instructors and also peer who has better understanding. The web community will help the learner in more understandable manner. The exeLearning platform helps in creating interactive content packages for autonomous learner. This learning platforms contain effective content delivering for learner where the ZPD is on high level such kind of learning insists to learner think creatively and actively participating in learning. Hence, the web context is a free and conducive learning environment by delivering exe-Learning content packages and building advance themes for the learner to extend the level of learning, building confidence, and to develop more skills.

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“A Study of Job Satisfaction of Secondary School Teachers of Northern Karnataka in Relation to their Teaching Attitude and Aptitude”

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ABSTRACT: *In the present investigation an attempt has been made to study the Job Satisfaction of Secondary school teachers of Northern Karnataka in relation to their teaching attitude and aptitude. The sample consisted of 600 hundred Secondary School Teachers of Northern Karnataka. The Job satisfaction tool by Dr.Meera Dixit, teaching attitude tool by Prof.S.P.Ahluwalia and aptitude tool developed by research investigator were used. The statistical techniques used are Mean, SD, correlation, T-test and ANOVA. The result shows that the female teachers of secondary schools have higher job satisfaction scores as compared to male teachers of secondary schools of Northern Karnataka. The female teachers of secondary schools have higher teaching attitude scores as compared to male teachers of secondary schools of Northern Karnataka. The female teachers of secondary schools have higher aptitude scores as compared to male teachers of secondary schools of Northern Karnataka. The teachers of government secondary schools have slightly higher teaching aptitude scores as compared to teachers of aided secondary schools and teachers of unaided secondary schools of Northern Karnataka. The teachers of government secondary schools have higher teaching attitude scores as compared to teachers of aided secondary schools and teachers of unaided secondary schools of Northern Karnataka. The teachers of government and aided secondary schools of northern Karnataka have similar teaching aptitude scores. The teachers of government secondary schools of northern Karnataka have significant higher teaching aptitude scores as compared to teachers of unaided secondary schools of northern Karnataka. The teachers of aided secondary schools of northern Karnataka have significant higher teaching aptitude scores as compared to teachers of unaided secondary schools of northern Karnataka.*

Keywords: *Teaching attitude, Aptitude and Job Satisfaction*

1. Introduction

Teaching aptitude is a most part of every profession. Especially among to do their holy job a successful one. Without having considerable amount of teaching aptitude, any teacher cannot perform his / her duty properly identifying the very role of teaching aptitude of teaching profession. According to super “An aptitude in terms of four characteristics specificity, unitary, composition, facilitation of teaching activity or type activity and constancy.

Attitudes are essentially affective- in the sense that feelings are central or crucial; it may not be one simple or clear feeling about an object, but a complex of different feelings, they have cognitive and co native dimensions as well. They depend on one’s knowledge and beliefs about the object in question, which in turn would depend on one’s experience with it. They also stimulate and determine one’s behavior toward the object. Attitudes may be positive or negative, that is favorable or unfavorable, and strong or weak –seen as a bi-polar continuum with extreme positive and extreme negative at the two ends; a mental range middle is also possible.

It is very difficult to define job satisfaction though it is very easy to feel satisfied at a job of otherwise. However, an acceptable definition of job satisfaction runs like this “Job satisfaction is the whole matrix of job factors that make a person like his work situation and be writing to head for it without distaste at the beginning of his work day”.

This means that job satisfaction includes two things:

- Linking and enjoying the job.
- Going to one’s work without anger, feelings of frustration going, to one’s job with head erect and cut all smiles.

Objectives of the Study

1. To identify the level of Job satisfaction of Secondary School Teachers of Northern Karnataka.
2. To Study the difference between teaching attitude and aptitude of Secondary School Teachers of Northern Karnataka.

3. To find out the relationship between Job satisfaction and teaching attitude and aptitude of Secondary School Teachers of Northern Karnataka.
4. To study the teaching attitude and aptitude of Secondary School Teachers of Northern Karnataka with respect to gender (Male and Female).
5. To study the teaching attitude and aptitude of Secondary School Teachers of Northern Karnataka with respect to type of management (govt, aided and unaided).

Hypotheses

1. There is no significant difference between male and female teachers of secondary schools of northern Karnataka with respect to their job satisfaction.
2. There is no significant difference between male and female teachers of secondary schools of northern Karnataka with respect to teaching attitude.
3. There is no significant difference between male and female teachers of secondary schools of northern Karnataka with respect to aptitude.
4. There is no significant difference between teachers of government, aided and unaided secondary schools of northern Karnataka with respect to their job satisfaction.
5. There is no significant difference between teachers of government, aided and unaided secondary schools of northern Karnataka with respect to teaching attitude.
6. There is no significant difference between teachers of government, aided and unaided secondary schools of northern Karnataka with respect to aptitude.
7. There is no significant relationship between the job satisfactions and teaching attitude, aptitude of teacher's of secondary schools in northern Karnataka

Variables

Independent variables are teaching attitude and aptitude

Dependent variable is Job Satisfaction.

Limitations

The present study was confined to secondary school teachers of Northern Karnataka.

Methodology

The study was designed to find out Job Satisfaction of secondary school teachers of Northern Karnataka. The study conducted on sample of 600 students of secondary school teachers of Northern Karnataka. Stratified random sampling technique was employed.

Tools

The Job satisfaction tool by Dr.Meera Dixit, teaching attitude tool by Prof.S.P.Ahluwalia and aptitude tool developed by research investigator were used.

Statistical Techniques used:

Mean, SD, correlation, T-test and ANOVA were calculated for analyzing the data.

Analysis of data:

Table 1: There is no significant difference between male and female teachers of secondary schools of northern Karnataka with respect to their job satisfaction.

Gender	Mean	SD	SE	t-value	P-value	Signi.
Male	176.97	2.02	0.12	-5.4540	0.0001	<0.05, S
Female	177.77	1.58	0.09			

Table 2: There is no significant difference between male and female teachers of secondary schools of northern Karnataka with respect to teaching attitude.

Gender	Mean	SD	SE	t-value	P-value	Signi.
Male	257.11	34.47	1.99	-2.9734	0.0031	<0.05, S
Female	266.07	39.17	2.26			

Table 3: There is no significant difference between male and female teachers of secondary schools of northern Karnataka with respect to aptitude.

Gender	Mean	SD	SE	t-value	P-value	Signi.
Male	35.80	7.81	0.45	-3.4117	0.0007	<0.05, S
Female	37.93	7.45	0.43			

Table 4: There is no significant difference between teachers of government, aided and unaided secondary schools of northern Karnataka with respect to their job satisfaction.

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Signi.
Between groups	2	278.17	139.09	46.6039	0.0001	<0.05, S
Within groups	597	1781.69	2.98			
Total	599	2059.86				

Table 5: There is no significant difference between teachers of government, aided and unaided secondary schools of northern Karnataka with respect to teaching attitude scores

Types of management	Government	Aided	Unaided
Mean	156.34	160.84	148.51
Government	-		
Aided	P=0.1866	-	
Unaided	P=0.0066*	P=0.0001*	-

Table 6: There is no significant difference between teachers of government, aided and unaided secondary schools of northern Karnataka with respect to aptitude scores

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Signi.
Between groups	2	2695.44	1347.72	24.5034	0.0001	<0.05, S
Within groups	597	32835.89	55.00			
Total	599	35531.33				

Table 7: There is no significant relationship between the job satisfaction and teaching attitude, aptitude of teacher’s of secondary schools in northern Karnataka

Variables	Correlation coefficient between the job satisfaction of teacher’s with			
	r-value	t-value	p-value	Signi.
Teaching aptitude	0.9455	70.9868	0.0001	S
Teaching attitude	0.8830	45.9947	0.0001	S

From the table 1, the female teachers of secondary schools have significant higher job satisfaction scores as compared to male teachers of secondary schools of northern Karnataka.

From the table 2, the female teachers of secondary schools have significant higher teaching aptitude scores as compared to male teachers of secondary schools of northern Karnataka.

From the table 3, the female teachers of secondary schools have significant higher teaching attitude scores as compared to male teachers of secondary schools of northern Karnataka.

From the table 4, the teachers of government and aided secondary schools of northern Karnataka have similar teaching attitude scores.

From the table 5, the teachers of government secondary schools of northern Karnataka have significant higher teaching attitude scores as compared to teachers of unaided secondary schools of northern Karnataka.

From the table 6, the teachers of aided secondary schools of northern Karnataka have significant higher teaching attitude scores as compared to teachers of unaided secondary schools of northern Karnataka.

From the table 7, the teachers of government and aided secondary schools of northern Karnataka have similar teaching aptitude scores.

From the table 8, the teachers of government secondary schools of northern Karnataka have significant higher teaching aptitude scores as compared to teachers of unaided secondary schools of northern Karnataka.

From the table 9, the teachers of aided secondary schools of northern Karnataka have significant higher teaching aptitude scores as compared to teachers of unaided secondary schools of northern Karnataka.

From the table 10, the teaching aptitude scores are increases /decreases with increase/decrease in job satisfaction scores of teachers of secondary schools in northern Karnataka.

From the table 11, the teaching attitude scores are increases /decreases with increase/decrease in job satisfaction scores of teachers of secondary schools in northern Karnataka.

Major findings

1. The female teachers of secondary schools have significant higher job satisfaction scores as compared to male teachers of secondary schools of northern Karnataka.
2. The male and female teachers of secondary schools of northern Karnataka differ significantly with respect to teaching aptitude scores.
3. The male and female teachers of secondary schools of northern Karnataka differ significantly with respect to teaching attitude scores.
4. The teachers of government and aided secondary schools of northern Karnataka have similar job satisfaction scores.
5. The teachers of government secondary schools of northern Karnataka have significant higher job satisfaction scores as compared to teachers of unaided secondary schools of northern Karnataka.
6. The teachers of aided secondary schools of northern Karnataka have significant higher job satisfaction scores as compared to teachers of unaided secondary schools of northern Karnataka.
7. The teachers of government and aided secondary schools of northern Karnataka do not differ significantly with respect to teaching aptitude scores.
8. The teachers of government and unaided secondary schools of northern Karnataka differ significantly with respect to teaching aptitude scores.
9. The teachers of aided and unaided secondary schools of northern Karnataka differ significantly with respect to teaching aptitude scores.
10. The teachers of government and aided secondary schools of northern Karnataka do not differ significantly with respect to teaching attitude scores.
11. The teachers of government and unaided secondary schools of northern Karnataka differ significantly with respect to teaching attitude scores.
12. The teachers of aided and unaided secondary schools of northern Karnataka differ significantly with respect to teaching attitude scores.
13. The job satisfaction and teaching aptitude scores of teachers of secondary schools in northern Karnataka are dependent on each other.
14. The job satisfaction and teaching attitude scores of teachers of secondary schools in northern Karnataka are dependent on each other.

Conclusion

The relationship between the job satisfaction and teaching aptitude scores of teachers of secondary schools in northern Karnataka is found to be positive and statistically significant. The relationship between the job satisfaction and teaching attitude scores of teachers of secondary schools in northern Karnataka is found to be positive and statistically significant. The teachers of government and aided secondary schools of northern

Karnataka do not differ significantly with respect to teaching attitude scores. The teachers of government and unaided secondary schools of northern Karnataka differ significantly with respect to teaching attitude scores.

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Conceptualization and Strategies for Professional Development of Teachers

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ABSTRACT: *In this article author tried to understand the concept of professional development. Professional development is a process of enriching teachers to their higher extent with the utmost knowledge and skills towards teaching profession. There are organizations, institutes and individuals benefitted from professional development of teachers. There are many professions like engineers, software engineers, mechanics, doctors, architects, teachers and many more. In this paper author explains about concept of teacher's professional development. In this competitive world teaching has to be very professional. Professional teacher must be imaginative, innovative, interactive, independent thinker and interactive. Teachers need to understand the necessity of growing professionally and maintaining it. Teachers are the basic pillars of the society and they can create a new world. Teacher's profession can be uplifted to the highest extent and maintain its status. Therefore, it is highly recommended to develop them professionally. There are many ways for teachers to develop themselves through academic writing, creative writing, reflecting, group discussion, enrolling in online courses, observation of different individuals and institutes etc. So here is little effort made to understand what, how and why the Professional development is necessary.*

Keywords: *Professional Development, teaching as a profession, development of teacher profession etc*

1. Introduction

The professional development of teachers is a process of developing skill, handling tools, using techniques, generating new ideas, problem solving, creative thinking, presenting innovative ideas and changing according to the present educational scenario. Therefore, it becomes essential to understand the concept of professional development of teachers. The institutional growth depends on professional development of its teachers. An educational institution needs to give ample opportunity for developing staff professionally and thereby ensure institutional quality enhancement.

In different countries, the role and functioning of schools are changing. Teachers are asked to teach in multicultural classrooms; to place greater focus on integrating students with special learning needs; to make more effective use of information and communion technologies for teaching to participate more in planning within evaluative and accountability frameworks and to do more to involve parents in schools.

It is not important how good the pre-service training for teachers but the teachers have to be prepared for all problems and challenges which they would face during their career. The education structure has to provide teachers with an opportunity for in-service professional development in sequence to preserve a high level of teaching and work.

Concept of the Professional Development

Profession is an occupation which will help an individual to frame his or her skills and enhance their expertise in a field to keep learning, be challenged and stay up to the date with the recent developments in their career to solve problems, do better work, and be involved in making right decisions which help to improve public lives.

“Professional development is a process of continual intellectual, experimental and attitudinal growth of teachers”

.....Dale L. Lange

In general professional development creates an opportunity to impart quality education, for systematic learning, for better cooperation, for best performance, for achievement and to make society skilled.

Teaching as Profession

Profession of teaching is an activity carried out by the teachers who give instruction at various levels of educational system. Presently it is estimated that, there were 30 million teachers throughout the world. Though their roles and functions vary from country to country, the variations among teachers are generally

greater within a country than they are between countries. Because the nature of the activities, that constitute teaching depends on the experience of the persons being taught than on any other one thing.

The entire teaching community, wherever its members may be located, shares most of the major indicator of a profession, namely, a process of formal training, a body of specialized knowledge, a procedure for certifying the membership in the profession, and a set of standards of performance intellectual, practical, and ethical that is defined and enforced by members of the profession. Teaching small children and even adolescents could hardly have been called a profession anywhere in the world before the 20th century. The university professors and some teachers of secondary schools may have merited are called the members of profession in sight that lawyers, doctors, priests and teachers were professionals in few countries till present day the primary school teachers might exactly be narrated as semi professionals.

Teaching is the noble profession compare to all professions which not only helps to work for the welfare of society and also provides a good path to earn the living. For few the teaching profession uplifts more call in the reason of the stability and best work in life which maintain its offers. Because of this the teaching profession will entice more young talent than ever before.

The belief that teaching is only for those who do not get a professional job is long gone and now teacher is one of the most well paid, and revered professional. The top grade educational institutions are competing for the best teachers and emerge a demand for extraordinary talent and hence the excellent from top colleges are appointed in institutes.

Professional development has been the most important factor in creating new opportunities for a teacher. It ensures the quality of a teacher in teaching. The teacher's award and rewards for his achievements in his profession and professional efficiency depends on skills acquired, techniques used and tools handled. Professional development includes life skills, techniques, tools, enriched intellectual, criticizing, creativity, problem solving, innovative thinking, logical thinking, social cooperation, self reliability, performance, award and rewards, communication, motivation, etc.,

Characteristics of Professional Teaching

The following are some of the important characteristics of teaching profession,

1. Imagination
2. Innovativeness
3. Interaction
4. Independent thinking
5. Interdependence Imagination

Imaginative

A teacher who is imaginative can do wonders in any class. Their innovative ideas break monotony and make students take lively participation in the class. Albert Einstein tells that imagination is more important than knowledge.

The imagination plays a vital role in education to become a kind of intellectual reprocess of the same knowledge transfer from teacher to student and back to teacher on the exam.

Imaginative teachers are able to teach any language skill interestingly and effectively. They can develop in their students' creative self-expression and explore and with create new things. Students enjoy being guided by imaginative teachers.

Innovativeness

It implies introducing the change and the fresh ideas; having the courage to be different and unique, going out of track to be on track, Examine new things always.

Interaction

It is an importance characteristic of teaching profession. A teacher by interacting with all the students in his or her class encourages the learners and supports them to develop their communication skills and motivate them, to create opportunities for students to interact with each other with communication activities like one act play, dramatizing, mock parliament and discussions etc.

Independent Thinking

It is very important to identify the knowledge of pupils which will multiple in the coming years and a teacher has to equip the pupils with brain tools to win the world. A teacher who is an independent thinker can make

their students to think independently. As an independent thinker, the teacher helps the students to develop the desire and ability to think of their own. The independent thinker contributes a lot to their team.

Interdependence

Interdependence is essential for a successful teacher. Interdependent stage is very important to move the students from dependent to independent stage. Interdependency is helpful for the students to achieve their goals.

A teacher who is imaginative innovative interactive independent and interdependent can be successful professional in the education field.

Development of Teacher Profession

Professional development depends on the need of a teacher in respect of his society and it's environment. The learner's attitude, culture, philosophy, social status, aptitude and basic skills would definitely help in creating a framework for the professional development.

Academic writing

A teacher reacts to the burning issues of the society. He is aware of situations, events, problems...etc., as he is more concerned about the effects of the social evils. So it is necessary for a teacher to understand the ways of reaching society. Hence he is needed to cultivate himself by showing his views on the facts through paper writing, article writing by giving public speeches, presenting on radios etc.,. A teacher can also introduce the new techniques which were used by him to the other teacher fraternity. The situations which he faced in his classroom could be more helpful for other teachers.

Creative Writing

Creative writing is a process in which one can inculcate basic concepts, complicated concepts through different means of writings. Creative writing is expression of feelings and facts of a person in different means of literatures. Therefore to enhance the quality of a teacher's, it is necessary for participating in different forms of creative writing. It includes writing poems, short stories, novels, dramas and many more. Creative writing can be the best way for professional growth and development of a teacher. It is not a god gift or a hidden talent. It is thus very essential for a person to identify his creativity in writing and produce the best.

Observation

The professional growth of an institution or an individual depends upon the peer observation. The quality of a teacher can be improved and enriched. The teacher needs to observe his or her colleagues working in different conditions. It would definitely help a teacher to interpret different situations and experiment. Professional development could be reached through observation of different aspects in an individual.

Reflection

It is good practice for any teacher to reflect on his or her performance once in a month. Reflection on his teaching method, methodologies, social cooperation, communication processes, various techniques used in a routine classroom. Reflection plays an important role for a teacher to understand his or her standard of teaching.

Teacher Development Forums

A teacher should not can hesitate to approach himself and gain the necessary knowledge. Therefore, teachers must attend forums related to the subjects, converse with fellow teachers, put forth their own innovative ideas in front of all and many positive things can also be done in such forums.

There are many institutions offering courses for professional development of teachers. A teacher needs to enroll himself to the particular subject offered, then pursue further studies. He can also continue his or her education for the professional development. Teachers can also study through online, there are many institutes offering courses, they are long term , short term courses and online seminars.

Conclusion

Professional development of teachers has become part of their professional. It is understood that skills, efficiency, progressive incidents, positive results and quality education etc are possible only through professional development. Now a days it has become mandatory for teachers. The generations have already

shown the necessity of it. If there are no opportunities, then teachers themselves needs find the ways for his professional development.

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Women Empowerment Challenges and Education

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

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

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

Keywords: Development, Education, Women, Empowerment

1. Introduction

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

What is women empowerment?

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

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

Constitutional Provision for Women empowerment.-

- Right to equality under Article 14 of the Indian Constitution- this provision guarantees to all Indian Women equality before law.
- Article 39(d), guards the economic rights of Women by guaranteeing equal pay for equal work.
- Maternity Relief under Article 42, recommends provisions to be made by the state for securing just and human condition of work and maternity relief for Women.
- Dowry Prohibition Act, 1961, prohibits the giving, receiving or acceptance of dowry in any form.

- Protection of Women from Domestic Violence Act, 2005, secures for a more effective protection of the rights of Women suffering from domestic ill-treatment.
- Sexual Harassment of Women at Work Place (Prevention, Prohibition, and Redressal) Act, 2013, helps to build a conducive environment at the workplace for Women. This act helps women not subject to any kind of sexual harassment.
- In order to increase the effective participation of women in politics as per the 73rd and 74th Constitutional Amendment Act, one-third of their total seats in the local elected bodies are reserved for Women.
- Women's Reservation Bill-This Bill proposes to reserve 33% of total seats in the Lok Sabha and in all State Legislative Assemblies for Women. But it is pending Bill, if it is passed it will give a remarkable blooming to the position of Women in politics.

Challenges for women empowerment

Biased Perspective

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

Patriarchal Society

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

Economic Backwardness

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

Implementation Gaps

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

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

Loopholes in the legal Action

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

Lack of Political Will

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

Women empowerment and Education

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

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

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

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

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

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

Roll of Education in Gender equality of women empowerment:

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

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

Roll of Education in Health and Employment of women empowerment:

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

Conclusion

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

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Current Trends in the Research on Physical Education Teacher Education in the Field of Physical Education and Sports

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ABSTRACT: *The perception of teachers in teaching physical education is important as physical education is a subject that assists a child in the development and growth over the years. Thus, the responsibility of a teacher is huge in delivering the relevant information to the students. The interest of the teacher to teach physical education is vital in encouraging and motivating the students during their learning process. The interest of teacher to teach effectively during the physical education class can influence the students' learning style and also able to enhance their interest to learn the subject. However, one respondent uses textbook and PowerPoint only. The aim of making Singapore the world's foremost Sports City means developing the sports industry, sports medicine and sports science fields. The aim of this paper is to identify the current trends and challenges in physical education and sports and based on these current challenges, future trends and challenges would be discussed. There are various factors which are diminishing the interest of students in physical education activities. Although the physical education is being taught as a part of curriculum in all the schools but lack of adequate time and trained teachers, good facilities are responsible for little interest in this field. The future challenges to make this field interesting involves an adequate curriculum, sufficient funds allotment for holding various competitions and role of technology to create awareness about the importance of physical activities and sports in our daily life. All these issues have been discussed in the present study.*

Keywords: *Physical Education, Sports Medicine, Challenges in Physical Education.*

1. Introduction

Physical education is important in the development of a child. Physical education is pivotal to children as nurture's them fundamentally and externally in their intellectual, spiritual, emotional and physical domain and also in their academic performance. Bailey supports this idea that physical education enables to meliorate students' social skill, self-confidence, cognitive development and educational achievement. Other research findings posit that physical activity can improve children's physical health during childhood. Sports Scientists claim that students who are active in sports have greater achievement in academic performance compared to students who are not active in sports. This statement states that physical activity provides positive effect to students' advertence in classroom, haecceity, behaviors and academic performance during the physical education classes. Thus, it can be assumed that there is a close hook-up between children's behavior, academic achievement, and physical education.

Students from First to Tenth Standard to do 4 periods or 3 hour of PE throughout the year except a week before examination. In most secondary schools, games like Kho-Kho, Kabaddi, Volley Ball, and Throw Ball are available. Students are allowed to bring their own sports kit to the school with the permission of the PE teacher. In most of the secondary schools, rarely they are doing physical exams, but schools record Students' height and weight. Students ranging from Primary to High School have PE integrated with their syllabus. Primary School until Grade 3 students have gymnastics, starting from Grade 4 of Elementary School, students will be introduced some team games such as Badminton, Kho-Kho, Soccer, Volleyball, etc. Starting from Junior High School, both genders are separated during PE class. PE find its place in extra-curricular forms, where students can specialize themselves in one type of sports they wish. Sport Festivals can be conducting usually after examinations. At this time students can compete each other by bringing own house flag. Many games such as Volleyball, Cricket, Throw ball, Kho-Kho, Kabaddi etc are played. Many drills and physical training methods are taught.

Students' Reaction during Physical Education Class

After the interview data, the researcher found that the teachers are still using orthodox method to teach the physical education subject. Teachers are the best to observe each students reaction during the class. One of the interview question is "What are the students response when you are teaching in physical education subject?" Normally, all are gave the same answer, thus most of their students are bored to learn the subject

in the classroom. One of the respondents said that mostly the students don't like to bring physical education books to school and this action affects the students' lack of interest in the Physical Education subject. However, when the teachers teach the subject by using some teaching aids, the students are shows interest in the subject being taught. The interview question and the respond from respondents are show as below.

Current Trends in School Physical Education and Sports

Physical education trends have developed recently to incorporate a greater variety of activities besides typical sports. Introducing students to activities like cycling, walking or hiking, at an early age can help students improve good habits that will carry over into adult age. Some teachers have even starts to incorporate stress-reduce techniques such as yoga, Pranayama and Tai chi. Tai chi, an ancient martial arts form focused on slow meditative movements and this is a life energy within us to flow smoothly and powerfully throughout the body with many health benefits for students. Studies have shown that tai chi enhances endurance, cardiovascular endurance, muscular strength and gives many other physical benefits. It also benefits' psychologically such as improving general mental health, awareness, concentration and positive mood. It can be taught to any age with little or no equipment making it ideal for mixed ability and age classes. Tai chi is a form of exercise; it combines gentle physical exercise and stretching with mindfulness. Teaching non-orthodox sports to students may also provide the necessary motivation for students to increase their Physical activity, and can help students learn about different cultures.

Future Trends in Teaching and Learning Physical Education

The last finding focuses on the future trends in teaching and learning physical education. The data shows that currently, teachers still using the orthodox manner in the teaching process and the outcome may show negative result. However, the respondents suggest that they are willing to use other method in their teaching process for a more interesting lesson. The respondents suggest that by integrating multimedia elements such as video/projector in teaching process may provide positive impact to the students' interest for physical education classes. This is aligned with Irvine which claimed that video is the combination of text, audio and graphics. The usage of video/projector in class is does not only benefits the teachers but also the students. The respondents commented that the use of projector in class allows the students to gain better understanding of the subject matter as audio visual provides better learning environment. The respondents also commented that audio visual also assist them to teach the skills that they do not comprehend. For example, a respondent who is not an expert in teaching Softball, will be able to and he can show elaborate to the students the relevant skills of the game with the help of a video clip. The respondents also commented that they able to find the relevant video from YouTube that capture professional players performing the sport skills. The example respond is shown as below.

The Future of Physical Education

The following are some recommendations for change which we can make now:

1. We must adopt the philosophy that physical education is- for all people, regardless of ability. We must recognize that skills and fitness are important only as they help students to become fully functioning healthy individuals.
2. We must put every effort into requiring elementary school physical education in every school (with a qualified physical education teacher).
3. If physical education is important at any level it is most important here. The 1990 goals for the nation support this contention. We must become activists on this issue.
4. At the middle, junior, and senior high school level we must provide problem solving courses in fitness which teach all students to become good fitness and exercise consumers. Such courses must be based on personal needs, interests and abilities (Corbin, 1978).
5. We must modify middle, junior, and senior high school programs to allow students to make personal choices of skills and activities. For too long our students have been turned off to activities which they know they will never do after they get out of school. We need to ask students what they want to learn.
6. We must modify classes so that longer periods allow longer dressing time to allow students to have time to dry their hair and get ready for the remainder of the school day. We must put an end to the military type locker room. Many locker room experiences are what produce feelings about physical education. As adults we would not put up with common dress codes and locker room policies. Why should we ask kids to? Would you join a health club which was run like many physical education classes?

7. We must realize that physical education does not stop after the school years. Those who will work in fitness centers, hospitals and other similar settings are teachers even though they will not teach in schools. They are NOT exercise scientists or exercise physiologists as they would like to call themselves! If we do not teach these professionals to realize that they are teachers who must meet the needs of their clients, we will lose out to less qualified "exercise" enthusiasts.
8. We must police our profession. We must certify all professionals to make sure they are qualified. We must do something to rid ourselves of those who do not do the job.

Conclusion

A clear conclusion drawn from all the evidence thus far is that, possibly along with music and Modern Foreign Languages, a subject expert should be introduced into primary schools nationally. It is therefore suggested that expert primary Physical Education teachers are trained, and that this be introduced as a national strategy (Blair and Capel, 2008; Carney and Howells, 2008).

These should still be primary teachers with the knowledge and understanding of the complete nature of this profession, not 're-badged' secondary teachers. As such, the HE sector needs to embrace this vision and possibly, a) create a structure where there are appropriate, and specific, undergraduate programmes in primary Physical Education which feed into an existing route, and b) create better cross subject links between the subjects of primary education and PE provision to enable this creation. This may also help to decrease the problems created by the governments current drive away from the traditional college based undergraduate teaching degrees towards the more post graduate, classroom based education being mooted by Government (2010). Finally, better Continuing Professional Development for the existing primary sector will be needed in the interim period specifically for those who would want to take on this role until the first specialists are trained. Although much evidence gathered for this study indicated that this could 'de-skill' primary teachers of their ability to deliver curriculum Physical Education, the vast majority of those involved in this research believed it would result in the best learning experience for the child, and this must surely be the most important factor in the development of children.

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“Empowering Women by Education”

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ABSTRACT: *India is one of the fast developing countries in the world and it will become a developed nation by 2020, more literate, knowledgeable and economically at the forefront. There is no doubt that women will play a vital role in contributing to the country's development. Women empowerment is very much necessary in the nation's growth be it economically, politically or socially. In India this is yet to meet the requirements despite reforms. Little has been achieved in the area of women empowerment, but for this to happen, this sector must experience a chain of reforms. In recent years, the empowerment of women has been recognized as the central issue in determining the status of women. Drawing the strength from the constitutional commitments, the Government of India has been engaged in the continuous endeavour of concretely translating all the rights, commitments and safe guards incorporated in the Indian Constitution for women from de jure to de facto status. The National Policy for Empowerment of Women 2001 has as its goal bringing about advancement, development and empowerment of women in all spheres of life through creation of a more responsive judicial and legal system sensitive to women and mainstreaming a gender perspective in the development process. Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population. The persistent low educational participation of girls till recently has had adverse impact on women's quality of life and empowerment. This paper is emphasizing on the role of education in empowering the women.*

Keywords: *Empowerment, Women's Empowerment, National Policy on Empowerment of Women-2001, Education and Women Empowerment.*

1. Introduction

Empowerment of women means psychological sense of personal control in the persons, domestic, social and political realms. It is a process by which one is authorized to think, act and control resources in an autonomous way. 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 in different parts of the world. The rise of feminist ideas has, however, led to the tremendous improvement of women's condition throughout the world in recent times. Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. India is poised to emerge as one of the most developed nations by 2020, more literate, knowledgeable and economically at the forefront. No doubt, women will play a vital role in contributing to the country's development. Women power is crucial to the economic growth of any country. In India this is yet to meet the requirements despite reforms. Little has been achieved in the area of women empowerment, but for this to happen, this sector must experience a chain of reforms. Though India could well become one of the largest economies in the world, it is being hindered due to a lack of women's participation. The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The constitution not only grants equality to women, but also empowers the state to adopt measures of positive discrimination in favour of women. Plans and programmes have aimed at women's advancement in different spheres. From the Fifth Five Year Plan (1974-78) onwards has been a marked shift in the approach to women's issues from welfare to development. In recent 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, laying a strong foundation for their participation in decision making at the local levels. Among the many development indexes used as a yardstick for measuring societal growth, the most important is education. Even today, 68% of girls are still illiterate as discrimination against them plagues the country and extreme patriarchy has robbed women of justice and equality, which only education and enlightenment can secure.

Society's history of denying opportunities for women to seek knowledge has obstructed their path to empowerment. The National and International Community, having realized the importance of education for individual and collective well being, organized an International Conference on Population Development (ICPD - 1994) to eliminate gender any bias in educational materials that enforces or reinforces inequalities between men and women. The World Conferences culminated in the Fourth Summit at Beijing (1995) to reaffirm Governments' commitments to intensify efforts guaranteeing gender free education and universal access to the tools of knowledge. The Convention on the Elimination of all Forms of Discrimination against Women (CEDAW, 1979); The Copenhagen Declaration (1995) and The Millennium Goals (2000) have formulated Action Programs to establish gender equality in education to empower women for social justice and to accelerate better social transformation.

Empowerment

The "empowerment" has become one of the most widely used development terms. Yet it is one of the least understood in terms of how it is to be measured or observed. It is precisely because this word has now been one of the fashionable concepts to include in policies/programmes/projects that there is a need to clarify and come up with tentative definitions.

Empowerment is the process of increasing the capacity of individual of groups of making choices and to transform those choices into desired actions and outcomes (World Bank, 2006).

It can be viewed as means of creating a social environment in which one can make decisions and make choices either individually or collectively for social transformation. It strengthens the innate ability by way of acquiring knowledge, power and experience (Hashemi Schuler and Riley, 1996).

Empowerment is the process of enabling or authorizing individual to think, take action and control work in an autonomous way. It is the process by which one can gain control over one's destiny and the circumstances of one's lives. Empowerment includes control over resources (physical, human, intellectual and financial) and over ideology (beliefs, values and attitudes) (Baltiwala, 1994).

It is not merely a feel of greater extrinsic control, but also grows intrinsic capacity, greater self-confidence and an internal transformation of one's consciousness which enables one to overcome external barriers to accessing resources or changing traditional ideology (Pinto, 2001).

Women's empowerment

The term women's empowerment was introduced at the International Women's Conference in Nairobi in 1985 where Empowerment was stated to be '**a distribution of social power and center of resources in favour of women**'. Women empowerment is very much necessary in the nation's growth be it economically, politically or socially. The term '**empowerment of women**' refers to the process of strengthening the hands of women who have been suffering from various disabilities, inequalities and gender discrimination. The term of "empowerment of women" could also be understood as the process of providing equal rights, opportunities, responsibilities and power positions to women so that they are able to play a role on par with men in society. "**Women's empowerment is defined as the process in which their spiritual, political, social or economic status is raised**". This also includes the right to raise their level of confidence regarding their own capabilities. The National Policy on Education-NEP (1986) has laid a Programme of Action-POA(1992) for its implementation. This POA spells out the meaning of women empowerment by saying "women become empowered through collective reflection and decision making". The POA has clearly declared the following parameters of empowerment, namely.

- Building a positive self image and self confidence
- Developing ability to think critically
- Building up group cohesion and fostering decision making action
- Ensuring equal action in order to bring about change in the society.
- Encouraging group action in order to bring about change in the society.
- Providing the wherewithal for economic independence.

Understanding that women empowerment is a complex issue with varying interpretations in different societal, national and cultural contexts the participants also came out with a tentative listing of indicators.

At the Level of the Individual Woman and Her Household

- Participation in crucial decision-making processes;

- Extent of sharing of domestic work by men;
- Extent to which a woman takes control of her reproductive functions and decides on family size;
- Extent to which a woman is able to decide where the income she has earned will be channeled to;
- Feeling and expression of pride and value in her work;
- Self-confidence and self-esteem;
- And ability to prevent violence.

At the Community and/or Organizational

- Existence of women's organisations;
- Allocation of funds to women and women's projects;
- Increased number of women leaders at village, district, provincial and national levels;
- Involvement of women in the design, development and application of technology;
- Participation in community programmes, productive enterprises, politics and arts;
- Involvement of women in non-traditional tasks; and
- Increased training programmes for women; and
- Exercising her legal rights when necessary.

At the national level

- Awareness of her social and political rights;
- Integration of women in the general national development plan;
- Existence of women's networks and publications;
- Extent to which women are officially visible and recognized; and
- The degree to which the media take heed of women's issues.

Constitutional provisions

Women as an independent group constitute 48.46% of the country's total population as per the 2011 Census. The importance of women as important human resource was recognised by the Constitution of India which not only accorded equality to women but also empowered the State to adopt measures of positive discrimination in their favour. A number of Articles of the Constitution specially reiterated the commitment of the constitution towards the socio economic development of women and upholding their political right and participation in decision making.

- Article 14 - Men and women to have equal rights and opportunities in the political, economic and social spheres.
- Article 15(1) - Prohibits discrimination against any citizen on the grounds of religion, race, caste, sex etc.
- Article 15(3) - Special provision enabling the State to make affirmative discriminations in favour of women.
- Article 16 - Equality of opportunities in matter of public appointments for all citizens.
- Article 39(a) - The State shall direct its policy towards securing all citizens men and women, equally, the right to means of livelihood.
- Article 39(d) - Equal pay for equal work for both men and women.
- Article 42 - The State to make provision for ensuring just and humane conditions of work and maternity relief.
- Article 51 (A)(e) -To renounce the practices derogatory to the dignity of women.

Source : Ministry of Women and Child Development, GOI.

Drawing the strength from the constitutional commitments, the Government of India has been engaged in the continuous endeavour of concretely translating all the rights, commitments and safe guards incorporated in the Indian Constitution for women from *de jure* to *de facto* status. The State enacted several women-specific and women-related legislations to protect women against social discrimination, violence and atrocities and also to prevent social evils like child marriages, dowry, rape, practice of Sati etc. The recently notified Prevention of Domestic Violence Act is a landmark law in acting as a deterrent as well as providing legal recourse to the women who are victims of any form of domestic violence. Apart from these, there are a number of laws which may not be gender specific but still have ramifications on women.

- **Hindu Marriage Act of 1955** amended in 1976 which prohibits polygamy, polyandry and child marriage and concedes equal rights to women to divorce and to remarry.
- **Hindu Succession Act, 1956** which provides for women the right to parental property.

- **Hindu Adoption and Maintenance Act, 1956** which gives childless women the right to adopt a child and to claim maintenance from the husband if she is divorced by him.
- **Special Marriage Act, 1954** which provides rights to women on par with men for inter caste marriage, love marriage and registered marriage. The Act has also fixed the minimum age of marriage at 21 males and 18 for females.
- **The Immoral Traffic (Prevention) Act** of 1956 as amended and renamed in 1986 makes the sexual exploitation of male or female, a cognizable offence. It is being amended to decriminalize the prostitutes and make the laws more stringent against traffickers.
- An amendment brought in 1984 to the **Dowry Prohibition Act of 1961** made women's subjection to cruelty a cognizable offence. The second amendment brought in 1986 makes the husband or in-laws punishable, if a woman commits suicide within 7 years of her marriage and it has been proved that she has been subjected to cruelty. Also a new criminal offence of 'Dowry Death' has been incorporated in the Indian Penal Code.
- **Medical Termination Pregnancy Act of 1971** legalises abortion by qualified professional on humanitarian or medical grounds. The maximum punishment may go upto life imprisonment. The Act has further been amended specifying the place and persons authorized to perform abortion and provide for penal actions against the unauthorized persons performing abortions.
- **Child Marriage Restraint Act of 1976** raises the age for marriage of a girl to 18 years from 15 years and that of a boy to 21 years and makes offences under this Act cognizable.
- **Equal Remuneration Act of 1976** provides for equal pay to men and women for equal work.
- **Criminal Law Amendment Act, 1983** which seeks to provide justice to women who get involved in family disputes.
- **Family Court Act, 1984** which seeks to stop various types of crimes against women.
- **Indecent Representation of Women (Prohibition) Act of 1986 and the Commission of Sati (Prevention) Act, 1987** have been enacted to protect the dignity of women and prevent violence against them as well as their exploitation by presenting in the media such as newspapers, cinema, tv etc.
- **73rd and 74th constitutional amendment acts 1993** – which empower women and seek to secure greater participation of women at all the levels of the Panchayat System.
- **Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994** which regulates investigation for sex determination of foetus.
- **The Marriage (Amendment) Act, 2001** amended the Hindu Marriage Act, Special Marriage Act, Parsi Marriage and Divorce Act, the Code of Criminal Procedure providing for speedy disposal of applications for maintenance; the ceiling limit for claiming maintenance has been deleted and a wide discretion has been given to the Magistrate to award appropriate maintenance.
- **The Protection of Women from Domestic Violence Act, 2005** provides for more effective protection of the rights of women guaranteed under the Constitution who are victims of violence of any kind occurring within the family and for matters connected therewith or incidental thereto. It provides for immediate and emergent relief to women in situations of violence of any kind in the home.

National Policy on Empowerment of Women-2001

The National Policy for Empowerment of Women 2001 has as its goal bringing about advancement, development and empowerment of women in all spheres of life through creation of a more responsive judicial and legal system sensitive to women and mainstreaming a gender perspective in the development process. The strengthening and formation of relevant institutional mechanisms and implementation of international obligations/ commitments and co-operation at the international, regional and sub-regional level was another commitment.

The objectives of this Policy include

- I. Creating an environment through positive economic and social policies for full development of women to enable them to realize their full potential
- II. The *de-jure* and *de-facto* enjoyment of all human rights and fundamental freedom by women on equal basis with men in all spheres – political, economic, social, cultural and civil
- III. Equal access to participation and decision making of women in social, political and economic life of the nation

- IV. Equal access to women to health care, quality education at all levels, career and vocational guidance, employment, equal remuneration, occupational health and safety, social security and public office etc.
- V. Strengthening legal systems aimed at elimination of all forms of discrimination against women
- VI. Changing societal attitudes and community practices by active participation and involvement of both men and women.
- VII. Mainstreaming a gender perspective in the development process.
- VIII. Elimination of discrimination and all forms of violence against women and the girl child; and
- IX. Building and strengthening partnerships with civil society, particularly women's organizations.

The above mentioned laudable objectives of women empowerment have been highlighted to examine various policy perspectives so they can be implemented in reality.

Education and Women Empowerment

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population. The persistent low educational participation of girls till recently has had adverse impact on women's quality of life and empowerment. This educational backwardness has cost both the individual and national advancement, producing a skewed national progress. Education will lead to empowerment securing the means of creating a social environment in which one can make decisions for social and individual transformation. It strengthens innate ability through knowledge, power and experience enabling an individual to think, act and control human, intellectual and financial resources. It develops intrinsic capacity, inner transformation of one's consciousness to overcome barriers, access resources and change traditional ideologies. Empowerment therefore is possible only with access to education as a fundamental right. It would be important to reorient the teachers on gender issues so that overall gender sensitization in the educational system could be brought about. In concrete terms, this would mean:

- Reorienting and reeducating policy makers;
- Securing equal access for boys and girls in education;
- Holding workshops/seminars for teachers;
- Revising teaching materials;
- Producing materials in local languages;
- Implementing special programmes for women in the field of Adult Education;
- Incorporating issues such as tradition, race, ethnicity, gender sensitization, urban and rural contexts in the programmes;
- Raising awareness on the necessity for health care;
- Politicizing women to show them how macro level mismanagement is responsible for their loss of jobs; and
- Focusing on parents as role models.

The constitutional provisions and the *National Policy of Education (NEP) -1986 and Program on Action (POA) -1992* act as the guiding force to influence both the qualitative and quantitative indicators regarding the need for empowerment of women. The NPE 1986 states that –

“Education will be used as agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past; there will be a well conceived edge in favour of women. The National Education system will play positive, interventional role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbook, the training and orientation of teachers, decision makers and administrator, and the active involvement of educational institutions.

Many countries experiences around the world have demonstrated that investment in educating women is the most precious investment a society can ever make. Seeing all the aspects of this discussion, we will realize that education is the only means for empowerment of women. Therefore, literacy should spread amongst women. We, as a nation, dream of becoming a Super Power by 2020. For becoming a Super Power, each element of our society/ nation should contribute in the nation building process. But women, who are a major factor of this society, aren't literate then we can't expect to become a Super Power. Therefore, it is urgent for us to know the importance of women's education, which would, in turn, give an impetus to the

process of women's empowerment. However women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women's literacy rate has grown over the six decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 2001 only 54.16% of Indian women were literate, by the end of 2011 65.46% female were literate. The growth of female literacy rate is 11.30% as compared to 6.29 % of that of male literacy rate.

Table 1 : Literacy rate in India

Year	Persons	Males	Females
1901	5.3	9.8	0.7
1911	5.9	10.6	1.1
1921	7.2	12.2	1.8
1931	9.5	15.6	2.9
1941	16.1	24.9	7.3
1951	16.7	24.9	7.3
1961	16.7	24.9	7.3
1971	29.5	39.5	18.7
1981	36.2	46.9	24.8
1991	52.1	63.9	39.2
2001	62.38	76.0	54.16
2011	74.4	82.14	65.46

While the country has grown from leaps and bounds since its 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.

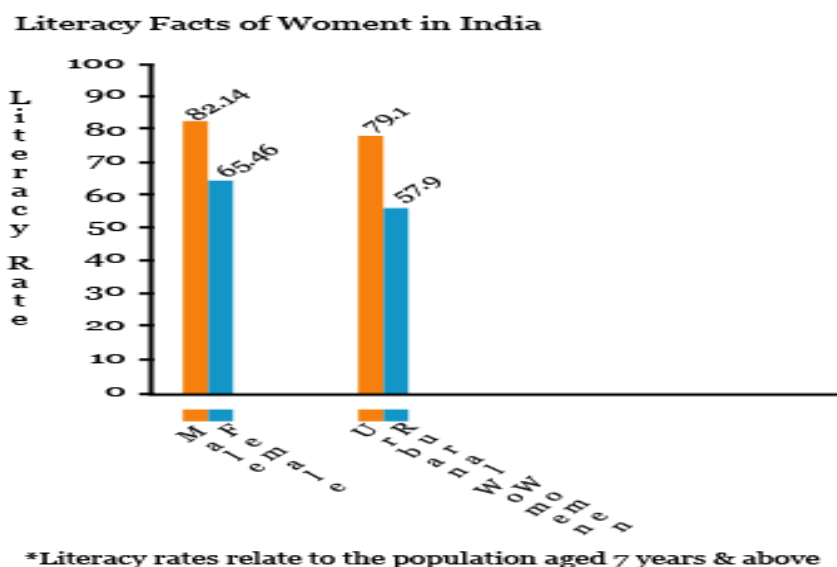


Fig 1: Literacy rate in India in 2011 census according to gender and locality

Data Source: Census of India 2011

In spite of the UN Charter of Human Rights and the provisions of the Indian Constitution, women continue to be victims of exploitation. The view that the future generation of a family is carried on and preserved by boys-only has degraded the position of women in society. Similarly, it is noticed that majority of the women are lacking in the spirit of rebellion. If careful attention is not paid and major steps are not taken, the situation will become extremely critical. Eradicating this gap and educating women about their real place in the world is a step that will largely set this entire movement rolling down the hill to crash and break the wall

of intolerance, negligence and exploitation. On observing the literacy rate table, we come to know that at no point could the literacy rate of women match that of men. As a result, even after 65 years of independence, women occupy a secondary position in our social hierarchy. Inspire of being aware of her position, women can't transform the situation due to lack of education. Therefore, women's empowerment can't be effected unless we persuade the importance of women's education.

Conclusion

Mahatma Gandhi very aptly said "if you educate a man you educate an individual, but if you educate a woman you educate an entire family". So education is also one of the prime needs of women towards its development and empowerment in the society. Equal access to education for women and girls will be ensured. Special measures will be taken to eliminate discrimination, universalize education, eradicate illiteracy, create a gender-sensitive educational system, increase enrolment and retention rates of girls and improve the quality of education to facilitate life-long learning as well as development of occupation/vocation/ technical skills by women. Education is a potent tool in the emancipation and empowerment of women. The greatest single factor which can incredibly improve the status of women in any society is education. It is indispensable that education enable women not only to gain more knowledge about the world outside her hearth and home but helps her to get status, positive self esteem and self confidence, necessary courage and inner strength to face challenges in life. Apparently it also facilitates them to procure a job and supplement the income of family and achieve social status. Education especially of women has a major impact on health and nutrition as an instrument of developing a sustainable strategy for population control. Moreover educated women can play an equally important role as men in nation building. Thus, there is not denying fact that education empowers women.

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Encouraging Inclusion: Teacher, Parent and The Community Responsibilities

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ABSTRACT: *Inclusive education is the provision for all children regardless of any perceived difference, disability or other social, cultural and linguistic difference. The diverse needs of these learners and the quest to make schools more learning friendly requires regular and special education teachers to consult and collaborate with one another as well as with family and community in order to develop effective strategies, teaching and learning within inclusive setups. This study explores highlight of NCF 2005 and inclusive education, encouraging inclusion, learning and knowledge, teacher's responsibilities, curricular areas, textbooks, effective teaching and learning, assessment and space for parents and the community. The study concludes that the children with disabilities should be taken into consideration while adapting the curriculum, small changes in learning content, learning friendly environment, appropriate learning approach, adaptation in learning aid and evaluation should be done. If the curriculum is planned in this way and applied like this for all children in the classrooms, then learning can be maximized for all children, including children with disabilities.*

1. Introduction

Inclusive education is the provision for all children regardless of any perceived difference, disability or other social, cultural and linguistic difference. The diverse needs of these learners and the quest to make schools more learning friendly requires regular and special education teachers to consult and collaborate with one another as well as with family and community in order to develop effective strategies, teaching and learning within inclusive setups (Jelas, 2010). With the right training, strategies and support nearly all children with disabilities can be included successfully in mainstream education. Inclusive education is not merely about providing access into mainstream school for pupils who have previously been excluded. It is not about closing down an unacceptable system of segregated provision and dumping those pupils in an unchanged mainstream system. Existing school systems in terms of physical factors, curriculum aspects, teaching expectations and styles, leadership roles will have to change. This is because inclusive education is about the participation of all children and young people and the removal of all forms of exclusionary practice.

As per the directions of the Human Resource development Minister, the NCERT took up the assignment of reviewing the National Curriculum framework for school Education in the light of the report 'Learning without Burden, (1993). A National steering Committee formed 21 National focus groups. Members of these committees included representatives of institutions of advanced learning, NCERT's own faculty, school teachers and non-governmental organizations.

NCF 2005 and Inclusive Education

Providing Quality Education for All children in inclusive setting has been identified as the most challenging, yet the most important issue in education across the world. NCF 2005 emphasizes the need of inclusive curriculum keeping in view the diversity of learners. An inclusive curriculum aims to provide quality education that will enable all children to learn effectively and participate equally in class. It also provides to children the dignity and confidence to learn. As per the NCF 2005, assessment of functional ability of learners calls for broad-based curriculum to accommodate diversity of teaching approaches and use of TLMs in a given class room. Implementation of such an inclusive curriculum would require a number of changes in present day teaching practices, curriculum content, evaluation procedures and available resources at the school level without which the goal of providing quality education would remain elusive.

Encouraging inclusion

Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of the mainstream education. The feeling of belongingness among all community members – teachers, students and other functionaries is developed through inclusive education. Inclusive education is for all, irrespective of any social community, caste, class gender and disability of the child (Raj Lakshmi, 2018)

Learning and knowledge

NCF (2005) current concern in curriculum development and reform is to make it an inclusive and meaningful experience for children, along with the effort to move away from a textbook culture. The NCF recognizes the child as a natural and active learner who learns in a variety of ways and in an atmosphere where they feel safe, secure, valued, respected and are not unduly stressed by the fear of examinations. The association of learning with fear, stress, corporal punishment and total regimentation rather than enjoyment, interest and satisfaction is detrimental to learning. A student with a disability has an equal right to membership of the same group as all other students. Differences between students must be viewed as resources for supporting learning rather than as a problem.

Teacher's responsibilities

Teachers can explore positive strategies for providing education to all children, including those perceived as having disabilities. This can be achieved in collaboration with fellow teachers or with organizations outside the school. The teachers need to plan activities that could enable them to give individualized attention to children, and to make alterations in a task depending on their requirements and variations in the level of interest.

The NCF suggests teachers to develop lesson plans for an inclusive classroom, indicating the alterations in the ongoing activities to meet the needs of children and build on their strengths. In fact, planning for an inclusive classroom would require support of appropriate material resources for individualized, small group and whole group work.

- Teaching in the classroom must facilitate collaborative learning by using appropriate techniques like peer tutoring, group learning, etc
- Teachers need to be more flexible and creative in building knowledge in all children.

Curricular areas

The NCF revisits the different curricular areas in depth from the perspective of all children. For example, while talking about Language area, emphasizes the use of sign language and scripts like Braille as a basis for making meaning and expression and communication.

Textbooks, effective teaching and learning

Curriculum has to be transacted through text books. Hence, while developing text books, it would be important to make them inclusive. The text books would have to be developed in a way so that a particular concept can be understood by a diverse group of learners in a classroom. The following should be borne in mind while developing text books for inclusive classrooms:

- Providing every student with a textbook is not enough if the print medium is inaccessible to students with various disabilities due to physical, sensory, or cognitive barriers. For example, providing textbooks in print format is a barrier for students who are dyslexic and are totally inaccessible to blind students.
- Technology now enables textbooks to be accessible through conversion to accessible electronic formats. These formats provide great flexibility for meeting the needs of all students with disabilities since the digital format can be read out loud by a computer or screen reader or printed on a Braille printer.
- Electronic textbooks can also be developed that have animation and sound and provide links to several items and suggest associations among ideas. This allows the students to interact with the material, which is especially helpful for children with special needs.
- Text books should allow children to hear text spoken out loud. Text books should also be displayed in custom color combinations, in different fonts, in larger sizes, or in any of these combinations.

Assessment

Each school should evolve a flexible and implementable scheme of Continuous and Comprehensive Evaluation (CCE), primarily for diagnosis, remediation and enhancing of learning. Lot of psychological data now suggest that different learners learn (and test) differently. Hence there should be more varied modes of assessment beyond the examination hall paper-pencil test. Oral testing and group work evaluation should be encouraged.

Space for parents and the community

If learning is continuous, and takes place in arenas other than the school, such as home, the workplace, the community, etc., then school assignments or homework should be planned differently. It need not depend on parents reinforcing what the school has already done. It could set different kinds of activities for children to do, on their own or with their parents. This could also provide opportunities for parents to understand a little more about what their child is learning in the school and give children the initial impetus to explore and recognize the world outside the school as an arena for learning.

Schools could also invite the community into their premises, and give the larger world outside a role in influencing the curricular process. Parents and community members could come into the school as resource persons to share their knowledge and experiences in relation to a particular topic being studied. The relationship between the school, parents and the local community, institutionalized structures such as parent-teacher associations, local-level committees, and also alumni associations in some schools can be used.

Conclusion

The NCF, 2005 is a curriculum that promotes inclusion in various aspects of educational practices. It ensures that when children of different backgrounds study together, it improves the overall quality of learning and enriches the school ethos. Curriculum adaptation is not a separate method for children with disabilities. It is a process of making necessary changes in learning content such as modification, substitution/ replacement, omission as a last resort and compensation etc. without changing the learning purpose. Keeping the children with disabilities in mind while adapting the curriculum, small changes in learning content, learning friendly environment, appropriate learning approach, adaptation in learning aid and evaluation should be done. If the curriculum is planned in this way and applied like this for all children in the classrooms, then learning can be maximized for all children, including children with disabilities.

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Inclusive Education: A Great Challenge to India

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ABSTRACT: *'Inclusion' has become a world trend in the field of special education. Even though special education can cater the pressing needs of special children with praise worthy changes, still there is a gap to the state of equality ensured by article no.14 of Indian constitution to all citizens which can be filled by inclusive educational system. Hence forth it is high time to switch over from special education to inclusive education. In present Indian context inclusive education is the need of the time but, it poses a big challenge before the country. Objective of this paper is to have a critical evaluation of developmental stages of inclusive education, need and its importance and the barriers in the way of its implementation in India. This paper would also suggest the policy makers to rethink the process of implementation of inclusive education and develop inclusive educational system with required modifications.*

Keywords: *Disability, Equality, Emancipation, Empowerment, Inclusive Education, and Special Education*

1. Introduction

The constitution of India is the supreme law of the land and there is nothing beyond the Constitution. Though human dignity and worthiness is distinctly incorporated in the preamble of Indian Constitution with due importance, many of the Indian citizens are under the bars of social segregation where human dignity is damaged ruthlessly. People with disabilities are one among these groups who are victims of fate and cruel society. While ensuring free and compulsory education for all, India needs to consider those who are somehow missing out. Among these, children with special needs become an important category. Concerned with these children's education there are three types of education such as segregated, integrated and inclusive. One of the important verticals of inclusive India campaign is 'inclusive education'. So being a developing country, India has to adopt inclusive education for the emancipation of the children with disabilities to ensure the equality. UNISCEF's Medium-Term strategic plan for 2002-05 in line with the convention on the rights of the child demands that 'all children have access to and complete an education of good quality'. Even though our constitution ensures under article 14 equality to all citizens regardless of any background, there are children with disabilities often left out of schools due to negative attitudes and non-inclusive social set-ups prevailing in the society. So, inclusive education is the only way to build an inclusive society with regard to children with disabilities. (Sukanya Chakraborty, 2015).

Stages of Development to the System of Inclusive Education

In a country like India where the number of the disabled people is so large, their problems so complex, available resources so scarce and social attitudes so damaging, inclusive education is only way which can eventually bring about a substantial change in a social-setup (Singh, J D, 2016). But in India 'inclusive education' has got a long way of evolution through many stages:

First Stage - Life Threat:- There was a time when the lives of disabled persons were in crisis with challenging situations like a) Killing them in the early days of their childhood, b) abandoning them in garbage areas, and c) keeping them in dark corner of the house without showing them to anyone because of the superstition prevailed in the society that disabled children are curse from god.

Second Stage: Residential school system:- At this crucial period of time where the lives of disabled ones were considered as something degraded, the situation demanded the entries of so many charitable institutions which had two phases of its development. At first phase those institutions served as shelters with the objectives a) to safeguard their lives from life threads, b) to provide the proper medication to overcome the pangs of their physical disabilities and c) to equip them to do their personal responsibilities by themselves. At the second phase, since there was no possibility of education for these disabled people with

normal students, those charitable institutions started schools or educational care centers for them only with the aim of imparting basic knowledge.

Third Stage; System of Special Education: - Since government had no special policy on the education of children with disabilities, it extended grants to above mentioned schools specially designed to cater the needs of disabled ones which later came to know as special school. According to Individuals with Disabilities Act, special education is defined as “Specially designed instruction to meet the unique needs of a child with a disability. Special education is practice of educating students in a way that addresses their difference and needs”, (P, Stewart, 2014). Special education was the need of the time because of the following reasons such as Social set up, Lack of correct figure with details, Students –Teacher ratio, Inadequate Policies of Education, Redundant Curriculum, Family Approach, Poverty and unemployment etc.

Forth Stage: Integrated Education: - From the special educational system there formed a new system called Integrated Education which facilitates the disabled children to study same curriculum in the main stream of education with normal students. But due to certain limitations and shortcomings like non-availability of trained and experienced teachers, and non-availability of equipment and educational materials, the program was a failure.

Fifth Stage: Inclusive Education: - an advancement of Special Education: Inclusive education is a system of education where children with and without disabilities participate and learn together in the same classes. Educating children with disabilities alongside their non-disabled peers is considered one of the better ways to provide education to the population in India (Shah et al., 2014).

Need and Importance of Inclusive Education

According to official Census of India (Government of India, 2011), the number of people with disabilities in the country is 26 million, or roughly 2.1% of the total population. Among this 75% of Indian people with disabilities live in rural areas where most of them are under the strong bars of illiteracy, poverty, segregation, etc. So emancipation of disabled person through inclusive education to a sound society is important for the development of India. Inclusive education is the first stage of bringing the disabled children to enjoy the right of equality in the society ensured by article no; 14 of Indian constitution. It is the one of the fundamental steps to democratic India with successful practice of its principles. The commitment of the Government of India to universalisation of elementary education (UEE) cannot be fully achieved without taking care of special educational needs of the physically and mentally challenged children.

Benefiting in an Inclusive Environment

The inclusion of age-appropriate students in a general education classroom, alongside those with and without disability is beneficial to both parties involved. With inclusive education, all students are exposed to the same curriculum; they develop their own individual potential, and participate in the same activities at the same time. There will be decrease in fear of human differences, an increase in self-esteem, growth in commitment to personal moral and ethical principles, and an increase in responsiveness toward others needs among students. (Bishop, Marilyn, 1995). Effectively, inclusive education provides a nurturing venue where teaching and learning should occur despite pros and cons. It is evident that students with disabilities benefit more in an inclusive atmosphere because they can receive help from their peers with diverse abilities and they compete at the same level due to equal opportunities given. (Maitreya Balsara, 2018).

Expected Barriers in Execution of Inclusive Education in India

Even though Government of India has already implemented inclusive education in the public schools, the policy planning and measures to get the expected degree of implementation have not been developed. There are number of barriers that hold back proper practice of inclusive education in our country. Some of them are discussed below:

Trained teachers: Lack of scientific knowledge and training among normal school teachers about the disabilities cause challenges in the execution of inclusive education.

Attitudes of society towards differently abled children: Existing negative attitude in the society towards differently abled children is a challenge to ensure the full participation of all children in the curriculum and culture of their school setting. (Signal, Nidhi, 2006).

Class Room Environment: It is a herculean task for every teacher to manage the class room with regard to the discipline where extremes (multi talented children and children with profound disabilities) are to be handled.

Improper curriculum adaptation: In present curriculum, necessary adaptations for inclusive education are missing or improper, so inclusive education challenges every normal school teacher to teach same curriculum in same class room for students with multiple abilities and disabilities.

Poorly equipped infrastructure: it is a challenging task for many of the poorly equipped Indian public schools to accommodate acute disabled children where basic necessities suitable for them are practically difficult.

Safety of children: it is a big challenge to provide security for the differently abled children at every school. In Present Indian situation the security of normal students is under threat. Then what would be the guarantee level of security of these vulnerable children.

Support services: to provide supportive staff for physical help, medication and security at schools is a challenge, because existing supportive staffs are scarce and inadequate to implement inclusive education in this regard.

Finance for implementation: Since the government has not announced the budget specifically for its proper implementation, it is a challenge to provide incentives and reasonable accommodations for inclusion of students with disabilities in short span of time.

Lack of the Role clarity between RCI and NCTE: Since Rehabilitation Council of India for special teachers and National Council for Teacher Education for general teachers are independent bodies with their own objectives, it is a challenge to make them to collaborate for producing skilled teachers capable of implementing inclusive education without losing the professionalism.

Problem of Efficiency: Public school teachers are less in number and overburdened with work load. So it is a challenge for teachers to manage disabled children efficiently in spite of their other responsibilities.

Recommendations with a Hope of Development

Recommendations become more relevant to make the new system to surpass the satisfying the results of present system of special education. There is no more chance for trial and error because it is a deal with the lives of children with disabilities who are already the victims of fate.

- 1) Curriculum should be planned such way to cater the different needs of children with different disabilities and with of its various intensity.
- 2) It is better to think about inclusive education from the need of children with disabilities rather than from social perceptive or any other theories.
- 3) Safety of disabled children are must be given more important in regular schools.
- 4) Since special education was a powerful instrument in the empowerment of disabled children, an alternative system of education, blending of both inclusive and special education can be thought for better results.
- 5) It is advisable that planning one campus with separate section of class for both categories of students (normal and disabled students) may contribute to the vision of inclusive system with better results.
- 6) Inclusive education demands a full equipped environment and infrastructure for the success of its execution; otherwise it may disturb even the normal students' education, for ramps and wheelchair accessible in service areas such as toilets.
- 7) There should be plans and precautions to include children with mild, moderate and acute disabilities.
- 8) The preparation of teachers for rural education programmes should be planned such way to include disabled persons in the fold of normal school without any difficulties.

- 9) Inclusive education system should be flexible enough to adopt various methods and materials to provide these children with a wide range of accessibility to the regular curriculum.
- 10) Since students are incapable, Parents should have given due roles to involve in decision-making process concerned with their child.
- 11) Differently abled children should be treated equally with all chances regard to co-curriculum activities.
- 12) There should be special system of monitoring body and training system at every level of education which may radiate a kind of positive vibe in the normal stream of education.
- 13) There should be shared responsibility among teachers rather than imposing the sole responsibility on one teacher.

Conclusion

It is indispensable to re-construct an inclusive society through an inclusive system of education. Inclusion means more than a method of educating students with disabilities; it guarantees each child a valued member of society capable of participating in that society regardless of the intensity and severity of one's disabilities. A good inclusive education is one that cultivates democratic principal in the class room. There can be thought of creating a better democratic society through a new system of education blending of both special and inclusive education: one campus, one curriculum differently designed to cater the different needs of children with disabilities. The Government of India is trying to improve its education system focusing on the inclusive approach through promulgating various laws and policies. Now it is need of the time to move jointly towards establishment of a dream society as envisaged by article no 14 of our constitution.

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Moral Judgment among Secondary School Students

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ABSTRACT: *It is the responsibility of every human being to devote their much attention to understand the significance of moral and ethical value in education, moral behavior means behavior in conformity with the moral code of the social group or community, which is carried out voluntarily, it is a conduct which is regulated from within. The students has to learn what is good, what is bad, what is right, and what is wrong , apart from this he has to learn his duty, all this imply clearly that morality has reference to social relationships and social processes. Hence the present study was conducted as a quantitative research that includes descriptive method. The study was carried out by adopting survey method having the objectives as follows: To study the level of moral judgment, to study the difference in the moral judgment of boys and girls, to study the difference in the moral judgment of students having different socio-economic status and lastly to study the difference in the moral judgment among Government, aided and unaided secondary school students in Mysore city. These objectives and hypothesis were tested by using the tool 'Moral Judgment Scale' developed by Prof. Durgananda Sinha and Dr. Meeravarma. The findings of the study shows that 94.6% of the secondary school students have average moral judgment, in which girls are possessing high level of moral judgment compared to boys, it was also found that there is no influence of socio-economic status on the moral judgment secondary school student and finally the unaided secondary school students possess high level of moral judgment than Government secondary school students in Mysore city.*

1. Introduction

In this world of competition human beings are challenging their capabilities which are leading them to be selfish and stressful, forgetting their capacity or a virtue of moral judgment. Moral judgment might be the assessment of action, person, organization or State of affairs and that might be about good or bad, loyal or injustice, right or wrong. Moral judgment is considered as the important cognitive factor in moral consciousness. It is a intuition of moral standard by reason, evaluation and comparison of a voluntary action of it as right or wrong. Moral judgment is not just opinions, but they are the decisions which help us to condemn others to social exclusion. The moral judgment is a action whereas morality describes the manners and the way of one's interaction with community in a better manner.

The responsibility of sowing the seeds of values which in turn becomes the attributes of moral judgment among our students should be shouldered by the teachers' community. So the cognitive development of moral judgment in the students has been a considerable responsibility of modern teachers. The renowned psychologist like Jean Piaget contributed his best to the field of moral judgment.

Many studies have shown that most of those who become successful in life have come from homes where parental attitudes towards their children are positive. A wholesome relationship between parents and children produce congenial environment for children to become constructive and affectionate members of the family. They would be bold, open-minded and free of rigidity which leads them to right decisions with great respect to elders and society.

Eventhough many philosophers focused on value education, moral education, morality and moral judgment, today's classrooms are not achieving them in any means, as we can observe new education system is failed to develop them among our students, therefore education system should make morality or values as integral part of students all-round development by improving the ability of conformity to the moral code of the community, it has to be internalized set of virtues, ideas, values and morals approved by community, this would be successful only through teachers. Hence, being teachers we should understand the level of moral judgment ability to make our students empowered in this aspect to build a better nation, the present study has been carried out to find the level of moral judgment among secondary school students in Mysore city.

Statement of the Problem

"A study on Moral Judgment among secondary school students in Mysore city".

Research Design

The present study is a quantitative research that includes descriptive method. The study was carried out by adopting survey method in order to collect the data systematically.

Objectives

- 1) To study the level of moral judgment of secondary school students in Mysore city.
- 2) To study the difference in the moral judgment of boys and girls of secondary school students in Mysore city.
- 3) To study the difference in the moral judgment among secondary school students in Mysore city having different socio-economic status.
- 4) To study the difference in the moral judgment among Government, aided and unaided secondary school students in Mysore city.

Hypothesis

- 1) There is no significant difference in the level of moral judgement between boys and girls of secondary school students in Mysore city.
- 2) There is no significant difference in the level of moral judgment among secondary school students in Mysore city having different socio-economic status.
- 3) There is no significant difference in the level of moral judgment among Government, aided and unaided secondary school students in Mysore city.

Variables

Main variable: Moral Judgment

Background variables: Gender, socio-economic status, Type of school

Tool utilized for the Study

Moral Judgment Scale developed by Prof. Durgananda Sinha and Dr. Meeravarma. This questionnaire consists of 60 items, each has four options, giving weightage to each of the alternative responses to statements given.

Sample of the Study

Sl. No	Type of school	boys	Girls	Total
1	Government	91	59	150
2	Aided	35	29	64
3	Un-aided	42	44	86
Total				300

Objective - 1: To study the level of moral judgment of secondary school students in Mysore city.

Table 1: Shows the level of Moral development of secondary school students in Mysore city.

Sl. No	Frequency	Percentage	Number of Students
1	High	6.0	18
2	Average	94.6	282
3	Low	0	00

The above table-1 shows the level of moral judgment achieving the objective - 1, which states that only 6.0% of the secondary school students in Mysore city are exhibiting high level of moral judgment and maximum number of secondary school students in Mysore city have average (94.6%) level of moral judgment. The reason behind the above result might be the effect of modernization and urbanization which claims importance for machines rather than human beings, lack of joint families, selfishness, neutral families where children does not have grandparents narrating the stories about values, moral, respect, love, affection etc influence on the level of morality or moral judgment. So present study reveals that most of secondary school students in Mysore city have average level of moral judgment.

Objective- 2: To study the difference in the moral judgment of boys and girlsof secondary school students in Mysore city.

Hypothesis - 1: There is no significant difference in the level of moral judgement between boys and girlsof secondary school students in Mysore city.

Table 2: Shows the difference in the level of Moral development betweenboys and girlsof secondary school students in Mysore city.

Groups	N	Mean	SD	t-test	Sig (2 -tailed)
Boys	193	49.38	6.297	-5.383	0.00
Girls	107	52.96	3.706		

Table - 2 shows the gender wise comparison revealing that the ‘t’ value(-5.383) is significant at 0.01 level. Therefore null hypothesis is rejected and it is accepted that there is a significant difference in the level of moral judgment between boys and girls of secondary school students in Mysore city. The mean scores (52.96) of girls prove that they are having better level of moral judgment than the boys as their mean scores (49.38) are less than girls. This might be because the girls in Indian culture are taught more values and what is right or wrong for the family, how to maintain the bondage within the families etc, girls have acquired better moral judgment than boys at secondary school in Mysore city.

Objective 3: To study the difference in the moral judgment among secondary school students in Mysore cityhaving different socio-economic status.

Hypothesis 2: There is no significant difference in the level of moral judgment among secondary school students in Mysore city having different socio-economic status.

Table 3: Shows the difference in the level of Moral development of secondary school students in Mysore city having different socio-economic status.

Groups	N	Mean	SD	t-test	Sig (2 -tailed)
High	59	51.22	4.990	0.832	0.267
Low	241	50.52	5.946		

Table - 3 indicates that the level of moral judgment revealing that ‘t’ value(0.832)is less than table value at 0.05 level, so it is not significant, hence null hypothesis is accepted. The mean value for high socio economic status was found 51.22 and the mean value for low socio-economic status was found 50.52, which says negligible difference between the groups. The reason would be the socio-economic status of individual may not influence on their moral judgment.

Objective 4: To study the difference in the moral judgment among Government, aided and unaided secondary school students in Mysore city.

Hypothesis 3: There is no significant difference in the level of moral judgment among Government, aided and unaided secondary school students in Mysore city.

Table 4: Shows the difference in the level of Moral development among Government, aided and unaidedsecondary school students in Mysore city.

Groups	N	Mean	SD	f-value	Sig (2 -tailed)
Government	151	49.87	6.821	3.004	0.051
Aided	102	51.28	4.477		
Un-aided	47	61.83	4.040		

The above table - 4 indicates that the level of moral judgment of Government schools have scored the mean value of 49.87 and the aided schools have scored the mean value of 51.28 and the unaided schools have scored the mean value of 61.83.it shows that unaided schools have scored high level of moral judgment compared to government schools and the second highest level of moraljudgment scored by the aided schools

compared to government schools, government schools has low level of moral judgment among types of schools in Mysore city, so the f-value(3.004) is significant and therefore null hypothesis is rejected.

Educational implications

- The teachers of government secondary schools should be trained in the skill development programmes for moral judgment so that the teachers in turn orient their students in this particular aspect.
- Lessons would be introduced and practical works or projects could be assigned to develop the moral judgment among the secondary school students.
- The teacher would be providing opportunities for secondary school students to take up the decisions for moral judgment at the school or class room levels.

Conclusion

A study of moral judgment of secondary school students is helpful in understanding the basic components and factors of moral thinking as it is widely accepted that moral judgment is a crucial dimension of human personality. Thus moral judgment in the present study is defined as the process of decision making between good or bad, right or wrong etc. moral judgment conduct child's efforts to deal society in a right way by helping an individual to realise ones' moral nature. The whole idea of moral judgment comes from the fact that a comprehensive analysis of morality and moral development.

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“Effect of Reciprocal Peer Teaching (RPT) on Achievement in Science Among Standard Nine Students – A Mixed Method Study”

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ABSTRACT: *Reciprocal Peer Teaching (RPT) is a part of cooperative learning instructional strategy which improves students' understanding of the course content and enhances academic achievement. The paper presents the findings of a mixed method research carried out at the secondary school level. The study investigated the effect of Reciprocal Peer Teaching on Achievement in Science and explored students' perception about RPT. Quantitative data was collected by administering an Achievement test in Science constructed by the investigator and Focus Group Interview was conducted to collect the qualitative data of the study. The study revealed that Reciprocal Peer Teaching was more effective in enhancing the Achievement in Science among Standard Nine students compared to that of Traditional Method of teaching Science. The present study also showed that 100% students liked RPT strategy and found it interesting to work in small groups. Based on the findings of the study the paper also discusses the educational implications of the study.*

Keywords: *Reciprocal Peer Teaching, Cooperative Learning, Focus Group Interview, Achievement in Science.*

1. Introduction

Reciprocal Peer Teaching is a Cooperative Learning instructional strategy in which natural dialogue models reveal learners' thinking processes about a shared learning experience. In this strategy students are assembled in groups of two or more and are trained to work together on a specific academic task as tutor and tutee. It increases the motivation of the students to learn and at the same time the social standing among peers will be much better.

Need for the Study

Educational curricula and teaching methods are changing. In a transactional curriculum, students are actively involved in their learning to reach new understandings. However, there is a scope for students to participate actively in the class through Reciprocal Peer Teaching.

Reciprocal Peer Teaching formalizes a process enabling both students in a peer tutoring pair or group to participate and experience the role of tutor and tutee. In this dual role as both tutor and tutee, students benefit through the preparation and instruction in which tutors engage as well as from the instruction that tutees receive.

The findings of the study by Marlynn M. Griffin and Bryan W. Griffin (1998) showed that the graduate students taught by Reciprocal Peer Teaching did not improve in their academic achievement but they believed that RPT was beneficial to them in understanding of course concepts.

Palinscar A. S. and Brown A. L (2009), found in their study that Reciprocal Peer Teaching fosters and monitors comprehension of the students compared to traditional Method.

Research has been done to find the effect of Reciprocal Peer Teaching on academic achievement and fostering comprehension. Since the investigator did not find any studies done so far on the Effect of Reciprocal Peer Teaching on Achievement in Science – A Mixed Method Study, the investigator felt that there was a need to study the effect of Reciprocal Peer Teaching on Achievement in Science among Standard Nine Students – A Mixed Method Study.

Statement of the Problem

Effect of Reciprocal Peer Teaching on Achievement in Science among Standard Nine Students of Ri – Bhoi District, Meghalaya.

Operational Definitions

Reciprocal Peer Teaching: RPT is a Cooperative Learning Strategy in which students assemble in groups of two or more and are trained to work together on a specific academic task as tutor and tutee.

Achievement in Science: Achievement in Science refers to the achievement in the Science content learnt during period of experiment of control and experimental group. It was measured by 'Achievement Test in Science' constructed by the investigator on the content.

High Achievers and Low Achievers: In the present study, students who have scored above the Mean plus one standard deviation score in Pre – Achievement test conducted by the School before treatment are the High Achievers and the students who scored below the Mean minus one standard deviation score in Pre – Achievement test conducted by the School before treatment are the Low Achievers.

Standard Nine Students: Students of Standard Nine include Boys and Girls within the age limit of 14-15 years studying in the Secondary School (State Syllabus) in Ri Bhoi District, Meghalaya State considered for experimental study.

Objectives of the study

1. To study the effect of Reciprocal Peer Teaching on Achievement in Science among the Students of Standard Nine.
2. To study the effect of Reciprocal Peer Teaching on Achievement in Science among the High Achievers of Standard Nine.
3. To study the effect of Reciprocal Peer Teaching on Achievement in Science among the Low Achievers of Standard Nine.
4. To explore the students' perception about Reciprocal Peer Teaching through Focus Group Interview.

Hypotheses of the Study

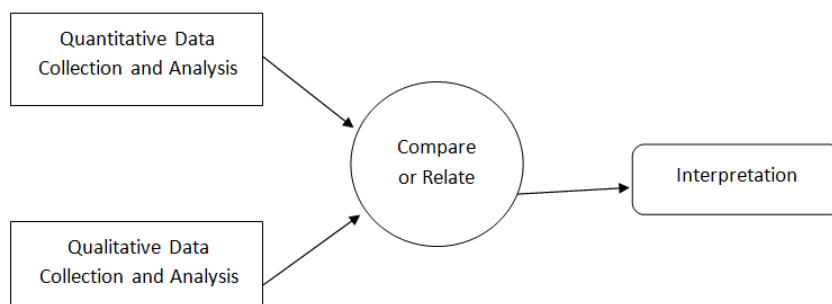
H₁: There is a significant difference on Achievement in Science among the Students of Standard Nine taught through Reciprocal Peer Teaching and Traditional Method.

H₂: There is a significant difference on Achievement in Science among the High Achievers of Standard Nine taught through Reciprocal Peer Teaching and Traditional Method.

H₃: There is a significant difference on Achievement in Science among the Low Achievers of Standard Nine taught through Reciprocal Peer Teaching and Traditional Method.

Methodology

The investigator had adopted a mixed method for the collection of the data. It has two phases namely quantitative phase and qualitative phase.



Variables of the Study

Independent Variable of the study was Reciprocal Peer Teaching and Dependent Variable was Achievement in Science.

Population of the Study

All the Standard Nine Students studying the State Syllabus in Secondary Schools of Ri – Bhoi District, Meghalaya during the academic year 2018 -2019.

Sample of the Study

The investigator used simple random sampling technique for selecting the sample of 88 students of Standard Nine of Ferrando Higher Secondary School, Umroi- Nongrah.

Tools used in the Study

For quantitative data collection the investigator used the Achievement Test in Science which was developed by the investigator and for the qualitative data collection the investigator conducted Focus Group Interview.

Statistical Techniques Used

For analysis of quantitative data Descriptive Statistics like Mean (M), Standard Deviation (SD) and Ogives were used. The investigator also used Inferential Statistics namely 't' test to accept or reject the hypotheses. Encoding process was used for analysis of qualitative data.

Analysis and Interpretation of the Data

The analysis and interpretation of the data was done in two parts as Quantitative and Qualitative Study.

Analysis and Interpretation of Quantitative Data

Objective One

't' test was employed to test the hypothesis and level of significance was fixed at 0.05. The results of the test are given in Table 1.

Table 1: 't' Test Details of the Gain Scores on Achievement in Science of the Experimental Group and Control Group

Group	N	M	SD	Df	't' value	Theoretical Value	Results
Experimental Group	44	20.93	6.77	86	6.07	1.99	Significant at 0.05 Level
Control Group	44	12.55	6.14				

From the Table 1 it can be concluded that Reciprocal Peer Teaching is more effective in enhancing Achievement in Science among the students of Standard Nine compared to Traditional Method.

Objective Two:

't' test was employed to test the hypothesis and level of significance was fixed at 0.05. The results of the test are given in Table 2.

Table 2: 't' Test Details of the Gain Scores on Achievement in Science among High Achievers of the Experimental Group and Control Group

Group	N	M	SD	df	't' value	Theoretical Value	Results
Experimental Group	20	24.95	5.94	40	4.59	2.02	Significant at 0.05 Level
Control Group	22	12.41	5.78				

From the Table 2 it can be concluded that Reciprocal Peer Teaching is more effective in enhancing Achievement in Science among High Achievers of Standard Nine compared to Traditional Method.

Objective Three

't' test was employed to test the hypothesis and level of significance was fixed at 0.05. The results of the test are given in Table 3.

Table 3: 't' Test Details of the Gain Scores on Achievement in Science among Low Achievers of the Experimental Group and Control Group

Group	N	M	SD	df	't' value	Theoretical Value	Results
Experimental Group	24	17.58	5.04	44	2.87	2.02	Significant at 0.05 Level
Control Group	22	13.68	6.08				

From the Table 3 it can be concluded that Reciprocal Peer Teaching is more effective in enhancing Achievement in Science among Low Achievers of Standard Nine compared to Traditional Method.

Analysis and Interpretation of Qualitative Data

Objective Four

The frequency of occurrence of each item was computed and tabulated. Coding framework was developed by the investigator. The coding of the data with its frequency of occurrence is given in Table 4.

Table 4: Represents the Coding Framework and the Frequency of the Occurrence of the Different Items in Focus Group Interview

Group	Response Area				Total / Percentage
A	Broad Response Area	Code	Participants	Frequency of responses	Total
1	Opinion about Reciprocal Peer Teaching	ORPT	6	151	403
2	Group Strengths	GS	6	232	
3	Group Weaknesses	GW	6	12	
4	Group Challenges	GC	6	8	
B	Narrow Response Area	Responses	Participants	Frequency of responses	Percentage
1.	Did you like the Reciprocal Peer Teaching strategy of learning Physics?	Yes	6	6	100%
		No	-	-	-
2.	Did you enjoy learning in a small group?	Yes	6	6	100%
		No	-	-	-
3.	Was it interesting to you?	Yes	6	6	100%
		No	-	-	-
4.	Did this strategy help you clear the concepts about the topic?	Yes	6	6	100%
		No	-	-	-
5.	Did you understand the lessons taught by Reciprocal Peer Teaching?	Yes	6	6	100%
		No	-	-	-
6.	Did you enjoy to perform the activities in the group?	Yes	6	6	100%
		No	-	-	-

From the Table 4 it can be concluded that Reciprocal Peer Teaching with Focus Group Interview has great influence on exploring students’ perception. The students’ perception about Reciprocal Peer Teaching has been explored through Focus Group Interview in Broad and Narrow Response Areas.

A. Broad Response Area

Opinion about Reciprocal Peer Teaching: Students of Standard Nine who received the treatment through Reciprocal Peer Teaching expressed that Reciprocal Peer Teaching is a very good strategy. RPT enables the students to know and understand the concepts, laws, principles and theories of physics clearly and to apply them in appropriate situations. It enhances students’ problem-solving abilities, logical thinking, reasoning abilities and communication skill. It also develops cooperation, leadership qualities and healthy competitions among friends. At the end, the students expressed that learning through RPT was a fun and they felt that they were little scientists.

Group Strengths: Study revealed that readiness to share their ideas and knowledge with each other, cooperation, active interaction, team spirit, unity, desire to succeed as a group and equal opportunities to be leaders were Group Strengths of students of Standard Nine.

Group weakness: The results of Focus Group Interview revealed that there was less time for the group activities during the Reciprocal Peer Teaching sessions.

Group Challenges: Some students who acted as tutors for the activities to conduct did not have sufficient knowledge of the topics and understanding of the complex scientific concepts to teach others and thereby, created some confusion. Students’ background knowledge of the topic also affected the perceived quality of interaction in the group.

B. Narrow Response Area

All the students of Standard Nine who received the treatment through Reciprocal Peer Teaching liked this strategy, enjoyed learning in small groups, found this strategy interesting and helpful in clearing the concepts about the topics being discussed. 100% students of Standard Nine have very good perception about Reciprocal Peer Teaching.

Comparing Results of Quantitative and Qualitative Data

The Quantitative results from analysis of objectives one, two and three showed that the Achievement in Science among the students of Standard Nine have been enhanced through Reciprocal Peer Teaching. The qualitative measure of a coding scale of Focus Group Interview identified the hidden factors which influenced students' better Achievement in Science of the experimental group. Investigator could not locate any research study supporting the Mixed Method Study with these variables. Hence the further research needs to be undertaken with respect to these variables.

Major Findings of the Study

The major findings of the study are as follows:

- Reciprocal Peer Teaching is significantly more effective than the traditional method in improving the Achievement in Science among the students of Standard Nine.
- Reciprocal Peer Teaching is significantly more effective than the traditional method in improving the Achievement in Science among High Achievers of Standard Nine.
- Reciprocal Peer Teaching is significantly more effective than the traditional method in improving the Achievement in Science among Low Achievers of Standard Nine.
- Focus Group Interview explored the students' perception about Reciprocal Peer Teaching.

Educational Implications

The present study shows that the Reciprocal Peer Teaching is effective in improving Achievement in Science among students of Standard Nine. Hence the following implications are drawn:

- Pre- service and in-service teachers should be trained through seminars and workshops to develop the instructional materials using RPT strategy.
- Pre-service and in-service teachers should be trained to conduct Focus Group Interview to explore the perception of students about any area of study.
- The content of the curriculum of the secondary schools should include many applicable activities.

Conclusion

The quantitative study proved statistically the effectiveness of Reciprocal Peer Teaching on Achievement in Science among students of Standard Nine whereas qualitative study revealed about the students' perception about Reciprocal Peer Teaching. 100% students of Standard Nine found this strategy very effective and interesting in teaching Science. Hence Reciprocal Peer Teaching Strategy should become an integral part of all activities of school education at all levels.

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Development of 'Mobile-App' by Integrating Advance Organizer Model

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ABSTRACT: *This study explores the role of mobile devices in education, models of teaching, components of advance organizer model, brief note on android, development of an android application, creation of android studio project, integrating advance organizer model of teaching into android application. The study concludes that mobile applications can improve classroom experience and increase academic performance among the students. Teachers should know the development of mobile applications. So that, learners can get access to any information from anywhere. It also helps in developing better teacher-student relationship as the teaching methodology is more learners' friendly.*

Keywords: *Android application, Android studio project, and Advance organizer model*

1. Introduction

Over the past few decades, teacher education is immensely influenced by technology. Information and communication technology is a major driver in our Information Society of which the immediate consequences for educational practice can be observed. Mobile learning has received more attention as a growing segment of the educational and instructional technology. There is a need to shift from the traditional classroom setting, where the learner is a passive consumer of knowledge, to a classroom in which learners are considered active participants and where collaboration and sharing information in a resource-rich environment is given preference. To advance this shift, the necessary educational reform, hardware and software developers promote new technological tools, and more specifically mobile devices, as magic devices. There are lots of applications available at the app store. Educational apps are making things easier for learners to understand. Books are often found to be tiring and boring for learners while replacing them with colorful pages and moving animations can make learning fun to the core. Mobiles and smartphones provide a well and extra engaging way of imparting education. According to Statista (2017) the number of mobile phone users in India was 730.7 million. The number of smartphone users in India is predicted to reach 340 million and could reach almost 468 million by 2021, the third quarter of 2018, there were 2,108,450 mobile-apps available on Google Play app-store and almost 2 million mobile-apps were available, on Apple app store.

Mobile Devices in Education

The quantitative research conducted by Macaluso, K.D. & Hughes, A. (2016) concluded that mobile apps enhance students learning. The study conducted by Montrieux, H, Vanderlinde, R. & Schellens, T & Marez, L.D (2016) investigated teachers and students perceptions relating to the impact of using mobile devices for teaching and learning purposes. The results showed that the mobile device enhances environment through interactive and media rich, pedagogical classes. Pechenkina, E., Laurence, D., Otes (2017) studied on the glamified mobile app in order to find the influence on academic performance and their engagement in the subject. Total of 462 students enrolled out of which 265 used this app and out of 249 science students 129 used the app. The study concluded that through the app students can improve in the academic performance .It also provide students to get an average achieved marks 7.03% higher compared to students who chose not using the app.

Models of Teaching

According to Eggen, Kauchak and Harder (1979) teaching means helping students to learn well. Powerful learners have a wide range of strategies for acquiring knowledge. Models of Teaching were designed to impart to learners such strategies, which will help learners to think clearly and wisely and build social skills and commitment. They help students to acquire information, ideas, skills, values, and ways of thinking and means of expressing themselves in a nutshell. They are taught how to learn. The models approach to teaching was first described by Joyce and Weil (1972), who defined a model as "a pattern or plan which can

be used to shape a curriculum or course to select Instructional material and to guide teacher's action. Leslie Owen Wilson (2019) explained models as prescriptive teaching strategies designed to accomplish particular Instructional goals. Model differs from general teaching strategies because of this principle. General approaches to teaching are considered to be applicable to all teaching situations. But these Models of Teaching are not cure-alls or applicable to all teaching situations. Making a distinction between teaching models and a theory of teaching says that, models do not have the rigor of tested theories. Some useful models may eventually give way to empirically tested theories. According to Eggen, Kauchak and Harder, (1979) model of teaching is a tool to help the teachers to teach more effectively by making their teaching more systematic, and model of teaching are not substitute for teaching skills. Model of teaching are rather complementary. The social family, the information-processing family, the personal family, and the behavioral systems family are the four families of model of teaching.

Advance Organizer Model

Advance Organizer is the most important model of Information processing family Information processing family models represents how people think and how teachers can impact the way students deal with the information they are receiving. Information processing family models varies in the depth of their approach, from a narrow focus on memorization to specific types of inductive thinking. Advance Organizer model was formulated by David. P. Ausubel. The advance organizer is a tool or a mental learning aid to help students 'integrate new information with their existing knowledge, leading to "meaningful learning" as opposed to rote memorization. It is a means of preparing the learner's cognitive structure for the learning experience about to take place. It is a device to activate the relevant schema or conceptual patterns so that new information can be more readily 'subsumed' into the learner's existing cognitive structures. According to Ausubel, it is very important for teachers to provide a preview of information to be learned. Teachers can do this by providing the brief introduction about the way that information is going to be presented is structured. This enables students to begin with a "Big Picture" of the upcoming content, and link new ideas, concepts, vocabulary, to existing mental maps of the content area.

Components of advance organizer model

(a) Syntax: The Advance Organizer Model has three phases of activity. Phase one is the presentation of the advance organizer; Phase two is the presentation of the learning task or learning material; and Phase three is the strengthening of cognitive organization. Phase three tests the relationship of the learning material to existing ideas to bring about an active learning process. The syntax of Advance Organizer Model has following phases. a) Presentation of advance organizer, b) Presentation of learning Task or Material, c) Strengthening cognitive organization.

(b) Social System: In Advance Organizer Model the teacher retains control of the intellectual structure, to relate the learning material to the organizers and to help students differentiate new material from previously leads to the successful acquisition of material.

(c) Principles of Reaction: Negotiation of meaning and responses between the teacher and the learner clarifies the meaning of the new learning material with existing knowledge of the students. Mutual interaction between teacher and learner responsively connect organizers and learning material.

(d) Support System: The effectiveness of the advance organizer depends on an integral and appropriate relationship between the conceptual organizer and the content. This model provides guidelines for recognizing structural materials.

Android

Android is a mobile operating system currently developed by Google, designed primarily for touchscreen mobile devices such as smartphones and tablets. Android offers a unified approach to application development for mobile devices. Android is an open-source operating system. Google has made the code for all the low-level "stuff" as well as the needed middleware to power and use an electronic device, and gave Android freely to anyone who wants to write code and build the operating system from it. There is even a full application framework included, so third-party apps can be built and installed, then made available for the user to run as they like.

Development of an Android Application

In order to develop an Android application, a development environment is needed. Google has made a very useful tool for all Android Developers, the 'Android Studio'. Android Studio is the official integrated

development environment (IDE) for Android development and with a single download includes everything you need to begin developing Android apps. Included in the download kit, are the Software Development Kit (SDK), with all the Android libraries is needed, and the infrastructure to download the many Android emulator instances, so that initially run our application, without needing a real device. Installing Android software is probably the most challenging part. You probably need a fairly decent PC and 10GB of free disk space to run the Android emulator. Running on actual Android devices (phone, tablet) requires much lesser resources.

Step 1: Pre-Installation Check List

1. Before installing Android SDK, you need to install Java Development Kit (JDK).
2. Install Android Studio IDE, which is an Integrated Development Environment (IDE).
3. Install Android Software Development Kit (SDK).

Step 2: Install "Android Studio IDE" (For Windows)

1. Check the system requirements for Android Studio/SDK e.g., Windows 7/8/10, recommended 4GB of RAM and 4GB of disk space.
2. Goto "Android Developer" @ <https://developer.android.com/index.html> ⇒ select "Get Android Studio" ⇒ "Download Android Studio for Windows".
3. Run the downloaded installer ⇒ In "Choose Components", select "Android Studio" and "Android Virtual Device". ⇒ Follow the on-screen instruction and accept the defaults to complete the installation. You need about 3-4GB of free disk space. Take note (and take photo) on the installation locations of "Android Studio" (by default @ "C:\Program Files\Android\Android Studio") and the "Android SDK".

Step 3: Installing Android SDK (For Windows)

1. Launch Android Studio ⇒ it will run the "setup" wizard for the first launch ⇒ do not import previous settings ⇒ In "Installation Type", choose "Standard" ⇒ Check the SDK folder, by default @ c:\Users\username\AppData\Local\Android\Sdk ⇒ Finish. This step will download another 1GB of SDK package and take times to complete. Note: In Windows, "AppData" is a hidden directory. You need to choose "View" ⇒ Check "Show Hidden Items" to see this directory.
2. (Optional) You can check the SDK packages installed by selecting "Configure" ⇒ "SDK Manager"

Integrating advance organizer model of teaching into android application

The developer should be comfortable with the Java programming language. While developing Android apps using a number of different technologies, most positions are for native development using Java and Android Studio integrated development environment (IDE). The developer should be familiar with basic Android concepts like, basic understanding of layouts and views, activities and their lifecycle, user input, getting data from the web, storing data, collection views and adapters, action Bar, accommodating different screen sizes and densities. Writing the content based on advance organizer is more and more important in communicating learner. If the mobile application is developed according to the steps of models of teaching, it will be more effective learning aid to all kind of learners. It also depends on the creativity of the teacher and the way of presentation, flow of information and the overall organization of the content by the teacher in the mobile application. The layout has been developed based on advance organizer model of teaching, so that, it helps in designing the mobile application. Following image shows the layout of the mobile application.

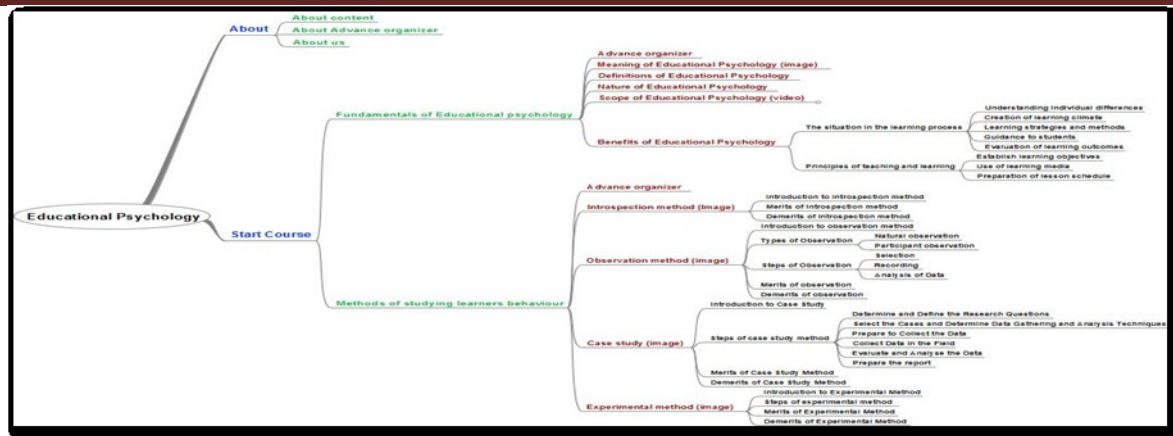


Image 1: Shows flow of content according to advance organizer in the mobile application

Based on the layout, the mobile application was developed using android studio platform. Mobile application includes button activities, scroll view, web view and image view and discussion platform. Screen shots of the mobile application developed by using advance organizer model of teaching are presented below.

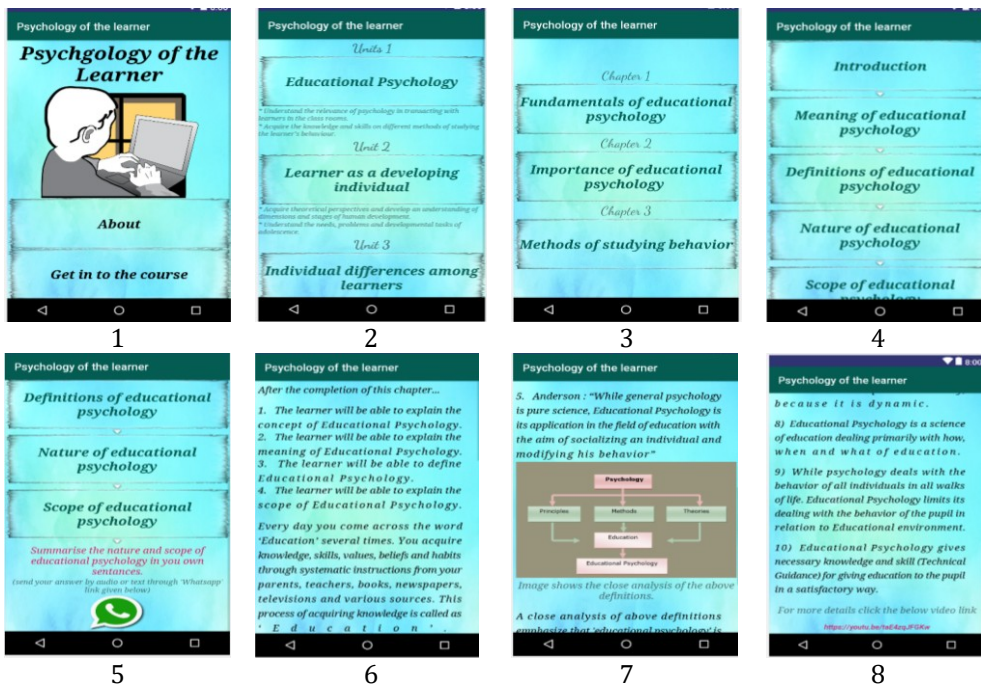


Image 2: Shows advance organizer model based mobile application

Conclusion

In this ever changing world, students are more focused towards the use of mobile phone for every purpose. Teachers should know the development of mobile applications so that learners can get access to any information any course and from anywhere. Mobile phone reduces the chance of visiting a library and searching for the data. Hence, mobile phones can be used for number of academic as well as non-academic purposes. Every mobile app has a unique feature which offers its own set of services. Learning is a continuous process and the attention has now totally shifted to e-Learning. Due to the mobile phones and the various feature-oriented applications, learners can learn at their pace and take their own time at understanding things, as everything is just a click away. Research has found positive reaction among the learners towards the use of developed mobile application. According to the learners who used the developed

mobile application, the instructional design used in the mobile application helps to improve learning experience and increases academic performance. It also helps in developing better teacher-student relationship as the teaching methodology is more learners' friendly.

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Initiations of Government of India and Government of Karnataka towards Enhancing Employability among Students of Higher Education

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ABSTRACT: India has one of the largest and diverse education systems in the world Education is the tool for ushering in change in orderly manner & has the responsibility for transferring human being into human resources. In particularly higher education is the main instrument for development & changes. Higher education equips young people with skills relevant for the workforce. It provides people in employment with skills to negotiate rapidly evolving career requirements. Thus, the nation creates an intellectual repository of human capital to meet the country's needs and shapes its future. This paper analyse the skilling efforts through higher education system, initiatives of Government of India and Government of Karnataka towards enhancing Employability among students of higher Education. Skills and training in universities and colleges under the University Grants Commission. The strategic framework for the Twelfth Plan for higher education identifies such a paradigmatic shift in the following critical areas related to expansion, equity, excellence, governance and financing including employability. The integration of skills in higher education under the National Skill Qualification Framework and incorporation of skills and ability enhancement courses through Choice Based Credit System for sustainable skill development is also advocated along with the full time undergraduate degree /postgraduate degree programmes and add on courses being offered through higher education .

Keywords: Employability, Skills, Higher Education, Initiatives

1. Introduction

The primary role of higher education is to train student by enhancing their knowledge, skills attitudes and abilities to empower students as life -long critical and reflective learners. This is similar to the perspective of the skills, abilities that see concern for employability as supportive of good learning rather than opposition to it. They produce students as trained, manpower, required for profession, agriculture, Industry, administration, business services and all other sectors. The degree includes many skill, knowledge & abilities therefore student entering a college and securing degree with employability.

The important thing is which a university degree need necessary qualification for employment. Employability brings with it a shift in responsibility for career development, making the employ ultimately responsible for the investment and continuous development of student career. As such each person become increasingly aware of the importance of the learning and the role of the higher education institution and universities in this regard (Vander Heijden, boon, Vander, Klink & Miejs,2009). From these higher institutions come the future talent of a nation and many argue that it is the breeding ground for employability skill. Thus several initiations of Government of India and Karnataka taken towards Enhancing Employability among Students of Higher Education through agencies, policies & planning .

Employability

“A set of achievements, understandings and personal attributes that make an individual more likely to gain employment and be successful in their chosen occupations”

(Yorke and Knight)

Employability Skills

“Employability skills are those which support your ability to perform in the workplace, also known as transferable skills learned in one context which can be applied and further developed in other contexts and roles nontechnical skills, also known as “soft skills” (Australian Chamber of Commerce).

University Grants Commission Quality Mandate

All HEIs shall strive to achieve the following Objectives by 2022:

1. Improve the graduate outcomes for the students, so that at least 50% of them secure access to employment/self-employment or engage themselves in pursuit of higher education.

2. Promote link of the students with the society/industry such that at least 2/3rd of the students engage in socially productive activities during their period of study in the institutions.
3. Train the students in essential professional and soft skills such as team work, communication skills, leadership skills, time management skills etc; inculcate human values and professional ethics, and the spirit of innovation/entrepreneurship and critical thinking among the students and promote avenues for display of these talents.
4. Ensure that teacher vacancies at any point of time does not exceed 10% of the sanctioned strength; and 100% of the teachers are oriented about the latest and emerging trends in their respective domains of knowledge, and the pedagogies that translate their knowledge to the students.
5. Every institution shall get NAAC accreditation with a minimum score of 2.5 by 2022.

The following initiatives shall be undertaken in pursuit of the above objectives:

1. Induction programme for students.
2. Learning outcome-based curriculum framework - revision of curriculum in regular intervals.
3. Use ICT based learning tools for effective teaching-learning process.
4. Soft skills for students.
5. Social and Industry connect for every institution: Every institution shall adopt at least 5 villages for exchange of knowledge and for the overall social/economic betterment of the village communities.
6. Examination Reforms - test the concept, and application; exit examinations.
7. Tracking of the student progress after completion of course.
8. Induction training for all new teachers, and annual refresher training for all teachers – role of the NRCs; and mandatory leadership/management training for all educational administrators.
9. Promoting quality research by faculty and creation of new knowledge.
10. Mentoring of non-accredited institutions, so that every institution can get accreditation by 2022.

12th Five Year Plan (2012-2017)

The 12th Five Year Plan Document of the Planning Commission has also laid a special emphasis on expansion of skill-based programmes in higher education.

1. Digital Infrastructure Initiatives:

- (i) Upgrade Connectivity for universities and colleges to 10GBPS and 1 GBPS, respectively; (ii) Build Computer labs in all institutions as required And increase availability of laptops and low-cost Access devices for faculty and students;
- (iii) Provide Smart classrooms;
- (iv) Set up classrooms with interactive video-conference facilities linking Meta-universities and affiliating universities;

2. Content Initiatives:

- (i) develop virtual labs, to promote creation of user-generated content;
- (ii) Establish a single national-level consortium for propriety content;
- (iii) Create open access content repositories including interoperable institutional repositories;
- (iv) Create platforms to facilitate user-generated content and related networks;
- (v) Continue current initiatives of DTH channels to telecast digital educational videos.

3. Promoting Sports and Wellness

- (i) Fitness and wellness programmes for all students;
- (ii) Encouraging institutions to include physical education as a general institutional requirement;
- (iii) Creating and supporting departments and units for physical education in all institutions;
- (iv) Encouraging development of a sports club system;
- (v) Supporting creation of adequate sports infrastructure in institutions; Higher education systems. It is essential that all institutions equip their graduates with core skills of critical thinking, communication, collaboration and creativity to enable the country to continuously innovate to adapt to new environments. This initiative would pool all related activities under the MHRD, UGC and AICTE and build synergy with similar activities, schemes and programmes under the Ministry of Science and Technology.

National Skills Qualifications Framework (NSQF)

The (NSQF) organizes qualifications according to a series of levels of knowledge, skills and aptitude. The NSQF is a quality assurance framework. It is, therefore, a nationally integrated education and competency based skill framework that will provide for multiple pathways, horizontal as well as vertical, both within vocational education and vocational training and general education and technical education, thus linking one level of learning to another higher level. This will enable a person to acquire desired competency levels, transit to the job market and, at an opportune time, return for acquiring additional skills to further upgrade their competencies..

Some other issues associated with the NSQF

a) National occupational standards (NOS)

NOS define the measurable performance outcomes required from an individual engaged in a particular tasks, just as each job role may require the performance of a number of tasks the combination of all the NOS corresponding to these tasks would form the Qualification pack (QP) for that job role.

b) Curriculum Packages

The competency based curriculum packages would consists of syllabus, student manual, trainer qualification, assessment & testing guidelines and multimedia packages and e-material. This may be done by such agencies as the ministeries /departments ,sector skills councils & regulatory bodies may designate or any -body, in accordance with the NSQF.

Functions/Responsibilities of stakeholders

1. National Skilled Development of Agency(NSDA)

The NSD has been mandate to anchor and operationalize the NSQFto ensure that Quality and Standards meet sector specific requirements.

2. Sector Skill Councils (SSCs)

The SSCs shall provide inputs to the Central & State level implementing agencies in developing the curriculum packages capacity building of institutions and training providers & assessment & certification of the skills imparted. The sector Skill council shall be licensed and regulated by National Skill Qualification Committee.

3. Central Ministries

The central Ministries, being at the apex of the issues in their administrative control, will have to provide the leadership to ensure that all stake holders align the programmes being offered by institutions/bodies under their aegis to the NSQF,in accordance with the implementation schedule in para14.IV.

4. State Governments

The institution bodies under the control of the respective State Governments Will be encouraged to align their learning programmes to the NSQF as this would Facilitate greater mobility for individuals holding such qualifications. The state Government will also help determine the modalities for ensuring that while regional variance are provided for , the same do not undermine the quality assurance associated with the NSQF

5. Regulatory Institutions.

All the Existing regulatory institutions (eg. UGC, AICTE, NCVT, Technical and School Boards etc.) Awarding bodies while continuing to regulate their Courses, Programmes, affiliations and accreditation system shall ensure this alignment and conformity with the NSQF.

6. Training Providers/Institutions

All training Providers would have to organize their courses /programmes to ensure Alignment with NSQF levels in accordance with the implementation schedule in para14.iv

Role of the University

The University will constitute appropriate BoS / adhoc BoS for B.Voc courses to consider and approve the course of study / curriculum prepared by the institution for courses in consultation with the Sector 15 Skill Councils vetted by the 'UGC Advisory Committee' at the institute. The course ordinance (in consonance of the

UGC guidelines), curriculum / course contents shall be considered and approved by the appropriate academic mechanism of the University. The University has to conduct examination of the academic component of the course and club the results with skill assessment. The University may appoint an Observer during the skill assessment conducted by the SSC / Skill Assessment Board on mutually agreed dates within timelines of the programme. The results in totality will be declared by the University and it will award the degree accordingly.

Ministry of Human Resource Development, Govt of India .

(Draft National Education Policy 2016)The following policy initiatives will be taken::

1. Skill development programmes in school and higher education system will be reoriented not only for gainful employment of our students but also help them develop entrepreneurial skills.
2. As envisaged in the National Skill Development and Entrepreneurship Policy 2015 skill development programmes will be integrated in 25% of Ministry of Human Resource Development, Govt of India Some Inputs for Draft NEP 2016 of 43 the schools and higher education institutions.
3. A detailed plan for the creation of skill schools for improving employment opportunities for secondary school students in special focus districts will be prepared.
4. The present skill based programmes at secondary, higher and technical education will be integrated through NSQF with the mainstream education to facilitate greater social acceptability as well as vertical and horizontal mobility. Institutional mechanism will be created for certification of skills through multiple entry and exit options, credit bank system, institutional collaboration for credit transfer, National Occupational Standards based delivery of skills for national recognition and outcome based assessment.
5. Joint certificates by the Sector Skill Council and the School/College authorities to help students take up wage-employment or start their own enterprise.

Conclusion

Thus Initiations of Government of India and Government of Karnataka agencies such as UGC,AICTE, NACC & NSVQF, towards Enhancing Employability among Students of Higher Education. The UGC being apex regulatory body has taken many initiatives for making higher education skill based for employability enhancement and harnessing demographic dividend of the country. The New Education Policy is on its way and it may have proper directions for the integrating the skills in higher education and academic equivalence to the skill based courses. Ultimately it is the knowledge domain of any individual that enhances the employability. It is true just by adding communication skills and other soft skills one can make a student more employable, certainly true professionalism among the students will help them in their way towards success. According to India skills Report 2019, Indian workforce is estimated to increase to approximately 600 million by year 2022 from the current 473 million as the work force will increase by about 27% during this period.

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Self-Efficacy and Adjustment among Adolescent Girls Studying in Co-Education and Unisex Education System

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ABSTRACT: *The present study is carried out to assess the self-efficacy and adjustment of adolescent girls studying in co-education and unisex education system. The present study sample consists of 120 High school female adolescents studying in 10th standard (60 students from co-education system and remaining 60 students from unisex education system) from Shivamogga District of Karnataka State. The Self-efficacy scale developed by Schnauzer & Jerusalem, (1995) and Adjustment scale developed by A.K.P.Sinha and R.P.Singh (1984) were administered. The obtained data was analysed by using mean, SD and 't'- test. Further, Karl Pearson's coefficient of correlation was applied. Results revealed that there is significant difference in the self-efficacy of adolescent girls studying in co-education and unisex education system and there is no significant difference in the adjustment of adolescent girls studying in co-education and unisex education system. Further there is highly significant correlation found between self-efficacy and adjustment of adolescent girls studying in co-education system and there is highly significant correlation found between self-efficacy and adjustment of adolescent girls studying in unisex education system.*

Keywords: *Self-efficacy, Adjustment, Adolescent girls, co-education and unisex education system*

1. Introduction

Adolescence is a marvelous new birth, for the higher and more completely human traits are now born. (G. Stanley Hall, 1904). Adolescence is a sensitive period in which an individual faces different types of life situations. In this period transition from childhood to adulthood occurs. During this period the individual is neither considered as child nor an adult. This causes a trivial stress in them. Adolescents face changes and challenges that are associated with puberty, social integrity, new roles, future adulthood related stresses, conflict with peers and family. Due to these changes adolescents may encounter with a wide variety of Social, emotional and adjustment problems. Self-efficacy and adjustment factors are closely related to adolescence these factors strongly associated and influence on development of adolescents.

Self-efficacy refers to a person's belief in his / her ability to organise and execute a required course of action to achieve a desired result (Banduru, 1977) self-efficacy is a significant trait in one individual, which helps him / her in accomplishment of his / her goals. Such people are likely to undertake difficult task as challenge and are motivated to master them rather than avoid them. Bandura (as cited in Oyesoji, 2007) defines self-efficacy as "belief in one's capacity to organise and execute course of action required to produce given attainments." One of the most important aspect of human behaviour, which makes a difference in their feeling, thinking and acting is self-efficacy.

The term "adjustment" refers to the adequacy of the personal and interpersonal processes that we use to adapt to our environment. A well adjusted person is someone who engages in behaviours that are appropriate for the culture and a given interpersonal situation. Therefore, in a normal practical sense, adjustment is a condition of harmonious relationship between the social and the physical environment wherein a person is able to obtain optimum satisfaction for most his needs and to meet fairly well the physical and the social demands imposed upon him.

Herbert Spencer (1864) said: "Life is a continues adjustment of internal and external relations". Adjustment comprises more of the individual desires and the temperament as it contains internal wants and anxieties. According to Gates, A. and Jersild, A. (1970) "adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment".

Review of Literature

Suruchi Mishra, Vinod Kumar Shanwal (2014) in this study to investigate the relationship between family environment and self efficacy. The results showed positive correlation between family environment and self efficacy of adolescent studentds. Dona, Scholz, Schwarzer and Sud (2002) have reported the superiority of males with regard to self-efficacy as compared to females in various cultures. Adeyemo and Adeleye (2008)

have found a positive correlation between emotional intelligence and self-efficacy. Emotional intelligence skills were found to be effective in moderating locus of control and self- efficacy of secondary school students.

Basu (2012) found that the adolescent boys showed significantly better adjustment with respect to emotional, social, educational and overall adjustment compared with adolescent girls. Chauhan (2013) revealed that adolescent boys were significantly better in the all areas of adjustment compared to girls. Emmaanuel (2013) explored that male adolescents have better adjustment compared with the female adolescents. Paramanik et al., (2014) have found that adolescent girls get better adjusted than those from adolescent boys.

Purpose of the Study

Adolescents' education is an important stage in scholastic journey. Students face issues like Emotional and social immaturity, maladjustment, family conflicts, memory dysfunctions, attention deficits, academic related stress, learning problems and so on. In the present study the researcher is trying to assess the student's self-efficacy and adjustment factors in co-education and unisex education system. Hence the present study is undertaken to know the level of self-efficacy and adjustment among adolescent girls studying in co-education and unisex education system.

Objectives of the Study

1. To assess the self-efficacy of adolescent girls studying in co-education and unisex education system.
2. To know the adjustment of adolescent girls studying in co-education and unisex education system.
3. To know the correlation between self-efficacy and adjustment of adolescent girls studying in co-education and unisex education system.

Hypotheses

1. There would be significant difference in the self-efficacy of adolescent girls studying in co-education and unisex education system.
2. There would be significant difference in the adjustment of adolescent girls studying in co-education and unisex education system.
3. There would be significant correlation between self-efficacy and adjustment of adolescent girls studying in co-education and unisex education system.

Method

Sample

For this study a sample of 120 adolescent girls studying 10th class out of which 60 adolescent girls studying in co-education and 60 adolescent girls studying in unisex education system were randomly selected from different high schools of Shivamogga district of Karnataka state, India. The age of the students is 15 years.

Tools used for the Study

1. **Self-efficacy scale** developed by (Schnauzer & Jerusalem, 1995). It is a 4 point scale and consists of 10 items. The minimum possible score is 10 and maximum is 40. The Cronbach's alphas of the scale are 0.76 and 0.90.
2. **Adjustment scale** developed by (A.K.P.Sinha and R.P.Singh, 1984). It includes 60 items. Each item has two response categories like yes or no. The scale has three sub dimensions such as 1. Emotional adjustment, 2. Social adjustment. 3. Educational adjustment. The test - retest reliability for each dimensions i.e. Emotional adjustment is 0.96, Social adjustment 0.90, Educational adjustment 0.93, total adjustment 0.93, Correlation co-efficient validity is 0.51. The minimum possible score is 1 and Maximum score is 60.

Data collection Procedure

The investigator sought permission from the respective authorities of different schools at Shivamogga district for collecting data. Then he explained about the purpose and psychological tests to the sample and thus administered both the tests. After the data collection, all the questionnaires were scored as per the scoring pattern prescribed in the manuals.

Statistical Analyses

Mean, SD, 't' test and Karl Pearson's coefficient of correlation is used for the data analysis.

Results and Discussion

Table 1: Shows the Mean, SD, and 't' value of overall self-efficacy of adolescent girls studying in co-education and unisex education

Variable	Co-education (N=60)		Unisex education (N=60)		t value
	Mean	SD	Mean	SD	
Self-efficacy	51.23	10.27	47.15	8.72	3.35***

***Significant at 0.001 level

Table no-1 reveals the result of Self-efficacy of adolescent girls studying in co-education and unisex education system. The overall Self-efficacy of adolescent girls in co- education system mean =51.23, SD= 10.27. And the adolescent girls of unisex education system mean= 47.15, SD= 8.72. The obtained't' value is 3.35, which is very highly significant at 0.001 level. This shows that the Self-efficacy of adolescent girls studying in co-education system is high than the adolescent girls studying in unisex education system. The present research finding is agree with the earlier study conducted by Hunagund and Hangal (2011).

Table 2: Shows the Mean, SD, and 't' value of overall Adjustment and it's sub-dimensions of adolescent girls studying in co-education and unisex education

Adjustment sub-dimensions	Co-education (N=60)		Unisex education (N=60)		t-value
	Mean	SD	Mean	SD	
Emotional adjustment	51.27	9.61	48.73	10.29	1.39 NS
Social adjustment	47.79	8.91	52.21	10.59	2.47*
Educational adjustment	52.09	10.33	47.91	9.27	2.33*
Overall Adjustment	50.62	8.84	49.38	11.07	0.68NS

NS: Not Significant, * Significant at 0.05 level.

Table no-2 reveals the result of adjustment of adolescent girls studying in co-education and unisex education system. Sub-dimension wise analysis reveals that on social adjustment dimension, the adolescent girls of co-education system mean=47.79, SD=8.91, and adolescent girls of unisex education system mean=52.21, SD =10.59. The't' value= 2.47, which is significant at 0.05 level. This indicates that the adolescent girls of co-education system have significantly higher social adjustment than the adolescent girls of unisex education system.

On educational adjustment dimension, the adolescent girls of co-education system mean=52.09, SD=10.33, and adolescent girls of unisex education system mean=47.91, SD =9.27. The't' value= 2.33, which is significant at 0.05 level. This indicates that the adolescent girls of unisex education system have significantly higher educational adjustment than the adolescent girls of co-education system.

Whereas, on other dimension of emotional adjustment it is found that there is no significant difference between adolescent girls studying in co-education and unisex education system.

The overall adjustment of adolescent girls of co- education system mean =50.62, SD= 8.84. And the adolescent girls of unisex education system mean= 49.38, SD= 11.07. The obtained't' value is 0.68, which is not significant at 0.05 level. The present study findings are supported by the study conducted by Sridevi and Beena (2008) found that there is insignificant difference between adolescents.

Table 3: Shows Correlation between Self-efficacy and adjustment of adolescent girls studying in co-education and unisex education system

Variables	r-value	
	Co-education	Unisex education
Self-efficacy	.427**	.634**
Adjustment		

**Significant at the 0.01 level

Table no 3 reveals that there is highly significant correlation between Self-efficacy and adjustment of adolescent girls studying in co-education system. The r value .427** which is significant at 0.01 level. On the other hand there is highly significant correlation found between Self-efficacy and adjustment of adolescent girls studying in unisex education system. The r value .634** which is significant at 0.01 level.

The results of the present study are not in tune with the findings of earlier study conducted by. Suruchi Mishra et,al (2014) in this study to investigate the relationship between family environment and self efficacy. The results showed positive correlation between family environment and self efficacy of adolescent students. Similarly, Adeyemo et,al (2008) proved that there is positive correlation between emotional intelligence and self-efficacy.

Conclusion

1. The self-efficacy is high in adolescent girls of co-education system than adolescent girls of unisex education system.
2. There is insignificant difference in the adjustment of adolescent girls studying in co-education and unisex education system.
3. There is highly significant correlation found between Self-efficacy and adjustment in adolescent girls of co- education system.
4. There is highly significant correlation found between Self-efficacy and adjustment in adolescent girls of unisex education system.

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A Comparative Study on Anxiety Level Among Secondary School Male Kabaddi and Kho-Kho Players

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ABSTRACT: *The present paper focused on comparing the anxiety level among male secondary school Kabaddi and Kho-Kho players. Anxiety is one of the greatest problems of modern trends in scientific knowledge. Cultural conflicts, economic and industrialization, thus increasing the anxiety level. Anxiety is one of the most common deterrents to good performance. At worst, the effects of anxiety get the individual so tied up in knots and at its best anxiety subtly improves performance by making the individual alert. The over anxious individual has a high level of cerebral and emotional activity with neuromuscular tension that many eventually lead the individual to the exhaustion stage and perhaps to psychosomatic disorders. The lowering of anxiety may be caused due to regular participation in games and sports, the success, the increase in physical fitness, motor fitness, skills and tactics. The analysis is made with the help of both primary sources through structured questionnaire and secondary sources through books, journals and internet and interpreting collected data through t test technique. Further, this paper also covers types of anxiety, role of sports in maintaining mental health and techniques to reduce anxiety level among secondary school players. Finally, it gives affordable solution and conclusion for maintaining physical fitness.*

Keywords: *Anxiety, Emotional Activity, Physical Fitness, Psychology etc.*

1. Introduction

Sports includes all forms of competitive physical activity or games which, through casual or organized participation, aim to use, maintain or improve physical activity and skills while providing enjoyment to participants, and in some cases, entertainment for spectators.

Today sports have become the prestigious concept of every nation and sports have been subjected to various scientific investigations. Human beings are by nature competitive and aspire for excellence in athletic performances. Every woman is in a race to show their supremacy by challenging others. Thus, this challenge stimulates, inspires and motivates all the athletes to sweat and strive, to run faster, jump higher, throw further and exhibit greater strength, endurance and skill in the present competitive world of sports. Excellence is only possible by channelizing their talents into appropriate games and sports, and through scientific, systematic and planned sports training.

Ever since the first modern Olympic games, human performance has captured the attention of wide segment of the population. In addition, the athlete, there is a growing scientific awareness among coaches and investigators. Athletic records are followed by more and more people, and data are meticulously kept by officials of various sports and by the media as well. For an athlete, achieving peak performance is one of the factors that make competition go self-sustaining. Growth in size, complexity and number of research laboratories has provided an impetus for the study of the athletic performer. Data are now available about all the sports, and the elite athlete has been described in a variety of scientific journals. Ultimately it will benefit the performer to have information on which to base the performance factors and training methods, as well as to help to explain the achievements of certain competitive standards. With the reference to the Olympic levels of performance, Tanner observed that lack of proper physique may make it almost impossible for an athlete to reach that degree of success. In general, the most productive studies have been of high level performers at national and international levels. Theoretically we would expect those who are most successful to have the appropriate structures commensurate with their performance task; therefore, examination of differences between these structures and tasks will increase our understanding of the importance of aspects of physique and mind.

Anxiety

Anxiety is one of the greatest problems of modern trends in scientific knowledge. Cultural conflicts, economic and industrialization, thus increasing the anxiety level. Anxiety refers to that emotional state of

mind where a fear of danger or loss of suffering is a prominent feature. It generally arises as a result of fear for something unknown which creates tension and disturbance.

Laboratory, field and clinical evidence demonstrate that athletic and skill performance can suffer if anxiety becomes too high and many youngsters report that various worries prevent them from playing their best when they compete. Competitive anxiety can affect youngster's health by disrupting normal sleeping and creating gastrointestinal problems cognitive approach and environmental approaches are widely used in reducing anxiety.

Anxiety is an ever-increasing problem today, which is not surprising given the demands of the fast-moving society in which we live. When you consider how difficult it is just to get by, it is understandable why Anxiety troubles so many people with long range forecast containing "A chance of shower's" It seems impossible not to worry about the timing and severity of the rain they might be on the way.

Anxiety in one of the most common deterrents to good performance. At worst, the effect of anxiety gets the individuals tied up in knots. At best anxiety subtly, empies performance by distracting the individual. That is not to say that you cannot produce superlative performances when nervous. In fact, most athletes experience same anxiety before producing their top performances. By its nature, anxiety tends to interfere with athlete performance.

Statement of the problem

The purpose of this study is to compare the anxiety level of secondary school male participants of district level Kho -Kho and Kabaddi games.

Hypothesis

It was hypothesized that the Anxiety level of secondary school male Kho-Kho and Kabaddi player's of different schools of mandya district will differ significantly.

Types of Anxiety

Anxiety is a concept that is widely discussed by performers and coaches. Practitioners involved in sports performance need to be aware of anxiety related symptoms. Once awareness is built it would be prudent to deal with anxiety related issues. There are two distinct aspects of anxiety. One aspect emanates towards trait anxiety. Trait anxiety relates to innate characteristics that humans are born with. For example, having tendency to throw up before important competition. A second form of anxiety is related to the state, which is situational specific. For example, a performer may feel anxious when free-throwing in basketball. Related to these aspects there are also two mechanisms that are identified as somatic (physical feelings) and cognitive (mental) anxiety. Performers can suffer with both types of mechanisms or predominately from one over the other.

Benefits of Physical Activity in Reducing Anxiety Exercise helps prevent and improve a number of health problems, including high blood pressure, diabetes and arthritis. Research on anxiety, depression and exercise shows that the psychological and physical benefits of exercise can also help reduce anxiety and improve mood. The links between anxiety, depression and exercise aren't entirely clear — but working-out can definitely help you relax and make you feel better. Exercise may also help keep anxiety and depression from coming back once you're feeling better. Exercise has many psychological and emotional benefits too. It helps to

Gain confidence

Meeting exercise goals or challenges, even small ones, can boost your self-confidence. Getting in shape can also make you feel better about your appearance.

Take your mind off worries

Exercise is a distraction that can get you away from the cycle of negative thoughts that feed anxiety and depression.

Get more social interaction

Exercise may give you the chance to meet or socialize with others. Just exchanging friendly smile or greeting as you walk around your neighbourhood can help your mood.

Cope in a healthy way

Doing something positive to manage anxiety or depression is a healthy coping strategy. Trying to feel better by drinking alcohol, dwelling on how badly you feel, or hoping anxiety or depression will go away on its own can lead to worsening symptoms.

Methodology

The purpose of the study was to compare the anxiety role in the performance of Kho-Kho and Kabaddi players.

Selection of the subjects

The subject for the study was 50 male players, among them 25 Kho-Kho and 25 Kabaddi players who were represented in district level tournaments in mandya during 2018. Simple random sampling technique was used to select the subject.

Orientation of Subject

The data was collected by using standardized questionnaire, SCAT prepared by Martin. This questionnaire contains 15 question was handed over to the subjects and asked them to answer all the questions which players was taking the questionnaires earlier have to check the question where it answered or not. The sport competition anxiety test was administered to the players before two hours of the match.

Analysis and Interpretation of Data

The test of significance, level of significance, results, discussion on findings and dissuasion on hypothesis were analyzed. This was designed to compare the level of anxiety among Kho-Kho and Kabaddi male players of different schools of mandya district . To achieve these purpose fifty male players were selected from Kho-Kho and Kabaddi games in equal numbers.

Test of Significance

This is the crucial portion of the thesis in arriving at the conclusion by examining the hypothesis. The procedure of testing the hypothesis was ended either by accepting the hypothesis or by rejecting the hypothesis. In accordance with the results obtained in relation to the level of confidence. The level of confidence was fixed at 0.05 level, which was considered sufficient for this study. The test was usually called the test of significance. To test whether there is a difference between two factors and interaction was significant or not in the present study. The test was usually called the test of significance. If the obtained value was less than the table value 0.05 level, then the hypothesis was rejected to the effect.

Level of Significance

The probability level below which we reject the hypothesis termed or the level of significance. The data collected from the subjects were statistically analyzed and interpreted to find out the significant difference in sports competitive anxiety among Secondary school, Kho-Kho and Kabaddi male players t test was used.

Players Presentation of data

T test for anxiety among Secondary school male Kabaddi and Kho-Kho Players. It is showed that the Kabaddi Players are more anxious than the Kho-Kho Players.

Table 1: Table Showing the Mean, SD and 't' values of anxiety of Secondary school male kabaddi and kho-kho Players

Variables	Kabaddi	Kho-kho
Mean	34.08	29.6
SD	5.05	4.37
t-value	2.41*	

* Significant at 0.05. level.

Anxiety level of secondary school male kabaddi and kho-kho Players

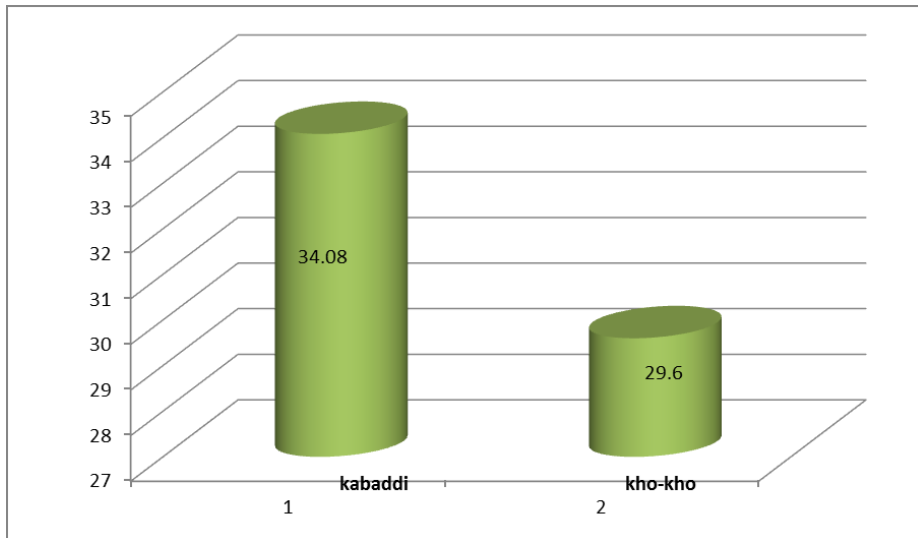


Table and Graph reveals the mean, SD and 't'values of anxiety of male kabaddi and kho kho players of Secondary school children of different schools of mandya district. The mean score of Anxiety level of kabaddi and kho-kho Players is 34.08 and 29.6 respectively. This difference in their mean score suggests that the kho-kho Players are moderate in their Anxiety level when compared to the kabaddi Players, who are more anxious. The obtained 't'value 2.41 which is highly significant at 0.05 level suggest the fact that, there is a significant difference of anxiety level between male kabaddi and kho-kho Players of different schools of mandya district. Therefore, the hypothesis that there is a significant difference in the anxiety level of kabaddi and kho-kho Players is confirmed

Discussion of finding on psychological variables.

The result of the study showed that there is a significant difference in sports competition anxiety among secondary school Kho-Kho and Kabaddi player's of different schools of mandya district.

Discussion on Hypothesis

At the beginning of the study, the investigator had formulated the hypothesis that there will be a significant difference in the sports competition anxiety among secondary school Kho-Kho and Kabaddi player's of different schools of mandya district. The results showed that there is a significant difference in sports competition anxiety among the above said players. From the above findings. The investigators hypothesis was accepted.

Findings of the Study

The purpose of the study was to compare the sports competition anxiety among secondary school Kho-Kho and Kabaddi player's of different schools of mandya district. To achieve the purpose 25 Kho-Kho and 25 Kabaddi male players were selected during the district level match. The data was collected by using standardized questionnaire, SCAT prepared by Martin. T test was used to find out whether any significant difference exist in sports competition anxiety among above said players. Hypothesis was tested at 0.05 level of confidence.

Conclusion

Within the limitation of present study, the following conclusion was drawn. There is a significant difference is sports competition Anxiety among secondary school Kho-Kho and Kabaddi player's of different schools of mandya district.

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A Study on Metacognitive Ability of X Standard Students in relation to Self-Concept

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ABSTRACT: The present study intends to examine the Meta cognitive ability of X Standard students in relation to Self-Concept. Investigator studied Belagavi district secondary school student's opinions in relation to Meta cognitive ability and Self-Concept. The sample of the study consists of 400 secondary school Xstandard students of Belagavi district. Investigator used Descriptive Survey method for the present study. Investigator used standard tool of Meta cognition which is prepared by Punit Govil consists of 30 items on the scale established the validity and found the 'r' by test and re-test method with the help of Karl Pearson's Correlation Coefficient Method. The 'r' is highly reliable. And also used standard tool of Self-concept which is prepared by Dr.SP.Ahluwalia and Dr.Hari Shankar Singh, contains 80 statements. Investigator visited the secondary schools of Belagavi district and collected data from the students. The descriptive and differential statistics is used for the analysis of collected data.

The results of the study reveal that the Mean and SD of Meta cognitive ability scores by Kannada and English medium X Standard students. The total mean score of Meta cognitive Ability of X Standard students is 89.47 ± 13.02 . In which, Kannada medium students of X Standard students (90.98 ± 12.94) have higher Meta cognitive Ability scores as compared to English medium X Standard students (87.97 ± 12.96). The total mean score of Self-Concept scores of X Standard students is 57.25 ± 9.23 . In which, the Kannada medium students of X Standard students (58.55 ± 8.00) have higher Self-Concept scores as compared to English medium X Standard students (55.95 ± 10.17).

Keywords: Meta cognitive Ability, Self-Concept.

1. Introduction

Education is the process of developing the capacities and potentials of the individuals. 'Good Education requires good Teachers' with the help of good teachers and their proficiency in teaching we can achieve in literacy, develop in academic achievement and quality education. The teachers should accept and adopt new techniques, methods and approaches in their teaching definitely it will help to academic achievement of the students. Academic achievement occupies a very help important place in education as well as in the learning process. In considered as a key criterion to judge ones total potentialities and capacities. Academic achievement is influenced by personality, Motivation, opportunities, education and training. There are several other factors also which influence the academic achievement of students like Meta cognitive Abilities, Social-Status, Personality, Adjustment, Socio economic Status, Study habits, Self-Concept, Intelligence etc.

Meta cognition

Meta cognitive ability enables us to be successful learners and has been associated with intelligence. Meta cognition refers to one's knowledge concerning one's own cognitive processes and products or anything related to them. Meta cognition also thinks about one's own thinking process such as study skills, memory capabilities and the ability to monitor learning. This concept needs to be explicitly taught along with content instruction. Meta cognition knowledge is about our own cognitive processes and our understanding of how to regulate those processes to maximize learning. Meta cognition refers to a level of thinking that involves active control over the process of thinking that is used learning situation. Meta cognition contains three skills that are: 1- Planning, 2-Monitoring, 3-Evaluating. Meta cognition is one of the latest buzz words in educational psychology. Meta cognition refers to higher order thinking which involves active control over the cognitive process engaged in learning. 'Meta cognition' is often simply defined as 'thinking about thinking'. Meta cognition has been linked with intelligence and it has been shown that those with grater Meta cognitive abilities fend to be more successful thinkers. UNESCO learning without frontiers-Meta cognition is thinking about one's thinking processes. It has to do with the active monitoring and regulation of cognitive processes. May 2003- Meta cognition is defined in the Mayer text as knowledge and awareness of

one's own cognitive processes. Meta cognition refers to higher order thinking which involves action control over the cognitive processes engaged in learning.

Self-Concept

Self-Concept in human being is one of the important means of understanding and predicting human behavior. The Self-Concept is developed through interpersonal relationship a person experiences throughout the life. The feeling of self, which stands at the core of personality and forms its nucleus is quite subjective.

1. Need of the study

The study of Meta cognitive ability has provided educational psychologists with insight about the cognitive processes involved in learning and what differentiates successful students from their less successful peers. It also holds several implications for instructional interventions such as teaching students how to be more aware of their learning processes and products as well as how to regulate those processes for more effective learning. As students become more skilled at using metacognitive strategies, they gain confidence and become more independent as learners. Independence leads to ownership as students realize needs they can pursue their own intellectual needs and discover a world of information at their fingertips.

From the above discussion the relevance of Metacognitive ability seems to be very clear as it seems to be one of the predictors of successes in one's life career. Keeping the relevance of achievement in mind, a very relevant question arises. What are the various determinants which may most likely affect Metacognitive ability either negatively or positively? So keeping this the investigator selected this topic for the study.

2. Objectives of the study:

- 3) To find out the Metacognitive ability of X standard students in relation to Medium of instruction (Kannada Medium and English Medium).
- 4) To find out the Self-Concept of X standard students in relation to Medium of instruction (Kannada Medium and English Medium).

3. Hypothesis of the study:

- 3) There is no significant difference between students of Kannada medium and English medium secondary schools with respect to Meta cognitive Ability.
- 4) There is no significant difference between students of Kannada medium and English medium secondary schools with respect to Self-Concept.

4. Design of the Study

Investigator used the Descriptive Survey method for collecting the opinions of 400 X standard students from secondary schools of Belagavi district. Investigator used the Random Sampling Technique for the selection of 400 samples in the present study. The secondary schools X standard students' boys, girls, rural and urban who were belonging to the Kannada medium and English medium Schools of Belagavi district.

In the present study investigator used Descriptive Statistics and Differential Statistics for the analyses of the collected data.

Investigator used standard tool of Meta cognition inventory prepared by Punit Govil. The questionnaire which consists of 30 items. Investigator found that content validity of the tool using Karl Pearson's correlation coefficient the 'r' test and retest method. The 'r' of the tool is 0.7176 which is highly reliable. And also the investigator used standard tool of Self-Concept which is prepared by Dr.SP.Ahluwalia and Dr. Hari Shankar Singh. The questionnaire contains 80 statements.

5. Data analysis and Results

After the data had been collected, it was processed and tabulated using Microsoft Excel - 2007 Software. The data collected on Meta cognitive ability and Self-Concept of X standard students from secondary schools. Investigator intends to find out whether differences in the independent variables namely, Kannada Medium and English Medium with respect to Meta cognitive ability and Self-Concept from students of secondary schools.

Descriptive Statistics

In this section, we compared Mean and SD of Kannada Medium and English Medium scores of students of secondary schools.

Table 01: Mean and SD of Meta cognitive Ability scores by Kannada medium and English medium students of secondary schools

Summary	Kannada medium	English medium	Total
n	200	200	400
Mean	90.98	87.97	89.47
SD	12.94	12.96	13.02

The above table represents the Mean and SD of Meta cognitive Ability scores by Kannada and English medium X Standard students. The total mean score of Meta cognitive Ability of X Standard students is 89.47 ± 13.02 . In which, Kannada medium students of X Standard (90.98 ± 12.94) have higher Meta cognitive Ability scores as compared to English medium X Standard students (87.97 ± 12.96). The mean scores are also presented in the following figure.

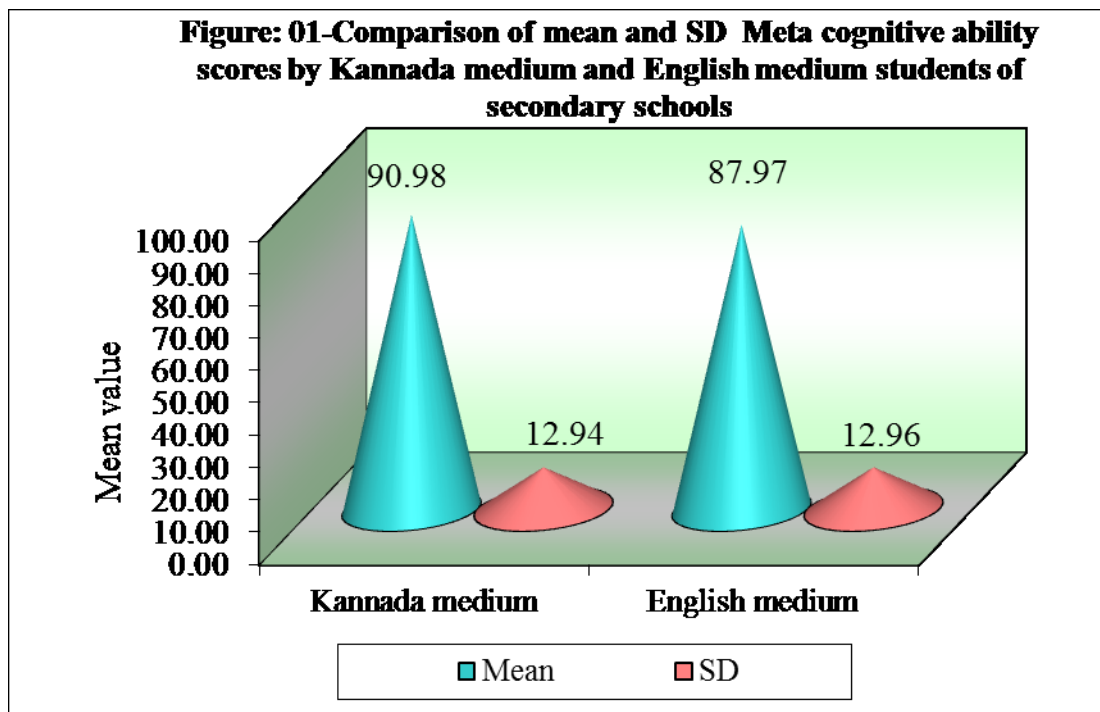
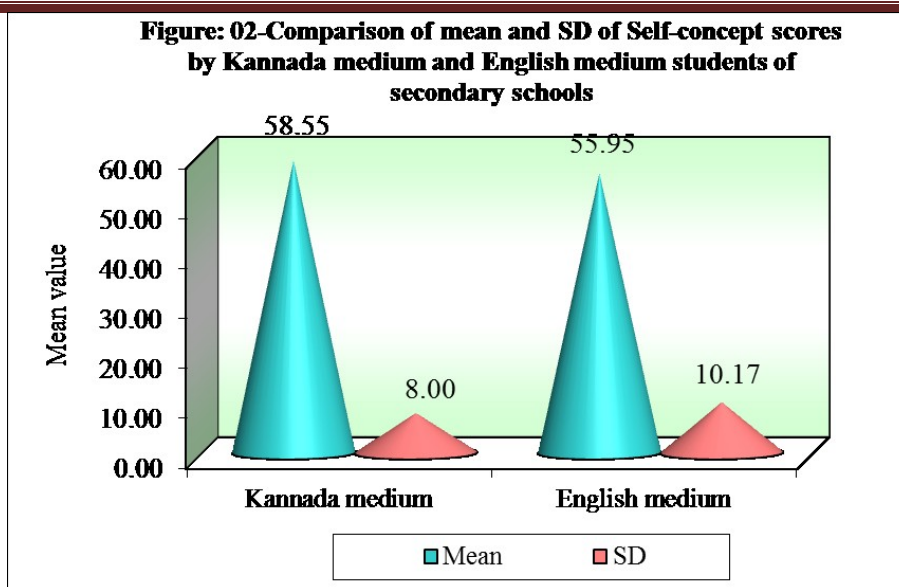


Table 02: Mean and SD of Self-Concept scores by Kannada medium and English medium students of secondary schools

Summary	Kannada medium	English medium	Total
n	200	200	400
Mean	58.55	55.95	57.25
SD	8.00	10.17	9.23

The above table represents the Mean and SD of Self-Concept scores by Kannada and English medium X Standard students. It clearly shows that, the total mean score of Self-Concept scores of X Standard students is 57.25 ± 9.23 . In which, the Kannada medium X Standard students (58.55 ± 8.00) have higher Self-Concept scores as compared to English medium X Standard students (55.95 ± 10.17). The mean scores are also presented in the following figure.



Differential Statistics

In this section, we compared Kannada Medium and English Medium scores of students of secondary schools by applying independent t-test.

Hypothesis: 01-There is no significant difference between students of Kannada medium and English medium secondary schools with respect to Meta cognitive Ability.

To achieve this hypothesis, the independent t test was applied and the results are presented in the following table

Table 03: Results of t test between students of Kannada medium and English medium secondary schools with respect to Meta cognitive Ability

Mediums	Mean	SD	SE	t-value	P-value	Signi.
Kannada medium	90.98	12.94	0.92	2.3201	0.0208	<0.05, S
English medium	87.97	12.96	0.92			

The results of the above table clearly showed that, the Kannada and English medium X Standard students differs significantly with respect to Meta cognitive Ability scores ($t=2.3201$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Kannada medium X Standard students have significant higher Meta cognitive Ability as compared to English medium X Standard students.

Hypothesis: 02-There is no significant difference between students of Kannada medium and English medium secondary schools with respect to Self-Concept

To achieve this hypothesis, the independent t test was applied and the results are presented in the following table

Table 04: Results of t test between students of Kannada medium and English medium secondary schools with respect to Self-Concept

Mediums	Mean	SD	SE	t-value	P-value	Signi.
Kannada medium	58.55	8.00	0.57	2.8468	0.0046	<0.05, S
English medium	55.95	10.17	0.72			

The results of the above table clearly showed that, the Kannada and English medium X Standard students differs significantly with respect to Self-Concept scores ($t=2.8468$, $p<0.05$) at 5% level of significance.

Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Kannada medium X Standard students have significant higher Self-Concept scores as compared to English medium X Standard students.

7. Conclusion

The Kannada medium students of X Standard have higher Meta cognitive Ability scores as compared to English medium students of X Standard. The Kannada medium X Standard students have higher Self-Concept scores as compared to English medium X Standard students. From this study it is clear that, the teacher should give opportunities to their students to express ideas, proper guidance to positive thinking and get feedback from the peers, which in turn help the students to improve their Meta cognitive Ability.

The Kannada medium students of X Standard have significant higher Meta cognitive Ability as compared to English medium students of X Standard. The Kannada medium X Standard students have significant higher Self-Concept scores as compared to English medium X Standard students. The teacher must communicate with all students in proper way; give feedback for their participation and presentation. The teacher must emphasized on students' self-awareness, well perception ability, social sense, attire, behaviour, positive thinking and awareness, extraordinary speeches and other points are help to develop their Self-Concept.

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Developing a Multimodal Mathematics Teaching Strategy for High School students – An Attempt

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ABSTRACT: *The main purpose of this study is to know the Effectiveness of Multimodal Mathematics Teaching Strategy on Academic Achievement Interest and Attitude towards Mathematics among Secondary school students and to give information on the multimodal teaching strategy in Mathematics. This strategy is intended to make learning of Mathematics a joyful life experience for high school students. Learning should make a learner to feel active. Mathematics is such a subject among the school subjects which has less reachability when compare to other subjects. Hence, it is necessary to reach the unreached students of high schools who face difficulties in learning of mathematics. The use of this strategy may help the students to enhance their achievement in mathematics in particular and other subjects in general. An attempt is planned to develop a multimodal strategy and study its effectiveness among high school students in terms of achievement, interest and attitude. A Sample of 200 students are selected in Bhadravathi through stratified random sampling. Among them 100 boys and 100 girls to conduct this study.*

Keywords: *Multimodal teaching, strategy, achievement & attitude.*

1. Introduction

Education is that which develops courage, potential skills to struggle in their existing life. Mathematics plays a very prominent role in scuffling in routine work. In the current situation it is a challenge to the mathematics facilitator to develop the skills of mathematics, Because mathematics students are facing certain difficulties in the connecting of symbols, abstract problems, apply concepts to new situation .Learning process needs to be reorganised according to the situation. Reorganising the process of learning will enrich the critical thinking skills of learners and it will also help them to imbibe interest in learning and greater achievement in performance of professional development. It is responsible of all the facilitators to make this subject easily understandable without stress, boring and burden. This strategy which is intended to be developed will hopefully incorporate with joyful life experience in learning mathematics which makes the learner to feel active.

Meaning

The learning situation in the classroom demands various approaches in the better understanding of mathematics and suitable learning climate. It is difficult to follow any one model of teaching the learning situation demands better mastery of subject. Usage of only one model has not proved to be effective. Mathematics needs several approaches in several situations. It is not well versed in the basic conceptualizing ,learner can learn effectively conceptualize the basic ideas only when mathematics is in a form of inquiry Hence the researchers are making an attempt to develop a teaching strategy by imbibing the essence of models of advance organizer, inductive training, inquiry training, concepts attaining. Researcher use pre knowledge for building new one, focus the concepts and select the attributes, develops the lesson by logical order. Teacher explains the application in daily life. Students describe the thought by giving lively examples of life.

Need of the study

The basic aim of learning Mathematics is to develop inquiry and inductive reasoning. It has been observed since long time that Mathematics has been taught just as a subject than as a process of inquiry. Learning of mathematics remains incomplete unless the learner conceptualizes the process and applies it to new situation. There are different concept in Mathematics .Each concept need different approach which not been taught. There is a need of emerging a multimodal approach of teaching mathematics which caters to the need of the multi variety of content and learner. Moreover the attitude and interest of the learner in learning Mathematics plays a very important role in effective learning mathematics. Hence there is a need of

emerging new approach which can alter the attitude and interest of the learners in learning Mathematics. It has been observed that most of the studies conducted in this area have focused at a superficial level. The researcher has further identified that there is a gap in conduct of studies pertaining to this area. Hence the Researcher made an attempt to emerge with a multimodel strategy of learning mathematics at secondary level. It has also been proposed to attempt the effectiveness of this approach in terms of enhancing interest and achievement and developing a favorable attitude towards learning Mathematics.

Reviews

Kasman Arifin, Muslims Ibrahim and Soeparman Kardi [2017] conducted study on multimodel learning strategy for the achievement of student character with different learning style at junior high school in Kendari. Study is pre-experimental one shot case study. Method used is direct Instruction, Inquiry, cooperative learning and concept mapping. Investigator found there is good result in Achievement in character development. Kasman Arafin [2018] conducted study on .learning motivation for every student learning style on multimodel learning. There is a significant difference in the result of experimental group and than of control group. Motivation is higher in experimental group than that of control group. Wong khoon young [1999] conducted a study on Multimodal Approach of Teaching. Mathematics in a Technological age..Investigator used six modes to represent a mathematical knowledge. Investigator got result in student Achievement. Raj S Meera [2007] conducted a study on the effectiveness of advance Organizer model in the Teaching of mathematics among secondary school pupils at differing levels of intelligence. Investigator found advance organizer model is effective in teaching mathematics in difference level of intelligence.

Based on the above reviews the investigators have proposed to study the Effectiveness of Multimodel Mathematics Teaching Strategy on Academic Achievement, Interest and Attitude towards Mathematics among Secondary school students with the following objectives:

1. To develop a multimodel Mathematics teaching strategy for 9 standard students.
2. To study the effectiveness of multimodel Mathematics teaching strategy for 9 standard students of government Schools in terms of:
 - a. Academic Achievement in Mathematics
 - b. Interest in Mathematics.
 - c. Attitude towards Mathematics.

The investigator will use Solomon group design for the present study and the sample consists of 200 secondary school students which consist of 100 boys and 100 girls from Bhadravathi taluk. Stratified random technique was applied to extract sample for the study.

Expected outcomes of the Study

- Standard of Education is measured in terms of Academic Achievement. So the effectiveness multimodel teaching strategy in enhancing of Academic Achievement in mathematics will be investigated.
- The possibility of applying this strategy to the others subjects of high school like science and social will be explored.
- The possibility finding a remedy for lack of interest in learning of mathematics for higher education stag can also be explored by this study.
- To develop interest in young people through this multimodel teaching strategy and to develop favourable attitude towards mathematics this strategy is necessary.

Conclusion

The present study attempts to focus on the concepts of academic achievement of mathematics. Multimodel mathematics teaching strategy may play a significant role in the development of academic achievement of mathematics. Facilitator can think of incorporating such strategies in teaching of not only mathematics but also other subjects. Interest & attitude of a student can make their performance high in the professional career & also in the routine life. This strategy hopefully makes the student to reach the unreached concepts. It is responsibility of all the facilitators to make subject easily understandable without stress, boring and burden. This strategy incorporated with joyful life experience in learning which makes learner to feel active.

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Role of Entrepreneurship Education in Employability – A Study

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ABSTRACT: *The primary purpose of this research is to focus on a particular aspect of employability (the education of entrepreneurship and related practices) and to assess how and the extent to which such teaching appears to influence the employability of large group of students. However, a broader potential aim is to create a platform of knowledge for research into other aspects of teaching and how they affect the employability of students from other disciplines; and, in particular, to explore if and how business and management related learning and teaching in general has an impact on the employability of students studying various disciplines. Further, it is hoped that the learning can be embedded into the teaching in science and engineering programmes with further research and in collaboration with other disciplines. A team, or teams, may well form as the research develops beyond this initial platform the focus, therefore is on the extent to which the employability of graduates is affected by the inclusion of business and management related content particularly that related to entrepreneurship. Therefore, it is a very large task a wide variety of courses and programmes at both undergraduate and postgraduate levels. Hence, the present study has been taken up.*

Keywords: *Entrepreneurship, Employability, Programmes, Students*

1. Introduction

Graduates need the skills, capabilities and attributes to enable them to be successful in an ever changing global economic environment. Increasingly, employers expect graduates to be innovative, adaptable, resilient, flexible and have an enterprising mind-set. Enterprise education supports employability by enabling students to develop the characteristics, attributes and skills that will enable them to make effective contributions to the economy and society. Enterprise education clearly links to employability and as such, should be at the core of employability strategies.

In the modern era, the holistic development of India lies not only in the availability of rich human resources, but also in its proper utilization. This requires expansion and development of Entrepreneurship or Vocational education. The need of the hour is to impart Entrepreneurship or Vocational education in order to acquire expertness in the field of- technical know-how, Entrepreneurship or Vocational education is concerned with the training on vocation. It is related to productivity. Entrepreneurship or Vocational education prepares individuals for jobs. It has adequate employment potentialities and helps in broadening of horizon. It leads to dignity of labour and helps in the maximum utilization of the material resources of the country. Vocationalisation of education is designed to introduce manual skills in general education.

With the trend of increasing globalization, entrepreneurship has been receiving more attention from government and educational institutions. Changes in the uncertain world economy have resulted in fewer job opportunities for college graduates, and in response, the government has sought to develop creativity among students through entrepreneurial activities and programs. Entrepreneurship education in India has gained relevance in today's context. Education in the area of entrepreneurship may help people to develop skills and knowledge, which could benefit them for starting, organizing and managing their own enterprises. It has been realized that the educational institutions do not offer any assurance to get access to employment in the formal job market. Entrepreneurship education is extremely important as it encourages innovation, fosters job creation and improves global competitiveness. Moreover teaching methods should be in proper manner to enhance their knowledge, creativity, innovation and managing skills of business.

2. Concept of Entrepreneurship

Transforming an idea into action has been done since the beginning of civilization around the globe. It has really transformed the world. Business persons have been creating ventures for masses based on such ideas materializing them into useful actions. Entrepreneurs have a vision for doing things in a better way, thinking beyond the constraints of current rules and resources. Perhaps more importantly, they have the passion and urgency that literally compel them to take risk necessary to realize their vision they want to look deeper in the world and by doing so, they inspire their fellow men and women. Therefore, entrepreneurship is not just a venture creation process; its essence goes beyond contemporary times with maturity and serves as an

agent of change. It is universal and is reflected in all major dimensions of civilization viz. social, political and economic etc., across the globe.

The ability to start up, develop, organise and manage a business venture been fully aware of its risks and challenges and also its profits and gains. Education: it is the process of going through trainings, acquiring knowledge giving or receiving systematic information in order to facilitate learning and also the ability to put into practice what has been learnt. It is the act of acquiring knowledge whether formally or at informally hereby leading to a change in behaviour which enables one to fit properly into the society large. It is need to provide students with necessary information, insights and ideas on how to start, develop, organise and creativity.

3. Review of Literature

There are various studies have been carried out by the other researchers and most of the earlier studies related to awareness level, utilization, satisfaction level of the students. With this background related literature are reviewed as under:

Ramakrishna and Hulugappa (2013), in their study entitled *“Entrepreneurship Education in India: Emerging Trends and Concerns”*, analysed that, India is one of the globalization forcing the countries in this regard. Instead of blaming the structure and working of WTO and globalization, how best we can produce the market goods, and how best we are preparing Indian HR with entrepreneurial skills, presently is the need of the hour. A successful entrepreneur can safeguard the several numbers of employees and create newer jobs in to the market. Thus, it can be focused on the need of entrepreneurial based education and implementation of such skills in India.

Ilyaraja and Ganesh (2016), in their study entitled *“Entrepreneurship Education in India and Motivation for Students to Become Entrepreneurs”*, stated that, Entrepreneurship education is very important to the educated youth. However, educated youth of rural areas continuously migrate to towns and cities in search of jobs and also day by day the number of educated unemployed has been increasing. Moreover, those who have left the educational institutions may not get the reasonable remunerative job. Therefore, the educational institutions should adopt entrepreneurship educational strategies for promoting self-reliance among the students and persuade them with innovative ideas, new ventures and new techniques to match the global challenges in the contest of new demand. There is a need of the hour to washing out the old methods of teaching entrepreneurship education.

Rahim et al (2016), in their study entitled *“Impact of Entrepreneurship Education Effectiveness towards Graduate Employability”*, evaluated that, the issue of graduate employability has been a point of discussion for many years. The high unemployment figure all over the world has somehow affected graduates of higher education institutions, as jobs are harder to get and employers can afford to be more selective. Employers look for other skills in graduates, more than just the basic knowledge of the graduates' field of study. Research has shown that entrepreneurship education enhances skills sought after by employers. Therefore, this study looked into the relationship between entrepreneurship education effectiveness and the skills needed for graduate employability in an effort to further study whether entrepreneurship education does have a positive impact on graduate employability. The study was analyzed using structural equation modelling (SEM), involving 200 university students in Malaysia.

Karin Berglund, in his study entitled *“Fighting against all odds: Entrepreneurship education as employability training”*, it is clear that the efforts of transforming 'regular' entrepreneurship to a specific kind of 'entrepreneurial self' in education are linked to the materialization of employability. It will be illustrated that schoolchildren, under the guise of entrepreneurship education, are taught how to work on improving their selves, emphasizing positive thinking, the joy of creating and awareness of the value of their own interests and passions. This ethic reminds us that we can always improve ourselves, since the enterprising self can never fully be acquired. Highlighted that, with all the amusement and excitement present in entrepreneurship education, also comes an expectation of the individual to fight against all odds.

4. Need for the Study

The move by the government through the Federal Ministry of Education to make entrepreneurship education one of the compulsory general studies for students in universities across the country should be seen as a positive step in the right direction. This is to inculcate in the youths the spirit of self reliance. This development will not only address the problem of unemployment and underemployment but will also ensure an entrepreneurial human capacity for national development and also give students an alternative career option and the confidence that they can set up their own business or social enterprise. Therefore, the

present study brings out to knowledge the crucial need to increase employability through the use of entrepreneurship education putting more consideration on the educational system and its developmental effect in the society. The study highlights the problems of lack of employment or knowledge of how to start-up businesses; the resultant effect of which is a society that breeds healthy partnership and motivation. However, the contribution of this research work to knowledge identifies what is important to the economy, which is qualitative entrepreneurship education in increasing employment which is the focus need of the economy.

5. Objectives of the Study

The primary objective of the study is to examining entrepreneurship education as a determinant of employability among students. In addition to primary objective, the following supporting objectives are set and presented below:

- To study the conceptual framework of Entrepreneurship Education in India.
- To examine the opportunities and challenges of entrepreneurship education in the rural economy.
- To analyze the role of Government in the promotion and improvement of entrepreneurship education.

6. Research Methodology

The whole study is based on the secondary data and information has been collected through scholarly published articles, committee reports, E-sources etc.

7. Scope of the Study

The present study mainly focused on entrepreneurship education as a determinant of employability which will be carried out among youths. Hence, the present study is delimited entrepreneurship skills to be relevant because they have undergone the course of Entrepreneurship.

8. Relationship among Education, Entrepreneurship and Innovation (Employability):

Generating a critical mass of entrepreneurs oriented to high levels of growth depends on the quality of education provided and the presence of an environment that encourages innovation. Three interconnected areas provide possibilities for mutually beneficial synergies through the flow of ideas and wealth, which could generate high level of dynamism. These are: education (especially quality vocational training and skill development, innovation generating commercial value through new and improved ideas) and entrepreneurship. Together, these are the cornerstones of inclusive and sustainable growth. The below diagram shows that the relationship among Education, Entrepreneurship and Innovation;

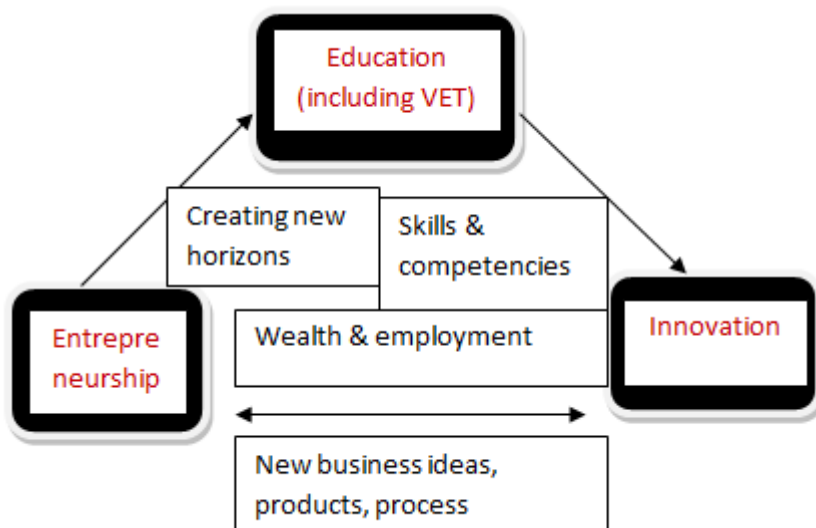


Figure 1: Relationship among education, entrepreneurship and innovation

The Current Scenario of Entrepreneurship Education in India

Using the tenure of programme as parameter entrepreneurship education and training can be classified as short duration training programmes and long duration entrepreneurship education programmes covering broad based education of entrepreneurship, business and management. These programmes focus on entrepreneur, enterprise establishment and enterprise management & growth. There exist all genre of entrepreneurship programmes across world; ranging from few entrepreneurship courses as a part of the overall programme to entrepreneurship courses as major part of programme architecture; finally leading to academic qualification.

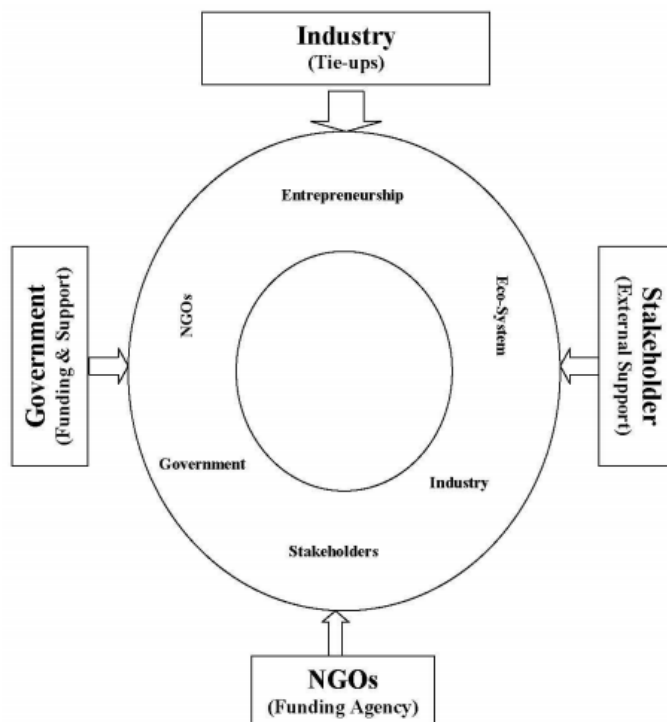


Figure 2: The 21st Century Model of Entrepreneurship Education

10. Discussion and Recommendations of the Study

- Implementation of innovation and entrepreneurship education means great significance for the current construction of innovative country, deepening the reform of higher education and improving personnel training quality. How to effectively carry out innovation and entrepreneurship education in colleges and universities, cultivate the awareness of self-employment, entrepreneurial psychological quality and employment ability of students has become the focus of college education. In innovation and entrepreneurship education, construction of a corresponding path should focus on curriculum system, industry situation analysis and clarification of relationship of employment and interests to students, so as to achieve the purpose of enhancing students' employability.
- In implementation of enterprise participation model, focus should be given to introducing business development of enterprises to students. Only after understanding business contacts of enterprises, students can determine whether cooperation is possible between innovation and entrepreneurship projects and enterprises, which is the prerequisite for employment relationship, also an important prerequisite for enhancing employability of students in innovation and entrepreneurship education, and also a main acting point to improve employability of students. It is necessary to guide medical college students to understanding of employment relationship from the perspective of industry development, to lay a good foundation for perfecting employability of students, and ensure innovation and entrepreneurship of students can meet the practical needs of industrial development. In the training of innovation and entrepreneurship education, relevant industry training activities should be carried out

- so that mutual employment relationship can develop between students and industry development, which directly improves employability of students.
- The purpose of innovation and entrepreneurship education is to cultivate innovative spirit and innovation ability of students. Innovation and entrepreneurship will naturally form a cooperative relationship with enterprises. In project cooperation, enterprises and individual students will form employment relationship. In cultivation of students' employability, innovation and entrepreneurship education should pay attention to construction of enterprise participation model.
 - There is a need for the setting up of entrepreneurial development institutions either at the District level or the talk level so that the 'would be' entrepreneurs may get more opportunities for acquiring the skill for establishing new business units. The managerial ability of the entrepreneurs shall be improved through conducting management training courses with the help of Institute of Management Studies.
 - Entrepreneurship development could be improved through the setting up of small scale industrial units, especially in the backward regions. The existing unemployed graduates shall be given training as for how to establish small scale industries and make use of the local men and materials. The Government should ensure that there are a stable foreign exchange rate and controlled inflation which is supposed as the favorable climate for entrepreneurship development.
 - There is a need for the setting up Entrepreneurship information and Service Department so that the entrepreneurs could be able to fulfill all the formalities under one roof. This would enable them to safeguard their precious time and money.
 - Finance should not be a limiting factor for the emerging entrepreneurs. Venture capital firms shall be started at various places so that the entrepreneurs could get not only finance but also the rich experiences of the venture capital firms.
 - It starts from identifying the potential and right candidates, linkage suitable project with each one, training and developing the managerial and entrepreneurial capabilities, counselling and motivating the entrepreneur and providing the required follow-up support to help the entrepreneurs in establishing venture [7]. The task of developing entrepreneurs consists of the following activities:
 - India is a vast country with abundant natural resources. Poverty and unemployment prevail in India because of underutilization of natural and human resources. The government is aiming at full employment and faster economic growth through planned five-year plans. It also wants to bring a balanced socio-economic development. The Govt. formulates new schemes and Projects on a continuous basis such as Prime Ministers Rozkar Yojana" etc. Which involves investments of thousand of Crores of Rupees, and then go for the competent takers of the scheme Besides that, many employees in industry and commerce, workers, supervisors, merchants and salespeople and some young engineers and graduates had latent entrepreneurial skills and a desire or capacity to be self-employed many lacked the self-confidence to come forward for their ventures. So, developing a program to identify these people and give them counseling and continuous training will help to generate successful entrepreneurs on a large scale.
 - The inputs of identification and selection must be appropriately and comprehensively blended as per the requirement and needs of the locality and the objectives set by the collaborating agencies for the entrepreneurial development program.
 - This multi-stage identification process helps to discriminate the potential person from the universe against the non-potential candidates at different stages.

11. Conclusion

The economic system differs from country to country, and hence the process of entrepreneurship also differs. The Globalization is expecting the education from the developing countries in such a way that the Human Resource should able to understand the concepts of business cycles which should be easily expected the business cycles. Mass production and mass consumption is another feature of globalization process. The international mobility of Human Resource with skills and knowledge is also the part of globalization. Thus, the traditional education systems of countries like India need to be overhauled to the needs of globalization. Thus, India needs to go with entrepreneurial based education system which is an inevitable in order to create more jobs for the growing population. The long-term impact of entrepreneurship education certainly gives fruitful results by way of sustaining economic growth, reducing poverty and the creation of more employment. Therefore, the country like India should have an open mind in allocation of funds for

entrepreneurship education, establishment of scientific and R & D institutions and developing ability to absorb the technologies offered by the countries. The educational system in 21st century is more interdisciplinary oriented and this has forced the countries like India to adopt entrepreneurship education in colleges and Universities inevitably.

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Science Education Through Print Media: An Analysis of Two Leading Kannada Newspapers

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ABSTRACT: *Our societies are dominated and even 'driven' by ideas and products of science and technology and their relevance is increasing constantly as the days go on. Science education is the field concerned with sharing science content with common people rather than the field experts to promote a culture of scientific and critical thinking. Media is one of the chief sources of science information where its aim to serve the common people. The study focused on the role of print media in providing science education in which two leading Kannada newspapers were studied under content analysis method. It revealed that, there were differences in science coverage of those two dailies and the existing patterns are in informative approach rather than educational one. Study upheld the results like health and medical science, environment and agriculture got highest priorities through news format followed by article and columns. Self-sourced Indian origin science is widely catered with the less interest generating attempts. The present substantial science dissemination needs to improve in its qualitative approaches which will be helpful in arousing interests among readers and also to consider it as a classroom education material*

Keywords: *Newspaper, Science coverage, Science education, Scientific literacy, Science and Technology.*

1. Introduction

Life is a never-ending learning process; a famous saying suggests that learning is a continuous process throughout the life and undivided part of life. Each individual child will come across the learning process through his/her first 20 years of school education. It's the first and formal step where learning activities starts and nurturing him/her to be live in society by gathering the necessary skills, knowledge, etc., Ireland's Learning for life: white paper on adult education by department of education and science (2000) reported that learning is a life-long process which includes the characteristics like ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. Therefore, learning is needed to enhance our social inclusion, active citizenship, personal development, self-sustainability, as well as competitiveness and employability.

We are living in a modern technologically driven society which comprises of complex environmental structures. Understanding the composition of environment and its surrounded happenings needs the knowledge of science. One should be aware of growing technologies to reap its full benefits which are the results of applications of theoretical science.

Science and education

The word "Science" came from the Latin word "Scientia". It could refer to almost anything that you had to learn in order to master it. Basically, science means acquiring the knowledge in a systematic way, it may be in any field of study. Science can be broadly classified into natural science and social science. The application of science to solve the problems of human beings and to improve their life conditions is called as technology. Education (Dewey, 1944) is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators and also learners may also educate themselves.

Our societies are dominated and even 'driven' by ideas and products from science and technology (S&T) and it is very likely that the influence of science and technology on our lives will continue to increase in the years to come (Sjoberg, 2001). Hence to obtain the full benefits of science and technology growth one must be aware of it. Reading and learning science from various sources can be broadly called as science education. A web for definitions and translation defined, science education is the field concerned with sharing science content and process with individuals like children, college students, or adults within the general public. The field of science education includes work in science content, science process, some social science, and some

teaching pedagogy. European commission on science education for responsible citizenship (2015) reported that, science education is vital to promote a culture of scientific and critical thinking, evidence-based reasoning for decision making, active societal participation in technological world, and inspire children and students of all ages to aspire to careers in science and other occupations which will result in knowledge and innovative intensive society.

Such important science is available at different point of sources likes school text books, science journals, and also through media. After school curriculum it is inevitable for anyone to depend on media sources to get the science and technology information in comprehensive way. In the mean while media is one mass communication tool that can reach the large masses at a time with remarkable impression. Hence wider utilization of media to make people scientifically literate is significant. Chief function of media like informing and educating were also support the goal of science education. Broadly media can be classified into print, electronic and internet based new media. Print media is the oldest and still most credible form of information source along with enlightening the masses with its in-depth writings. Catering science and technology information to large group of people is also named as science communication and the same carried out in laymen language through some media is called science journalism.

Bhattacharyya (2013) articulated that science communication bridges the gap between science and the common man and listed its benefits. Science communication can inform the masses factually, inculcates scientific temper, spread awareness, integrate and create public opinion, provides quality information, seek mutual participation and persuades the masses. Advancements in science and development of scientific temper contribute to mitigate effects of depleting resources of earth, climate change, poverty, diseases, drought, social evils etc. (DeBoer, 2000 as cited in Rautela & Chowdhury, 2016)

Coverage of science and technology content in media reflects the level of science education that the society is getting through and becoming scientifically literate. Hence science education is crucial for society to evolve in a positive way and the present study examined the patterns existing in science and technology issues coverage in media with special reference to Kannada newspapers.

Review of literature

It may be positively or negatively but the topic i.e., science has always been a subject of interest for human beings, many studies have been conducted with the aim to overcome the challenges of effective and innovative way of presenting popular Science to the general masses. And hence the continued efforts are there to shape the scientifically literate society.

Media coverage of Science

Patairiya (2011) articulated that science coverage percentages differ in different media are as followed: print media- 3.4 percent, television- 2.18 percent and Radio- 5.84 percent which needs to be hike till 10 percent. Vigyan Prasar survey on science coverage in 52 newspapers (31 in Hindi and 21 in English) revealed that on an average only 3.3 % science items were given in the media, where 4.3 % in English and 2.5 % in Hindi. It also reported that maximum no of science stories were published from the field of health care/medical (31.8%) irrespective of language, place of publication and day (Vigyan prasar 2000, as cited in Kumar, 2013).

A study by Bharvi Dutt and K. C. Garg (2000) on English-language newspaper in 1996 had shown that The Pioneer, The Hindu and The Times of India were the three dailies which gave more importance to science which comprises of 23 percent of total space devoted by 27 major national dailies. nuclear science and technology got more space followed by defense, space research, and astronomy. The same authors carried out a one more study on same topic during 2008 and found that The Times of India has given maximum coverage (19%) to Science issues amongst the 37 English newspapers studied, but it has less coverage even when compared to political and sports news. Among 5385 items that were published on different aspects of S&T, health news dominated the coverage with 37 percent of share, followed by environment (~15%) and space S&T (~11%). They opined that it is common in both India and in other countries also. Authors opined that, emphasis on environmental issues is influenced by global political activity, raising concern level and interest among decision makers and planners (Dutt& Garg, 2012). It concluded that Indian newspapers devoted far less than one percent of total printed space to articles and stories related to Science and Technology.

Meenukumar's (2013) study compared the Hindi and English newspapers and found that 2.04 percent of science content published on science where English dailies are ahead with 2.34 percent and Hindi are of 1.74 percent. Regional language dailies provide more space to agriculture than English newspapers. The picture

is in another study where English newspapers allotted less space (1.77 %) compared to Kannada dailies (1.90%). But the remaining trends like sub topics preference, formats used etc., results were repeated as like in other studies (Vinay, 2016).

Science coverage and science education

Recently implemented Right to Compulsory Education Act, 2009, recommends for learning through activities, discovery and exploration in child friendly and child centric manner. It clearly indicates that the science teaching at school level is also, primarily aiming at promoting scientific thinking and creating scientific attitude among the students in particular and the people in general (Sharma & Gore, 2016).

Improving the science literacy is one of the objectives of science communication. Science literacy is an urgent and important issue and is rapidly becoming one of the great issues in our life since all our activity is being touched by products or processes of S&T (Jack and Rannikmae, 2009, as cited in Rautela & Chowdhury, 2016). In many countries, especially developed nations world-wide, the rate of science communication/journalism has a direct link with scientific advancement, research activity and allied Science & Technology progress. They are mutually dependent to a large extent (Kumar, 2010).

Sondlo's (2018) study on role of science news and classroom education revealed that the use of newspapers is one of the effective way of teaching where it supplements the formal teaching materials along with enhancing student's vocabulary skills, conceptual understanding and knowledge. Stuckey et al., (2013) study suggested that science education is highly relevant, wide spread and multifaceted. Socio-scientific issues-based science education approaches present the most promising approach for addressing value-centred learning and a humanistic perspective in science education (Marks & Eilks, 2009; Sadler, 2011).

Objectives

The study has the objective of quantitative and qualitative analysis of science content published in kannada newspapers and their role in educating the masses.

The specific objectives of the study are as follows

1. To identify the overall space allotted and total number of science items covered in the selected newspapers.
2. To Classify the above items into broad sub-disciplines, space devoted to them and identification of the disciplines that received maximum attention.
3. To analyze the workplace and source of the reported items and their prominence.
4. To identify the themes, issues, visual representation and concerns as reflected by these items.

Methodology

Here content analysis is the most appropriate method where it allows researcher to analyze the published literature in a quantitative and qualitative manner. Kerlinger (1986) defined content analysis as a method of studying and analyzing communication in a systematic, objective, and quantitative manner for the purpose of measuring variables.

The study was based on the items on S&T appearing in two prominent and popular state-wide dailies namely Vijaya Karnataka (VK) and Prajavani which are publishing from state capitals. The selected newspapers make up a half of the total kannada newspaper circulation (ABC, 2018) and a huge reader base along with the place in top 3 newspapers of the state. The advantage of selecting prominent and popular dailies has also been pointed out by Moyer and colleagues (Moyer et. al., 1995).

Table 1: Kannada newspaper circulation figures

Sl. no.	Newspaper	Circulation	Editions	Readership
1	Vijayavani	7,60738	09	6,482,000
2	Vijaya Karnataka	6,93,018	11	6925,000
3	Prajavani	5,31,028	08	64,35,000
4	Udayavani	2,88,060	05	30,98,000
Total circulation of Kannada newspapers - 24,85,969				

Source: ABC report Jan-June 2018 and Kannada media news

All the news items, articles, features, columns and editorials that are published in the selected dailies (except local pages to make bias-less while generalizing to population) which deal with any new discovery, invention and innovation that extends the existing knowledge and helps in uplifting human life were considered as unit of analysis. Each item was measured in column cm and assigned appropriate sub-discipline based on the content and its intended message, priority, words used and thematic presentation. The data were collected for a period of two months (Nov-Dec 2018) which encompasses all 120 days newspapers and was fed into code sheet for further analysis.

The results of the content analysis are given below.

Findings and Discussion

This study aimed at knowing the patterns exists in coverage of Science and Technology issues by kannada newspapers which will play a significant role in science education.

a. Total space allotted and items covered by two newspapers

A total of 292 items were published on different issues of science and technology during Nov 01, 2018 to Dec 31, 2018, which is 2.5 percent of the total printable space. The Prajavani daily has given clearly double coverage (4.5 %) than Vijaya Karnataka (1.88) with respect to number of science items published and space devoted to them. VK has more printable space than Prajavani, still it allotted very less space for science and tech information.

Table 2: Number of Science items published and space devoted

Newspaper	Total space for 60 days (in cm sq.)	Items	Space for S & T (in cm sq.)	Percentages S & T
Prajavani	12,28,500	196	55,875	4.5
Vijaya Karnataka	12,35,520	96	23,273	1.88
Total	24,64,020	292	79,147	2.5 (Avg.)

b. Sub-topic covered under Science and space allotted for them

The published science content was classified into 16 subtopics (Table 3). Highest coverage is observed regarding health and medical categories. If both were combined together it spans quarter (22-26%) of the total science coverage of each daily. Information was published in high detail along with pictures due to their need of common people. Health and medical content appeared at supplements in Prajavani and at main pages in VK, where VK supplements health coverage comes with commercial interests rather than useful for readers. Many items were dropped due to their weak characteristics to support operational definition. Hence overall coverage is in informative manner.

Also, study found that Environment got highest priority with 40 items which encompasses 11,044 cm² space (19.76 %). Increasing awareness on pollution and its socio-political dimensions makes them to be located at front pages for more than 10times during the study period. Most of the news items were alarming the public consciousness in protecting the environment and newspapers did advocacy role here.

General science: Items related to some areas of science were rarely appeared and got less than one percent of space were classified under general science. Their presentation approach is nominal and appearance is not more than once.

Table 3: Different science topics covered and space allotted for them in cm²

Sub-topics	Prajavani			Vijaya Karnataka		
	Items	Space (cm sq.)	Space %	Items	Space (cm sq.)	Space %
Aeronautics	2	563.5	1.0	2	128	0.54
Agriculture	12	7041	12.6	6	2286.5	9.82

Astronomy	2	144	0.25	4	984	4.22
Automobile	6	2200	3.93	2	336	1.44
Communication	6	1654	2.96	4	1148	4.93
CT & CC	10	1818	3.25	12	2866	12.31
Defence	8	1452	2.59	6	751	3.22
Education	14	5298	9.48	2	295	1.26
Environment	44	11044	19.76	8	1119.5	4.81
Gadgets	14	5210	9.32	6	2725	11.7
General science*	26	6988	12.50	8	2936	12.61
Health science	14	6020	10.77	8	1498	6.43
Life science	10	1620	2.89	2	350	1.50
Medical science	12	2240	4.0	14	4229	18.17
Space science	10	1027	1.83	12	1621	6.96
Nuclear science	6	1555.5	2.78	-	-	-
Total	196	55,875	99.9%	96	23,273	99.9%

CT & CC - Computer technology and cyber-crime * - General science includes Entomology, Food science and Waste processing, Sexology, Oceanography, Civil engineering, Archeology etc., and including items which occupying less than 1 percent of space.

Agriculture received more space and got fourth place in the selected dailies, but their presence was widely seen at supplement pages. Informative approach has been followed in presentation by using news feature format where more photos were published. Most of the stories dedicated to narrate the success stories of farmers, where total absence of agricultural science news on main pages was observed during the study period.

Defence science items were repeatedly appeared in front and international pages in a manner to reinforce the country’s pride towards its strength. Space science news was completely dominated by ISRO’s satellite launching information items where the opportunities to explain and heighten the scientific knowledge of masses through these were seriously neglected.

Same happened regarding nuclear science items by providing news about nuclear power plants new adaptations located at national pages with lack of narration and nominal kind of photos. Prajavani gave more education related news items in which students achievements were appreciated will helpful in inspiring children to think innovatively and read newspapers regularly.

c. Space preference in terms of pages

In both the dailies large number of science and technology items were placed and published in other pages category like state, national and international followed by supplementary pages, editorial and op-ed pages and front pages. Quarter of the science items of Prajavani were published at editorial and op-ed pages reflects their serious concern towards science in their editorial policy than of VK. Instead of supplementary pages science should get the space at front and editorial pages to reap the full benefits of technological driven society.

Table 4: Science items allotment and preferences in different pages.

Placement of Science items	Prajavani		Vijaya Karnataka	
	No.	%age	No.	%age
Front page	18	9.18	12	12.5
Editorial and Op-Ed page	46	23.46	14	14.58
Other pages	70	35.71	54	56.25
Supplement	62	31.63	16	16.66
Total	196	100	96	100

d. Formats of S & T Information published in selected newspapers

News was the most preferred format used to provide science content which it exceeds half of the coverage (176 out of 292, Avg. 60.8%) in the selected newspapers. Articles and columns got vice-versa status in the below table (no. 5) followed by news feature (16), photo feature (08), editorial (06) and letter to editor (04).

Interestingly letter to editor category of Prajavani got 4 items which were suggested to adopt new innovations to solve the existing problems in environment, waste management and computer technology. News feature and photo feature were the best possible formats to present science stories where more photos, tables and graphs can be used which will helpful in understanding the complex S&T topics easily by all sections of the society.

Table 5: Share of science items published in different formats.

Formats	Prajavani			Vijaya Karnataka		
	Items	%	Space (cm sq.)	Items	%	Space (cm sq.)
News	116	59.18	21401	60	62.5	9275
Article	38	19.38	17992	10	10.41	2139.5
Column	18	9.18	6516	16	16.66	5909.5
Editorial	04	2.04	800	02	2.08	336
Photo Feature	06	3.06	4694	02	2.08	1353
News Feature	10	5.10	4175	06	6.25	4260
Interview	-	-	-	-	-	-
Letter	04	2.04	297	-	-	-
Total	196	100	55,875	96	100	23,273

e. Presentation of S&T items in two selected newspaper

Around eighty percent (81.46 %) of the science items were published with relevant photos, sketch, graphs in both the newspapers. Again, Prajavani is ahead in publishing a greater number of photos and allotting space to them. Content without even any supportive image is far less but the content with photos is not satisfied due to their nominal approach at most of the news items. Because publishing old or occasional photos won't support the goal of making science easy and understandable to all masses.

Table 6: Illustration of science content

Newspaper	Total items	With photo	%	Space in cm ²	Without photo	%
Prajavani	196	158	79.59	13540.5	38	19.38
Vijaya Karnataka	96	80	83.33	3440	16	16.66
Total	296	119	81.46	16,980.5	27	18.02

f. News source and origin of science information covered

Out of 292 items, 240 (82 percent) news items source was self only despite many of the news and other items were published without proper labeling of sources. Prajavani had borrowed 36 items from PTI where Vijaya Karnataka's share is just two only. Prajavani got a news item from AFP, where as Vijaya Karnataka published science content by borrowing from its sister publications like Economic Times.

While looking at the origin of science items, around 95 were form and belong to India. Prajavani published 182 items related to India followed by USA (12) and UK (02). Vijaya Karnataka's news origin share is 94 form India, 2 form UK.

g. Qualitative analysis of science coverage

Content analysis revealed that the tone or approach of more than 50 percent of the news items (180) were just to inform the readers rather than educating and enlightening them. Very small number of stories were bylined and research based with proper citation of research organization and journal names. Ample number of items were seen at front pages but their space allocation was moderately less. Study found that there was a great emphasis on environment and space science items due to their increasing need of awareness to tackle pollution problems and success stories of ISRO in all its missions. Headlines were published in a more effective way by using rhyming words and questioning heads. Photos and graphs that were used in an occasional manner than to support the writeup with original photos.

The study revealed many interesting facts under the content analysis approach that newspapers of same language may possess similarities in some cases and at the same time contradictory results under different categories. Though the science coverage percentages of Kannada newspapers (2.5 %) was satisfactory in terms of quantity (space) but their overall quality is poor. And also, overall science coverage is very low when compared to the coverages of politics, sports and commerce issues.

Like previous studies findings, it is again proved that health and medicinal science got more coverage followed by Environment, general science and agriculture. Increasing trends in coverage of computer technology & cyber-crime and gadgets news was witnessed under the study which were the efforts to fulfill the needs of tech savvy youth in a technologically driven society.

While comparing with Prajavani, researcher necessarily felt that Vijaya Karnataka's approach towards science coverage needs to be entirely readdressed and improved. Newspapers must improve in their overall science coverage along with emphasizing the other subdisciplines like astronomy, earth sciences etc., rather than just health and environment. Researcher identified the presence of commercial interests in health science items of Vijaya Karnataka where concerned doctors and organizations contact details were provided. It indirectly suggests the people to consult them to solve their problems.

New arenas of science like data science, marine science etc., news items to be given to make readers more updated about the trends. Along with news items, editorial presence and interviews of science experts must be provided to help the readers more concerned about science which will results in shaping their opinions on day-to-day issues and helpful decision-making process. During the sample period science related to children was very rarely seen and not more than 3 items. To make people of all age groups to be scientifically literate, newspapers must incorporate more science content which should possess the characteristics of informing, educating and enlightening. Use of relevant photos, sketches and graphs will arouse the interests of readers which further helps in easy understanding of science.

Qualitative part of study showed that newspapers were less concerned towards the educative and persuasive kind of science content, which must be addressed very quickly to make society scientifically literate which would pave the ways to mitigate the social evils like poverty, superstitions, black magic etc., Newspapers are the chief sources of science and technology information whose dedicated efforts to cover science and related developments will definitely results in the improvement of science literacy and education.

Conclusion

Literature studies proved that science communication through newspapers does the role of educating the masses and adds stuff to classroom teaching material with their science content. The present study revealed that, Prajavani newspaper was ahead in science communication with respect to number of items, space, presentation mode and in other qualitative issues than the other leading daily i.e., Vijaya Karnataka. Study also confirmed that health and medical, environment, agriculture were the chief categories published under science which were provided mostly in news format followed by article, column and editorials. Catering maximum science items with photos was satisfactory result but their approach must be readdressed. Along with self-sourced Indian origin science, newspapers must also inform the readers with global developments in science and technology by borrowing news items from all around the world. Qualitative analysis showed that science content was not covered purely with scientific and educational perspectives. More than half of the S&T coverage deals with nominal and informative approach rather than educative and persuasive to inculcate science in our daily lives. So, through study it is suggested that newspapers science coverage must be improved like politics and commerce, that to with the aim and approaches of educating the children and common people regarding science. Further studies have to be conducted to identify the impact of science coverage on S&T awareness of masses and its active role in classroom education to make it clearer and more applicable.

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Non-Testing Appraisal Instruments to Assess Students Mathematical Achievement - A Try Out

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ABSTRACT: *The purpose of this study is to determine whether the alternative assessment could help to solve some of the problems related not only to evaluate but also certain aspects related to the attitudes of students towards mathematics. Because, this is very much relevant to the concept of Universalization of Secondary education hence, it should go hand in hand. Many students leave school for the fear of examination. This has contradicting impact on Universalization of Secondary education. So, let's discuss the assessment technique in spite of its limitations in solving some of the specific problems related to that particular class. At the same time it made all those concerned, with a genuine feeling of multiple benefits.*

Keywords: *Mathematics, Incidental learning, non-testing appraisal instruments, Arithmetic, Model Making, learning process, product of learning.*

1. Introduction

An opinion survey conducted in some schools in Mysore city threw us a light that the secondary school students experienced Mathematics & English as the most dreaded subjects. They not only dislike Mathematics but also the teacher who taught the subject! The schools actually claimed to be having good mathematics teachers who can solve successfully all the Mathematics problems in the exercises as well as from old question papers. This means the ability of teachers to solve mathematical problems does not guarantee of those teachers equipping their students also with the same ability. Added to this, few schools even recorded one or two students absent every year for Mathematics exams (math phobia). How dangerous this could be? Are the students very dull? Or are the teachers ineffective in teaching? Moreover, solving mathematical problems in the text book/exams is not the sole achievement to be made in Mathematics.

Does it mean Mathematics is inherently uninteresting? In fact curricula in secondary schools have been modified to include more of utilitarian value than the superficial ornamental value. Then, as a rule these subjects should not become uninteresting. There is a possibility of becoming so, only when a gap is created between the 'subjects taught & evaluated' and the 'life outside the classroom'. Of late, there is a rush to make curriculum very much student-friendly[8]. Mathematics text books are getting framed based on the theory of constructivism. We can expect the domination of activity & student-centered curriculum. Hence the secondary curriculum is completely activity-oriented. This means, the curriculum instructs the instructor to use activities for instruction (Alonso Díaz, L., & Blázquez Entonado,F)[3]. Why not the assessment technique, include the same? After all, the objectives of instruction & evaluation are identical!

This awareness threw more light on some of the defects of the traditional evaluation system. One of the serious drawbacks of this system is that it is not assessing the overall achievement of secondary students. A suitable alternative for the present system of assessment must be part and parcel of all levels of education for the following reasons:

1. Teaching is a deliberate effort which aims to bring learning in the focused domain (say cognitive), but achievement of students does not confine only to that domain. This is because of the possibility of the Incidental learning by students in other domains (say affective & psychomotor)[2], which take place without any deliberate efforts by the teacher. At present, most teachers are either ignorant or negligent of this and are not taking pains to assess such achievements.

2. Education aims at all round development of an individuals' personality. The end product of this should result in individuals, who can contribute productively and constructively to the society. For this, the schools should gear-up their activities towards the development of non-cognitive areas of students' personality. Therefore instructional practices & assessment procedures should include deliberate efforts.

3. Work methods, creativity, ability to apply, practical skills, logical thinking, interest in the subject etc., should certainly find a prominent place in the secondary assessment procedure[5]. This helps in bringing a

conducive atmosphere in the schools and enhances the rate of learning. These features also pose different angles of a common problem of assessing 'student -achievement' at the secondary level. Any assessment is a set of processes through which a teacher tries to understand and make inferences about a learner's learning progress & product of learning. A reflection upon the present process of assessment makes it evident that at present, none of the above aspects can be inferred through the assessment.

An alternative assessment technique is needed to be implemented to overcome this issue, since it has the potential to assess the non-traditional ability which does not include the assigning marks to test such abilities. The purpose of this appraisal method differs from that of traditional tests and has to swing from traditional written tests (with a variation brought in to it to measure higher abilities) to non-traditional activities. This can be very aptly called as 'non-testing appraisal instruments', but unfortunately there are no such practices witnessed at the secondary level, in the city of Mysore (Karnataka) at present.

These appraisal instruments are more like assignments in the form of some practical work, data collection, mini projects etc. This helps the students to exhibit their potential in varied fields as against traditional testing where they are forced to reproduce a particular learning. In the present assessment mode, students were asked to demonstrate their learning by creating a product- either in the form of exhibits or oral presentations or performing a skill.

2. Objectives

The following are the objectives of the present study:

- To prepare assessment activities in Mathematics which are alternative to the traditional methods.
- To extend the assessment procedures to assess the abilities relating to non-cognitive domain (affective & psychomotor).
- To sustain interest in the learning of Mathematics through non-testing appraisal instruments.
- To collect evidences of students' achievement in Mathematics through rating scales & anecdotal records.

3. Methodology

A study was carried out in Banashankari High School, at Chikkahalli village, near Mysore, by selecting 28 students from 9th standard as participants. They were divided into four groups of 7 members each, with due care to include all kind of students in each group with the help of available records & by consultation of teachers and giving an option to choose the leader themselves to the each group.

3.1 Brief idea regarding the potential of the topics chosen for the assessment

Two units from secondary Mathematics curriculum for the 9th standard were selected for the assessment.

a) 'Mathematics in daily life', which deals with Banking, Compound interest, Partnership & Installment purchase, which has wide applications in day to day dealings. Although it is titled 'Mathematics in daily life', very seldom daily life situations are brought into the classrooms during regular teaching. Students' understanding level & achievement in applying the mathematics in daily life is better assessed through its application where application-dominated activities were used to instruct.

The activity oriented assessment includes engaging each group in role-play activity with a suitable Mathematical theme and within time duration (5 to 10 min). This kind of activity is often mistaken as 'during instruction activity', due was taken to explain them the objective and also care was taken to not to guide/instruct the students during the activity.

b) The second unit selected was 'The surface areas & volumes of solids', which deals with the solids such as prisms; pyramids and their surface areas and volumes. It is a well-known fact that the preparation of models of these solids is always an extension activity of the related learning and the skill of preparation of these solid models could be converted into a component for assessment. However the following assumptions were made while selecting this activity for assessment:

Model Making (Intervention by the teacher): This activity helps the individual to perceive the concept in a better way and also fetches them the ability to distinguish between any two types of solids. This creates the sound base of Knowledge, which encourage them to learn the new thing in a better way.

In this group activity the students were asked to choose any four models (among the different types of prisms & pyramids) with the freedom of selecting any material that suits for making models. During this activity, the groups were intervened with a few questions to seek some evidences of achievements, which results in many such evidences. The Performance by the students could throw light on their following abilities: 1. Identification of different components of the concept such as prism, pyramid in the model, 2. Framing definitions using these components, 3. Enhancement in the psychomotor skills for preparing

models, 4. Ability to distinguish between the types of prisms & pyramids, 5. Derive the formulae for areas & volumes of these solids using the conceptual knowledge.

In both the assessment methods group grading was done and it was indeed very pleasing to note that in both assessment activities, the students whole-heartedly participated.

4. Analysis of the Results

The main intention of the study was not to assign marks but to seek evidences in their behavioral modifications. The following evidences were obtained as an indication of their achievement in Mathematics. Since the topics in the unit, 'Mathematics in daily life; is more close to their life situations, the theme selected & the characters chosen for the role play were relevant in all four groups. The number of characters were sufficient too, except in one group. A passive boy who played this role was having some stage fear, but other his team mates were encouraged him to participate in the activity. This shows the motivational behavior of the other students. The boy later revealed that he gained some self-confidence to face the audience.

During activity, although there is a lack of continuity as well as some irrelevance material/things were noticed in all the groups, they tried to execute the things well, yet lack of practice and co-ordinations were observed. This is because most statements when used as dialogue carried links to the related theme, as these were close to their daily life situations. The characters in their play reflected present society and the scenario. This is an obvious evidence of their ability to observe keenly, the day to day happenings & register them in their minds. Automatically the gap between the lesson & the daily life disappear. On the whole the performance by each group was successful enough in promoting the absorption of the related mathematical ideas. When the students played the role, there were evidences of their achievement in the following: Ability to, 1. Simulate a desired condition identity real piece of daily life experience for simulation, 2. Create a platform to apply and integrate the learnt material in the simulated situation, 4. Thinking logically and critically to decide on the theme, number and nature of roles, appropriate dialogues etc.,

In the activity of model making, the models made by the four groups exhibited Mathematical concepts such as prism, pyramid made by clay, waste thick bound papers, thermo coal, drawing sheet, cotton strings etc.

Models prepared by groups were used to test the following abilities in the students: Define the solid using model; identify the various components of the solid such as faces; Edges and Vertices (all highlighted with different colours). The colours used and the fine decent models showed their aesthetic sense as well as their skill perfection. This activity enhanced the following abilities: Ability to:

1. Make prior arrangements for model preparation, 2. Perceive the mathematical correctness in the models prepared,. 3. Distribute the tasks involved among them-selves in an amicable way, 4. Distinguish between the 2-D & 3-D objects and 5. Differentiate between the types of Prisms and Pyramids.

5. Limitations of the study

- ❖ The serious limitation of this study is the confinement of the tryout to only one school.
- ❖ The techniques used are not 100% objective oriented.
- ❖ No effort to grade individual student was made.
- ❖ No literature was reviewed since the idea of using an assessment technique was spontaneous based on the need.

6. Conclusion

This assessment technique in spite of its limitations did help in solving some of the specific problems relating to that particular class. At the same time it made all those concerned with a genuine feeling of multiple benefits as discussed. A lot of modifications in the classrooms were experienced, such as:

1. During such an assessment, no absentees were recorded (No phobic inclination), 2. Students did not appear tensed during the assessment, 3. Students were not found busy putting their heads deep in the mathematics textbooks, 4. Documentation of a few anecdotal records gave evidences of their enhanced interest / confidence to undergo such an assessment. Here are a few illustrations.

Ramesh (a supposedly a low achiever) exclaims in front of others that Puneeth (a bright student) showed the lateral surfaces of a pyramid during model making, so it could answer when teacher intervened him. Ramesh and Puneeth belonged to the same group. Usually it is a common scene that 'bright' students look down upon the 'average' ones. If Ramesh and Puneeth have broken that barrier, it is indeed an achievement. Later it came to notice that the 8th standard students were also demanding the same kind of assessment test as they also felt it is better way of learning. And they were telling

a. "I did not know what are vertices & how many will be there for a prism, but since we used the same colors for all the vertices, it is clear now & I cannot forget it".

b. "I can solve any problem in 'partnership' because for the role play we chose the same theme to enact".

These are the anecdotal records of the teacher's observation of student's activity. To list a few values, which are inculcated through this assessment techniques are;

1. Social qualities such as co-operation, patience, collaboration, team spirit, sharing, etc., 2. Scientific temper and mathematical accuracy, 3. Logical thinking ability, 4. Cleanliness and industriousness, 5. Mental discipline, 6. Modifications in some desirable personal qualities such as punctuality, honesty.

Teachers in most schools are reluctant towards taking any deviation from traditional ways of assessment. Of-course the advantages and feasible nature of the present traditional system of assessment cannot be overlooked, as it helps us to assess the developments in certain areas very precisely. The alternative assessment can work as complementary to the traditional system. The potential ability of such an alternative assessment is multi folded. When both types of assessment are complementarily used, there is no doubt in strengthening and application of the concept of Continuous Comprehensive Evaluation.

Since such assessment techniques are student friendly & activity oriented, they have the potential to solve the problems related to math-phobia. This reduces the rate of dropouts and helps the students sustain and gaining knowledge at secondary education level. If the secondary schools while aiming at achieving CCE, can plan for such activities, the second aspect of USE is strongly taken care of. This helps to fix the problems faced by certain types of students. Since the newly prepared assessment procedure is specially designed for the purpose of 1. The assessment activities through non-testing appraisal instruments serve more as meaningful learning experiences and serve the purposes of formative evaluation, 2. These appraisal instruments assess the non-cognitive aspects of learning Mathematics & hence are more comprehensive.

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“A Study on Human Rights Awareness among Secondary School Students”

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ABSTRACT: *The study made an attempt to know about the level of Human Rights Awareness among Secondary School Students. The study is descriptive in nature and survey method was used. Data from 150 secondary school students of T. Narasipura taluk were collected by using Human Rights awareness questionnaire constructed by Dr. S. Sabu and Ismail Thamarasseri through random sampling technique. The collected data were analysed by percentage analyses and ‘t’ test. The study revealed that 20% of the secondary school students have high level of human right awareness, 45% of the secondary school students have average level of human right awareness and 35% of the secondary school students have low level of human right awareness. Boys and girls are does not differ significantly in their human right awareness. Government and private secondary school students are does not differ significantly in their human right awareness.*

Keywords: Human Rights Awareness and Secondary School Students

1. Introduction

Human right is a global phenomenon. Rights are inherent in nature and have come up in our society over the years. Human rights refer to the fundamental freedoms and basic liberties without which men, women and children cannot live with respect and dignity. We all live in a society and all our activities revolve round this societal system. People’s right are regulated by rule of law and it is the duty of the government to enforce and protect these rights and fundamental freedoms irrespective of their caste, creed, race, sex, religion and place of birth.

Ancient peoples did not have the same modern-day conception of universal human rights. The true forerunner of human-rights discourse was the concept of [natural rights](#) which appeared as part of the medieval [natural law](#) tradition that became prominent during the European [Enlightenment](#). From this foundation, the modern human rights arguments emerged over the latter half of the 20th century.

The history and development of human rights is very fascinating. The origin is traced, by some scholars, back to the times of ancient Greeks. The fact that human rights were recognized as natural rights of man is illustrated in a Greek play Antigone. In philosophy the development of the notion of natural rights of man was contributed by the stoic philosophers. They first developed natural law theory which states that every human being possessed rights by virtue of being human beings. However this concept of natural rights and natural law went progressively through various changes before the concept of Human Rights finds its mention in the Universal Declaration of Human Rights of 1948, is of course the revival of the eighteenth century concept of ‘Rights of Man’

The Constitution shapes the country's concept of human rights. The Preamble, Fundamental Rights, Fundamental Duties, and Directive Principles of the State policy are concrete steps toward the realization of human rights. Whereas basic objectives have been defined in the Preamble, the protection of human freedom and liberties are emphasized in Fundamental Rights and Directive Principles of State Policy. The rights of the child have been given the greatest priority. Since rights and duties are inseparable, Fundamental Duties (Article 51) are also imperative. These provisions epitomize the collective will and aspiration of all Indians.

Need and importance of the study

Across the world many nations are actively involved in human rights education. Secondary school board was included the human right in school syllabus and teacher are teaching in the classroom inspire students to acquire knowledge and capacity from our rights. Hence the researcher wants to study “human right awareness among secondary school students”.

Statement of the problem

The study stated as “A Study on Human Rights Awareness among Secondary School Students”

Operational definition

The researcher has given the following operation definition for the terms used in this research problem for the study.

- **Human Rights Awareness** is the ability to know awareness of Human Rights. In the present study the score obtained on the Human Rights Awareness questionnaire developed by researcher, 38 item measuring Human Rights Awareness of Secondary School Students.
- **Secondary School Students** is who are studying in class 8,9,10 class.

Objective of the study

- To study the level of Human Rights awareness among secondary school students.
- To study the significant difference between boys and girls secondary school students with reference to Human Rights awareness.
- To study the significant difference between government and private secondary school students with reference to Human Rights awareness.

Hypotheses of the study

- There is no significant difference between boys and girls secondary school students with reference to Human Rights awareness.
- There is no significant difference between government and private secondary school students with reference to Human Rights awareness.

Methodology

The study is descriptive in nature and survey method was used. Data from 150 secondary school students of T. Narasipura talluk were collected by using Human Rights awareness questionnaire constructed by **Dr. S. Sabu and Ismail Thamarasseri** through random sampling technique. The collected data were analysed by percentage analyses and ‘t’ test.

Table 1: Level of human right awareness on secondary school students

Sl. No	Level of human right awareness	%
1	High	20
2	Average	45
3	Low	35

Table 2: comparison of boys and girls are secondary school students with reference to human right awareness

Gender	N	Mean	Sd	df	t-value	Remark
Male	84	111.35	8.18	148	1.67	Null hypotheses is accepted @ 0.05 level
female	66	110.71	7.10			

Table 3: comparison of government and private secondary school students with reference to human right awareness

School	N	Mean	Sd	df	t-Value	Remark
Government	92	42.60	8.86	148	1.60	Null hypotheses is accepted @ 0.05 level
private	58	38.68	11.64			

Findings

- 20% of the secondary school students have high level of human right awareness, 45% of the secondary school students have average level of human right awareness and 35% of the secondary school students have low level of human right awareness.

- Boys and girls are does not differ significantly in their human right awareness.
- Government and private secondary school students are does not differ significantly in their human right awareness.

Results and discussion

Percentage of human right awareness for secondary school student's analyses in the table 1. 20% of the secondary school students have high level of human right awareness, 45% of the secondary school students have average level of human right awareness and 35% of the secondary school students have low level of human right awareness. The finding is in agreement with report of Dr. Goli Srilatha (2016), he reported that Moderate level is more than the low and high level of Teaching Professionals Level of Awareness on Human Rights

Mean human right awareness score of boys and girls secondary school students compared in the table 2. t-value calculated was found to be 1.67 which was not significant at 0.05 levels. Therefore the hypothesis that there is no significant difference between boys and girls secondary school students with reference to Human Rights awareness was accepted. The finding is in agreement with report of Dr. Goli Srilatha (2016), he reported that gender has no significant differ Teaching Professionals Level of Awareness on Human Rights.

Mean human right awareness score of boys and girls secondary school students compared in the table 3. t-value calculated was found to be 1.67 which was not significant at 0.05 levels. Therefore the hypothesis that there is no significant difference between government and private secondary school students with reference to Human Rights awareness was accepted. The finding is in agreement with report of Dr. Goli Srilatha (2016), he reported that types of school has no significant differ Teaching Professionals Level of Awareness on Human Rights.

Implications

- From the finding of the study it is observed that only 20% of the students are having high level of Awareness on Human Rights. So the teacher developed the student's awareness about human right and also constitutionality rights and also duty.
- In this study found that no significant differ from gender and types of school also. So teachers are arranging special speech in rights and duty and also Indian constitution.

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A Study Of Adjustment Problem And Its Impact On Achievement Among Secondary School Students

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ABSTRACT: Adjustment plays a vital role in the development of child. Adjustment is a dynamic and continuous process, For living a happy and prosperous life. adjustment is a pre-requisite condition. Adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. The present study attempts to assess the adjustment problems with special reference to Secondary school students of Dharwad District. A sample of 1500 students was taken from the randomly selected Secondary Schools from the District itself. Out of the 1500 sample, 750 were boys and rest 750 were girls. The sample was collected by using simple random sampling technique. Normative Survey Method was used to collect the data. Adjustment Inventory constructed and standardized by Rashmi Ojha was used to collect data. The findings of the study shows that girl students have significantly higher academic achievement in social studies as compared to boy students and also the girl students have significantly higher on total adjustment and its dimensions as compared to boy students of secondary schools.

Keywords: Adjustment, Academic achievement, secondary school, adjustment problem, and impact.

1. Introduction

Human being are the supreme creation of the god, endowed with the capacity of thinking reasoning and judging. by these virtues, a person can make adequate adjustments with himself and his surrounding when he born, he is just like an animal, animal like instincts dominates his behavior. The education which brings changes in his behavior and helps him to adjust to his environment wherein the lives. It is the tendency of the human beings to achieve more and more by struggling hard in their life. This tendency has led him to achieve excellent in this world.

Concept and Definition of Adjustment

The concept of adjustment was first used by Darwin in his theory of natural selection. Adjustment means behavioural reaction to personal demands and social adjustment is commonly used in our everyday life. At that time the word adaptation to environment was used instead of adjustment. Man had the highest capacity to adapt to new situation among all living being. In this process of adaptation man uses his maximum capacity to fight against the adversaries of the environment situations. Adjustment is an ongoing process which continues throughout the lifespan of human and animals.

Academic Achievement

Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of the knowledge. Academic achievement means knowlwdge attained and skill developed in the school subjects usually designed by teachers by test scores or by marks by the teacher or by both achievement can be measured with the help of tests verbal and written of the different kinds. the importance of academic achievement cannot be ignored. The term academic achievement has been made up of two words that is Academic and achievement. The term academic has been derived from the word academy. Meaning of academy is a school where special types of instructions are imported and knowledge is acquired. The schools and parents are more concerned with academic achievement of the children.

Objectives

- To study the significant difference between Boy and Girl students of secondary schools of Dharwad district with respect to academic achievement in social studies.
- To study the significant difference between Boy and Girl students of secondary schools of Dharwad district with respect to total adjustment and its dimensions.

Variables of the Study

In the present study the following variables were considered:

Independent Variable - Adjustment

Dependent Variable - Academic Achievement

Moderator Variable - Gender(Girls& boys)

Research Design

The present study is a normative survey method type research. The research design specifies the questions to be investigated, the process of sample selection, methods of procedure to be followed, measurements to be obtained and comparison and other analyses to be made.

Hypotheses of the Study

Hypothesis: There is no significant difference between Boy and Girl students of secondary schools of Dharwad district with respect to academic achievement in social studies.

Hypothesis: There is no significant difference between Boy and Girl students of secondary schools of Dharwad district with respect to total adjustment and its dimensions **1-Home adjustment, 2- Health adjustment, 3-Social adjustment 4- Emotional adjustment**

Research Tools Used

Adjustment Inventory: by RashmiOjha

Academic Achievement in Social Science : by Investigator

Statistical Techniques To know the difference between adjustment and its dimensions and academic achievement of the secondary school students the following statistical technique was used.

Differential Analysis

Data Analyses

Table 1: Results of t-test between Boy and Girl Students of Secondary Schools of Dharwad District with Respect to Academic Achievement in Social Studies

Gender	n	Mean	SD	SE	t-value	p-value	Signi.
Boys	750	97.85	19.05	0.70	-3.5118	0.0005	<0.05, S
Girls	750	101.12	16.94	0.62			

From the result of the above table, it can be seen that, a significant difference is observed between Boy and Girl students of secondary schools of Dharwad district with respect to academic achievement in social studies ($t=-3.5118, p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girl students have significantly higher academic achievement in social studies as compared to boy students of secondary schools of Dharwad district.

Table 2: Results of t-test between Boy and Girl Students of Secondary Schools of Dharwad District with Respect to Total Adjustment and its Dimensions

Variable	Gender	n	Mean	SD	SE	t-value	p-value	Signi.
Total adjustment	Boys	750	54.59	16.97	0.62	-4.7821	0.0001	<0.05, S
	Girls	750	59.20	20.22	0.74			
Home adjustment	Boys	750	13.15	4.78	0.17	-2.8342	0.0047	<0.05, S
	Girls	750	13.92	5.59	0.20			
Health adjustment	Boys	750	10.44	6.13	0.22	-5.0108	0.0001	<0.05, S
	Girls	750	12.20	7.45	0.27			
Social adjustment	Boys	750	17.41	5.84	0.21	-3.2922	0.0010	<0.05, S
	Girls	750	18.45	6.44	0.24			
Emotional adjustment	Boys	750	13.60	6.56	0.24	-3.0211	0.0026	<0.05, S
	Girls	750	14.63	6.76	0.25			

From the result of the above table, it can be seen that,

- A significant difference is observed between Boy and Girl students of secondary schools of Dharwad district with respect to total adjustment ($t=-4.7821$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girl students have significantly higher on total adjustment as compared to boy students of secondary schools of Dharwad district.
- A significant difference is observed between Boy and Girl students of secondary schools of Dharwad district with respect to dimension of total adjustment i.e., home adjustment ($t=-2.8342$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girl students have significantly higher on dimension of adjustment i.e., home adjustment as compared to boy students of secondary schools of Dharwad district.
- A significant difference is observed between Boy and Girl students of secondary schools of Dharwad district with respect to dimension of total adjustment i.e., health adjustment ($t=-5.0108$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girl students have significantly higher on dimension of adjustment i.e., health adjustment as compared to boy students of secondary schools of Dharwad district.
- A significant difference is observed between Boy and Girl students of secondary schools of Dharwad district with respect to dimension of total adjustment i.e., social adjustment ($t=-3.0211$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girl students have significantly higher on dimension of adjustment i.e., social adjustment as compared to boy students of secondary schools of Dharwad district.
- A significant difference is observed between Boy and Girl students of secondary schools of Dharwad district with respect to dimension of total adjustment i.e., emotional adjustment ($t=-3.2922$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girl students have significantly higher on dimension of adjustment i.e., emotional adjustment as compared to boy students of secondary schools of Dharwad district.

Discussion and Conclusion

Adjustment problems have to the students at every stage of life and every level of education. Maladjustment has hindered the way of developing well balance personalities among students. This in turn results in lack of proper adjustment in the emotional, social, and educational and any aspects of life. Although some students have the abilities of proper adjustment, maximum students are yet to reach the level. Thus, to assess such maladjustment problems this study was conducted by the investigator. Well-adjusted people are regarded as successful in the act of living. Adjustment helps us in keeping balance between our needs and the capacity to meet these needs. Adjustment gives us strength and ability to bring desirable changes in the conditions of our environment. The findings of the present study indicate that there exist significant differences between the secondary school students on the basis of gender regarding emotional, social, health adjustment, home adjustment problems in Dharwad District.

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Entrepreneurship Education

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ABSTRACT: *Entrepreneurship is the process of designing, launching and running a new business, which is often initially a [small business](#). The people who create these businesses are called entrepreneurs.*

Entrepreneurship Education seeks to provide [students](#) with the knowledge, skills and motivation to encourage [entrepreneurial](#) success in a variety of settings. Variations of entrepreneurship [education](#) are offered at all levels of schooling from [primary](#) or [secondary](#) schools through graduate [university](#) programmes. Entrepreneurship Education has to mandate to equip the youth with financial knowledge and skill with, functional knowledge and skills to build up their character, attitude & vision.

Keywords: *Entrepreneurship, Education, Teacher*

Meaning of Entrepreneurship

The meaning of entrepreneurship involves an entrepreneur who takes action to make a change in the world. Whether start-up entrepreneurs solve a problem that many struggle with each day, bring people together in a way no one has before, or build something revolutionary that advances society, they all have one thing in common action.

It's not some idea that's stuck in one's head. Entrepreneurs take the idea and execute on it. Entrepreneurship is about execution of ideas. Entrepreneurship has been described as the "capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a [profit](#)". While definitions of entrepreneurship typically focus on the launching and running of businesses, due to the high risks involved in launching a [start-up](#), a significant proportion of start-up businesses have to close due to "lack of funding, bad business decisions, an economic crisis, lack of market demand or a combination of all of these.

A broader definition of the term is sometimes used, especially in the field of [economics](#). The concept of entrepreneurship has been successfully applied to the field of education. In this usage, an Entrepreneur is an entity which has the ability to find and act upon opportunities to translate inventions or technology into new products: "The entrepreneur is able to recognize the commercial potential of the invention and organize the capital, talent, and other resources that turn an invention into a commercially viable innovation." In this sense, the term "Entrepreneurship" also captures innovative activities on the part of established firms, in addition to similar activities on the part of new businesses.

Characteristics of Entrepreneurship

Ability to Take Risks

This is the first and foremost trait of entrepreneurship. Starting any business involves a considerable amount of risk of failure. Therefore, the courage and capacity to take the said risk are essential for an entrepreneur.

Innovation

In the world, where almost everything has been done, innovation is a priceless gift to have. Innovation basically means generating a new idea with which you can start a business and achieve a substantial amount of profits. Innovation can be in the form of a product, i.e., launching a product that no one is [selling in the market](#). It can also be in the form of process, i.e., doing the same work in a more efficient and economical way.

An easy example of product innovation could be the launching of touch screen cell phones when the world was still using a keypad on cell phones.

Visionary

Every entrepreneur needs to be a visionary. Without a vision for the future of his [venture](#), he or she would just be working aimlessly without reaching any point of success.

Leadership

An entrepreneur has a vision. However, it takes a lot of resources to turn that vision into reality. One of these resources are the people that the entrepreneur hires to perform various functions like production, supplying, accounting, etc.

A single person cannot perform all the tasks and therefore it is important to bring some more people to do it. This also makes leadership very important as a leader provides the required direction to the efforts of the employees. Without proper leadership, everyone would be working independently without achieving the desired results.

Open Minded

A good entrepreneur realizes that every situation can be a business opportunity. Thus can be utilized for the benefit of the organization.

Confident and Well Informed

An entrepreneur needs to be confident about his ideas and skills. This confidence also inspires the confidence of the people working for him as well as the other stakeholders involved in his business.

Having knowledge about these can really help an entrepreneur make the right decision at the right time.

Entrepreneurship Education

A definition is having a strong back concept of a person. Who is involving himself to build new form by his own skills and competency, based on the education, being imparted. Though it might be able to discover the essence, concerns & objections of the society, to contribute its development.

By reviewing the existing reviews of literature, conflicting sides of Entrepreneurship schools of thoughts and an inherent lack of a common definition of Entrepreneurship has been found (Sexton & Bowman, 1984). A debate was noticed in the application of terms like Entrepreneurship education verses like Enterprise of education (Hynes, 1996; Garvanand O' cinneide,1994 a, b) also a substitution of Entrepreneurship education with entrepreneurial education (Jones and English , 2004).

Objectives of Entrepreneurship Education

Entrepreneurship Education has been applied in various settings to achieve various objectives.

People Empowerment

Teaching people innovative ways to make a living enables them to take control of their circumstances. The education is aimed at improving their self confidence and giving them a chance at becoming self reliant so that they are not totally dependent on employment. This form of education also builds up self-awareness. It provides a dynamic platform on which an individual can explore his strengths through practical application and not theoretical knowledge gained from basic education.

Diversification

Entrepreneurship education teaches students to recognize and seize diverse opportunities for financial gain. This allows people to work in authentic environments that best suit them. As a result there is greater individual satisfaction as compared to conventionally employed workers. Market diversification increases a consumer's options and allows for more dynamic competition.

Creation of Employment

Unemployment is a rampant problem in many societies. Entrepreneurship education aims at empowering people to create employment opportunities. The aim of this training is to enable these people to start the small and medium enterprises important in any country's growth. This sector accounts for half the private workforce in the United States. Most people seeking employment depend on entrepreneurs to embark on new ventures and hire them.

Individual Competence

Entrepreneurship education imparts qualities such as self motivation and financial responsibility. In addition this education empowers people to have self discipline since entrepreneurship involves taking well

calculated risks. People who have gone through this kind of training are able to recognize opportunities. Entrepreneurship education also encourages innovation in the running of organizations.

The Entrepreneurial Teacher

Entrepreneurial education refers to the development of a certain type of personality which we are to call entrepreneurial personality. It is active, autonomous, involved, responsible and creative. It means to complete the profile of teacher's competences in order for them to capitalize the educational opportunities and to generate projects of school and professional development.

The teacher who approaches the learning process and all the activities required by the new profile of competences from the perspective of innovation, action, cooperation and entrepreneurial paradigm of education. He is the person who involves in the extended school life and answers its challenges by designing, realizing and implementing projects of educational development.

Teachers are those who can encourage these ideas by the disciplines they teach, regardless the area, profile or level. They can stimulate student's creativity in the direction of using the assimilated knowledge, thus contributing to creating an environment adequate for the development of entrepreneurial personality.

Any school discipline can become a source for developing entrepreneurial competences. In school, entrepreneurial education can be realized by the help of all disciplines' contents or new ones. It cannot be realized by teaching one discipline only.

Students have to be involved in authentic learning experiences, where they have the possibility of assuming risks, of coordinating results and learning from the results obtained.

This new type of school situations asks for the development of a new profile of teachers competences, a profile which may be realized only by entrepreneurial education programs.

Conclusion

In Emerging economies such as India, there is an urgent call for the development and promotion of effective indigenous entrepreneurship education systems. Although entrepreneurship is a practice-driven subject, the need to supplement it with contemporary theoretical knowledge is of paramount importance. Furthermore, the synergies of entrepreneurship as a field of study with other fundamental business management courses, such as marketing, necessitate a framework for developing entrepreneurship as a core course for students of business management to ensure an integrated learning platform.. For INDIA it is proving by the central government currently.

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Ayushman Bharat - Arogya Karnataka Health Insurance Scheme for the Poor in Karnataka- An Empirical Study

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ABSTRACT: *In India, various Government sponsored health insurance schemes has been introduced by the state and central government for the poor. Most of the health insurance schemes are not reached the poor. But some of the state government sponsored health insurance schemes are effective and reached some segment of the population. In this context, Ayushman Bharat - Arogya Karnataka health insurance scheme is one of the prioritize scheme, which has reached some segment of the population in Karnataka. The present study is an attempt to understand the awareness level and perceptions of Residents of Shivamogga District towards Ayushman Bharat - Arogya Karnataka Health Insurance scheme in Karnataka. The study has great relevance as the majority of beneficiaries are illiterates, has critical challenges in awareness about utilization of various benefits, diseases covered, and empanelled hospital list etc. The one sample's' test result highlights that majority of Residents of Shivamogga District knowledge and awareness is very low about Ayushman Bharat - Arogya Karnataka scheme benefits, diseases covered and about empanelled hospitals etc. The people of Shivamogga district specified negative perceptions about the scheme. Finally, the study recommends valuable suggestions in this regards such as create awareness through media, newspaper, special camps, through Anganwadi workers, and educate the poor people's about health insurance etc.*

Keywords: *Ayushman Bharat - Arogya Karnataka Scheme, Knowledge and Awareness, perception, and Health Insurance schemes*

1. Introduction

There is a felt need to provide financial protection to families living below poverty line for the treatment of major ailments, requiring hospitalization and surgery. In order to bridge the gap in provision of tertiary care facility and the specialist pool of doctors to meet the state wide requirement for the treatment of such diseases particularly in rural areas of Karnataka. Health assurance could be a way of removing the financial barriers and improving accessibility to quality medical care by the poor. Hence, Government of Karnataka has taken initiative to provide health protection to families living below poverty line. For this reason, the Government of Karnataka implemented health assurance scheme named Arogya Karnataka Health Insurance for the BPL and APL families of Karnataka in the year 2017. The enrollment is based on person's Adhar card number. The beneficiary will not be required to carry his Adhaar card or Food card the next time he visits the hospital for treatment. The objective of the scheme is to reach those who lack any other health insurance coverage. When a person applies for the card, she/he has to give a declaration stating that they are not beneficiaries of any central/state government or empaneled private health insurance scheme. Now, when an unregistered patient is hospitalized, we need to see the Public Distribution System (PDS) card and Aadhaar card to cross check if the patient is from BPL or APL family or if she/he or has any other insurance scheme.

Review of Literature

There are various studies carried out by researchers to examine the awareness level and perception about various Health Insurance schemes in Karnataka, India and overseas. And most of the studies has been done related to the awareness level, enrollment status, designing of the schemes, utilization, satisfactions level among beneficiaries and claims settlement mechanism of the different health insurance schemes for the poor. Some of the important article shows that Out pocket expenditure on health is very high among poor (Devadasan 2013, Bawa 2011, Thersia 2011), awareness level is very low about Vajpayee Arogyashree scheme if compare to other schemes such as Yeshasvini, RSBY and other government health insurance scheme in Karnataka (Rajashekar et al 2012), enrollment rate and utilization of benefits of government health insurance scheme also very low (Acharya 2005, Aradhana 2010). And some of them suggest that government should take initiative to reach the poor and reduced the out of pocket expenditure on health and

help them to understand the concept of health insurance schemes (Devadasan 2011, Ranson 2003, Ekman 2004).

Statement of the Problem

The major portions of the people who have enrolled under government health insurance schemes are Residents of Shivamogga District. This implies that the Residents of Shivamogga District were still falling back in receiving the benefit of health insurance. This may be because of various reasons like unawareness, misconception towards health insurance or lack of effective schemes. These issues may arise mainly because of understanding the concept of health insurance is very difficult for Residents of Shivamogga District. Thus, with this background and perspective, this present study has been undertaken to study the awareness level and perception of BPL enrolled members about Ayushman Bharat - Arogya Karnataka Health Insurance scheme and find out the relevant problems. This study helps to identifying the issues arising while utilization of Ayushman Bharat - Arogya Karnataka Health Insurance scheme benefits. Also it aimed to study in detail the level of knowledge and awareness, and perception about scheme mechanism.

Objectives of the Study

1. To analyze the knowledge and awareness level about Ayushman Bharat - Arogya Karnataka Health Insurance Scheme;
2. To study the perception of Residents of Shivamogga District about mechanism of Ayushman Bharat - Arogya Karnataka Health Insurance Scheme.

Hypotheses of the Study

H₁: “There is no significant knowledge and awareness level about Ayushman Bharat - Arogya Karnataka Health Insurance Scheme among respondents”.

H₂: “There is a negative perception about mechanism of Ayushman Bharat - Arogya Karnataka Health Insurance Scheme among respondents”

Research Methodology

The study was confined to the state of Karnataka. It is designed as a descriptive and analytical one. Its attempt to capture the opinion of households towards level of knowledge and awareness and their perception about mechanism of Ayushman Bharat - Arogya Karnataka Health Insurance scheme in Shivamogga district. The present research will be carried out with the help of both primary and secondary sources of data. Simple random sampling method has been applied for the selection of the sample. A total sample of 80 respondents has been taken for the study. The statistical analyses that have been used include one sample ‘t’ test, mean and standard deviation.

Data Analyses

The data has analyzed with the different factors of knowledge and Awareness level and Perception of Residents of Shivamogga District towards Ayushman Bharat - Arogya Karnataka Health Insurance scheme.

Descriptive statistics - Knowledge and Awareness about Ayushman Bharat - Arogya Karnataka Health Insurance scheme

One Sample t test (n=80, df =79)

Knowledge and Awareness about ABAK Scheme						
Variables	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*
I am aware of not to pay any premium amount to ABAK	2.62	.047	.784	.088	-.560	.080
I am aware about Eligibility of the scheme	2.41	.072	.901	.093	-.590	.067
I know the public and private hospitals empanelled	2.71	-.166	.637	.094	-.867	.088
I am aware of diseases covered in the schemes	2.21	-.114	.913	.070	-1.808	.101

I know how to utilize the scheme benefits	1.64	-.155	.758	.089	- 1.947	.073
I am aware about travelling benefits of the schemes	1.81	-1.22	.904	.079	- 1.432	.234
I am aware of maximum amount limit for each disease	2.08	-.987	1.01	.081	- 1.158	.252
I am aware about total number of family members covered	3.12	-.118	.645	.094	- 1.247	.001
I aware about help center contact details	1.99	-.055	.998	.090	- 2.681	.342
Test value = 3, *at 95 percent confidence interval						

Source: Survey data

The above table shows descriptive statistics for the variable "Knowledge and Awareness about Ayushman Bharat - Arogya Karnataka Health Insurance scheme" among Residents of Shivamogga District". The individual knowledge and Awareness variables were analyzed with a sample of 80 respondents. The results show the variance in the individual variable analysis. Accordingly, the mean was high (>3) and statistical significance for total family members covered (3.18). However, mean score was less (<3) than test value for variables such as not to pay any premium, BPL card have to produce for utilization, diseases covered, knowledge about empanelled hospitals, amount covered, how to utilize the scheme benefits and help center contact details. Thus, results highlights that there is no significant knowledge and awareness about Ayushman Bharat - Arogya Karnataka Health Insurance scheme among households of Shivamogga district.

Hypothesis - 1

“There is no significant knowledge and awareness level about Ayushman Bharat - Arogya Karnataka Health Insurance Scheme among Residents of Shivamogga District”

One Sample t test (n=80, df =79)

Knowledge and Awareness about ABAK Scheme							
Variable	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*	Decision Made (Null)
ABAK_KNO_AWA	2.29	.117	0.748	.058	1.949	.128	Accepted
Test value = 3, *at 95 percent confidence interval							

Source: survey data

The table shows descriptive statistics for the variable "Knowledge and Awareness about Ayushman Bharat - Arogya Karnataka Health Insurance scheme", including number of cases (80), mean (2.29), standard deviation (0.748), and standard error (.058). Along with descriptive statistics the results highlight the significance test. Mean Difference is the difference between the observed sample mean (2.29) and the test value (3). The results of the t-test show that t = 1.949, with 80 (n - 1) degrees of freedom ("df"). The two-tailed p-value for this result is .128. In this case, p value is not less than .05, so the result is not considered statistically insignificant. Thus, knowledge and awareness about Ayushman Bharat - Arogya Karnataka scheme among Residents of Shivamogga District is very low.

Descriptive Statistics - Perception about Ayushman Bharat - Arogya Karnataka Health Insurance Scheme

One Sample 't' test (n=80, df = 79)

Perception about Ayushman Bharat - Arogya Karnataka Health Insurance scheme						
Variables	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*
ABAK scheme cover the risk of major medical expenditure	2.33	.070	.788	.060	- .367	.082
It can provide a sense of security	2.08	-.131	.979	.062	-	.106

regarding medical care for me and my family						.942	
The process of taking treatment under ABAK scheme cover is relatively easy	2.40	-.165	.886	.067	-	.813	.085
Posters, brochures & pamphlets of the scheme give good information	2.30	-.089	.992	.083	-	.886	.092
The scheme supports at the time of difficulty to meet unexpected medical expenditures	2.19	-.119	.908	.091	-	1.06	.112
It providers give good response to queries and clarifications to the needy people	2.17	-.083	.969	.097	-	.619	.087
ABAK scheme reduced the out of pocket expenditure	2.05	-.095	.899	.073	-	1.35	.072
Test value = 3, *at 95 percent confidence interval							

Source: Survey Data

The above table displays descriptive statistics for the variable "Perception about Ayushman Bharat - Arogya Karnataka Health Insurance scheme" among Residents of Shivamogga District". The individual perception variables were analyzed with a sample of 80 Ayushman Bharat - Arogya Karnataka Health Insurance scheme beneficiaries. The results show the variance in the individual variable analysis. Accordingly, the mean was high (>3) but none of the variables were high mean. However, mean score was lesser (<3) than test value and statistically not significant for variables such as cover the scheme major medical expenditure, provide sense of security to the family, support at the time of unexpected medical expenditure, good response to the queries and clarification, and reducing the out of pocket expenditure. Thus, the results highlight that the entire mechanism of the Ayushman Bharat - Arogya Karnataka Health Insurance scheme does not meet the expectations of the beneficiaries.

Hypothesis - 2

"There is negative perception about mechanism of Ayushman Bharat - Arogya Karnataka Health Insurance Scheme among Residents of Shivamogga District"

One Sample t test (n=80, df =79)

Overall Opinion about ABAK							
Variable	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*	Decision Made (Null)
PERCP_ABAK	2.21	.083	.811	.061	-.897	.114	Accepted
Test value =3, *at 95 percent confidence interval							

Source: Survey data

The above table shows the output produced from a sample of 80 Ayushman Bharat - Arogya Karnataka Health Insurance scheme beneficiaries. The table highlights descriptive statistics for the variable "Overall Perception about Ayushman Bharat - Arogya Karnataka Health Insurance scheme among Residents of Shivamogga District" including number of cases (80), mean (2.21), standard deviation (0.811), and standard error mean (0.061). Along with descriptive statistics, the result shows the significance test. Mean difference is the difference between the observed sample mean (2.21), and the test value (3). The result of the t-test shows that t = -.897, with 80 (n-1) degrees of freedom ("df"). The two tailed p-value for this result is .114. In this case, p - value is more than 0.05, so the result is considered to be statistically insignificant. Thus, there is negative perception among respondents about Ayushman Bharat - Arogya Karnataka Health Insurance scheme.

Findings

1. From the study a huge variance among the responses of Ayushman Bharat - Arogya Karnataka Health Insurance scheme beneficiaries was found towards the knowledge and awareness of the scheme. The

same was tested and it was found that the knowledge and awareness among Residents of Shivamogga District is very low. Among the various variables tested, the Ayushman Bharat - Arogya Karnataka Health Insurance scheme beneficiaries were much aware of the coverage of scheme of 5 members in a family.

2. From the study a negative perception among the respondents about the Ayushman Bharat - Arogya Karnataka Health Insurance scheme was found. Responses of Residents of Shivamogga District were collected on the various aspects of perception about the Ayushman Bharat - Arogya Karnataka Health Insurance scheme and the same was tested. Among the various aspects on Perception about the Ayushman Bharat - Arogya Karnataka Health Insurance scheme, no single aspect has positive perception towards the scheme.

Recommendations

- Initiative should be taken by government to create awareness regarding concept of Ayushman Bharat - Arogya Karnataka scheme with the help of media, newspaper, special camps, through Anganwadi workers, gram panchayat staffs, members etc.
- Most of the Residents of Shivamogga District are illiterate from rural background. Hence, the insurance provider should provide sufficient information regarding the benefits of scheme, renewal process; diseases covered and empanelled hospitals etc.
- Increase the Ayushman Bharat - Arogya Karnataka Health Insurance scheme coverage for both outpatient and in-patient care to include all poor and near-poor patients.
- The existing monitoring and evaluation systems need to be more robust and vigilant to ensure no out-of-pocket expenditures incurred at the time of utilization.
- The government in collaboration with relevant stakeholders should ensure optimal awareness and education to the Residents of Shivamogga District regarding health insurance schemes.

Conclusion

Health insurance plays a vital role in a society. The high and medium income group people are capable of availing healthcare services on their own capacities whereas poor people are incapable of availing the health care services as well as healthcare facilities in the form of health insurances. Hence, Karnataka government introduced Ayushman Bharat - Arogya Karnataka Health Insurance scheme for the Residents of Shivamogga District. The scheme aims to provide health insurance coverage to the cooperative BPL families of Karnataka. It provides for cashless insurance for hospitalization in public as well as private hospitals. But since Residents of Shivamogga District facing various problems including Knowledge, Awareness, and Utilization etc, from, the present study, it was found that knowledge and awareness of Ayushman Bharat - Arogya Karnataka Health Insurance scheme concept among those included in the present study were found to be low. Further, the study highlighted that, the respondents are not happy with the mechanism of the scheme. The study suggests that government should take initiative to educate the Residents of Shivamogga District and create awareness about Ayushman Bharat - Arogya Karnataka Health Insurance scheme with the help of media, newspaper, special camps, through Anganwadi workers, gram panchayat staffs, members etc.

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Personal Financial Management Practices Among Residents of Shivamogga District – An Empirical Study

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ABSTRACT: *Post Liberalization India has undergone many socioeconomic changes. Increase in per capital income, increase in life span of an average person, changing social structure from joint family to nuclear ones and lack of robust social security system and ask for a change in management of personal finance of an individual. According to latest surveys and recent researches suggest that Indians are good at savings, but then they save only in traditional investment avenues with minimum risk. Awareness and preferences for new age investment avenues are too less amongst Indians. As financial well-being of any individual depends upon how well they manage their personal finance, to assess the overall awareness of Personal Financial Planning and its components has prime importance. In this context present study has been taken up to study the personal financial management practices among people's of Shivamogga District.*

Keywords: *Personal Finance, Planning, Management, and Investment Avenues*

1. Introduction

Financial Planning is the process of meeting one's life goals through the proper management of personal finances. Proper Personal Financial Planning leads to Financial Satisfaction and Well-being. As Every person, family, or household has a unique needs and financial position, their financial planning must also be carefully planned to meet specific needs and goals. The development and implementation of total coordinated plans for the achievement of one's overall financial objectives. Individuals and families have many goals or objectives in life to fulfil. For the same they will have to save, accumulate and grow their money. The common life goals of individuals are: Education and Marriage of Children, Buying a house and a Comfortable Retirement. Other short term goals may include funding vacations, purchasing a car and fulfil debt (home loan, car loan), etc. For achievement of short term or long term goals, proper management of Personal Finance is essential. Financial Planning is all about managing finances of an individual or a family. It means Proper Management of Income, Expenses, Assets, Liabilities, Insurance, Taxation and Estate, so that one can successfully achieve all their desired goals and enjoy financial well-being and hence financial satisfaction.

Review of literature

There are various studies carried out by researchers to examine the personal financial management practices among different sector peoples in Karnataka, India and overseas. The studies highlighted that factors which play major role for investor's behavior in stock market are: herding, over reaction, cognitive bias, confidence, age, income, education, risk factor ,dividends, influence of people, past performance of the company, accounting information, ownership structure and expected corporate earnings (Rani R, 2014) (Ararwal 2015) (Martin M 2017). The knowledge about savings and investment is very low among unorganised sector workers (Avni Patel (2018). Financial literacy allows people to increase and manage their earnings and so they can better manage their life event like education, retirement, loss of job, illness etc., (Nag R 2007).

Statement of the Problem

Financial well-being of the individual depends upon Financial Attitude and Financial Behavior which, in turn, depends upon Financial Literacy of an Individual. Many researches have been done in area of Financial Literacy and some of the aspects of investment decision making in India, but there is no comprehensive study so far that deals in the overall personal financial planning aspects of the individual decision making process and/or which has attempted to measure the knowledge and awareness about overall personal financial plan, attitude of the respondents towards personal financial management practices.

Objectives of the Study

1. To analyze the level of knowledge and awareness about Personal Financial Planning among residents of Shivamogga district.
2. To examine the perception of respondents about different investment avenues.

Hypotheses of the Study

H₀₁: There is no significant knowledge and awareness level about personal financial planning among residents of Shivamogga District.

H₀₂: There is negative perception on information provided about various investment avenues among residents of Shivamogga District.

Research Methodology

The study was confined to the Shivamogga district. It is designed as a descriptive and analytical one. Its attempt to capture the opinion of households towards level of knowledge and awareness about personal financial planning and their perception about different investment avenues. The present research will be carried out with the help of both primary and secondary sources of data. Simple random sampling method has been applied for the selection of the sample. A total sample of 125 respondents has been taken for the study. The statistical analyses that have been used include one sample 't' test, mean and standard deviation.

Data Analyses

The data has analyzed with the different factors of knowledge and Awareness level and Perception of Households of Shivamogga district towards Personal Financial planning

Descriptive Statistics: Knowledge and Awareness about Personal Financial Management**One Sample t test (n=125, df=124)**

Knowledge and Awareness about Personal Financial Planning						
Variables	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*
I have financial knowledge about purchase of Insurance policies	3.11	.114	1.200	.068	1.691	.000
I have financial knowledge about Investing money in Shares and debentures	2.39	-.606	.764	.043	14.089	.070
I have financial knowledge about purchase of government securities	2.36	-.641	.890	.050	12.795	.081
I have financial knowledge about investing money in Mutual Funds	2.78	-.216	1.183	.067	-3.239	.067
I have financial knowledge about investing money in Pension schemes	2.90	.498	.879	.050	10.061	.053
I have financial knowledge about fixed deposits in bank	3.74	.740	.857	.048	15.317	.000
I have financial knowledge about investing money in real estate	2.44	.556	.920	.052	10.717	.098
I have financial knowledge about investing money in gold/Silver	3.85	.854	.960	.054	15.791	.000

Test value = 3, *at 95 percent confidence interval

Source: Field study data

The table shows descriptive statistics for the variable "knowledge and awareness about Personal financial Planning among general public". The results show the variance in the individual awareness variable analysis. Accordingly, if the mean score was high (>3), the result will be statistically significant and if the mean score was less (<3), the result will be statistically insignificant. Accordingly, the mean was high (>3) and statistical significant for knowledge about purchase of insurance policies (3.01), knowledge about fixed deposits (3.74)

and investing money in gold/silver (3.85). However, mean score was less (<3) than test value for variables such as investing money in shares and debentures (2.39), purchase of government securities (2.36), investing money in real estate (2.44), investing money in mutual fund (2.78) and investing money in pension schemes (2.90). Hence, the results of individual variable analysis highlight that there is no adequate knowledge and awareness about personal finance planning among general public.

Hypothesis - 1

“There is no significant knowledge and awareness level about personal financial management practices among respondents”

Overall Knowledge and Awareness about Personal Financial Planning

One Sample t test (n=125, df=124)

Overall Knowledge and Awareness about Personal Financial planning							
Variable	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*	Decision Made (Null)
KNW_AWR_PFP	2.95	.113	.339	.019	5.924	.056	Accepted
Test value = 3, *at 95 percent confidence interval							

Source: Field study data

The above table shows descriptive statistics for the variables “knowledge and Awareness about Personal Financial Planning among general public”, including number of cases (125), mean (2.95), standard deviation (0.339), and standard error (.019). Along with descriptive statistics the results shows the significance test. Mean Difference (0.095) is the difference between the observed sample mean (3.11) and the test value (3). The results of the t-test show that t = 5.924, with 124 (n – 1) degrees of freedom (“df”). The two-tailed p-value for this result is .056. The result is considered statistically insignificant, if the p-value is more than the chosen alpha level (.05).

In this case, p is more than .05, so the result is considered statistically insignificant and the null hypothesis is accepted. Thus, there is no adequate knowledge and awareness about personal financial planning among general public.

Descriptive Statistics - Perception about different Investment Avenues

One Sample t test (n=120, df=119)

Perception about different Investment Avenues						
Variables	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*
Adequate information available about Insurance policies	3.16	.158	1.113	.072	2.204	.000
Adequate information available about Financial Markets	2.84	-.158	.994	.064	-2.469	.054
Adequate information available about government securities	2.67	-.329	.953	.062	-5.352	.052
Adequate information available about Mutual Funds	2.83	-.171	.942	.061	-2.810	.065
Adequate information available about Pension schemes	2.70	-.304	1.041	.067	-4.528	.067
Adequate information available about fixed deposits in bank	3.77	-.554	.954	.062	-9.004	.000
Adequate information available about real estate	2.56	-.438	1.021	.066	-6.639	.050
Adequate information available gold/Silver	3.22	.217	1.084	.070	3.097	.000
Test value = 3, *at 95 percent confidence interval						

Source: Field study data

The table shows descriptive statistics for the variable "Perception about Personal financial Planning among general public". The results show the variance in the individual perception variable analysis. Accordingly, if the mean score was high (>3), the result will be statistically significant and if the mean score was less (<3), the result will be statistically insignificant. Accordingly, the mean was high (>3) and statistical significant for perception about information available about insurance policies (3.16), fixed deposits (3.77) and gold/silver (3.22). However, mean score was less (<3) than test value for variables such as information about financial markets (2.84) government securities (2.67), real estate (2.56), mutual fund (2.83) and investing pension schemes (2.70). Hence, the results of individual variable analysis highlight that there is negative opinion about different investment avenues available for general public in Shivamogga District.

Hypothesis - 2

"There is negative perception on information provided about various investment avenues among residents of Shivamogga District"

Overall Perception about different Investment Avenues

One Sample t test (n=125, df=124)

Overall Perception about different Investment Avenues							
Variable	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*	Decision Made (Null)
Perception_DIA	2.97	.158	.424	.027	5.796	.098	Accepted
Test value = 3, *at 95 percent confidence interval							

Source: Field study data

The above table shows descriptive statistics for the variables "Perception about different investment avenues among general public", including number of cases (240), mean (2.97), standard deviation (0.424), and standard error (.027). Along with descriptive statistics the results shows the significance test. Mean Difference is the difference between the observed sample mean (3.15) and the test value (3). The results of the t-test show that $t = 5.796$, with 239 ($n - 1$) degrees of freedom ("df"). The two-tailed p -value for this result is .056. The result is considered statistically insignificant, if the p -value is more than the chosen alpha level (.05).

In this case, p is more than .05, so the result is considered statistically insignificant and the null hypothesis is accepted. Thus, there is no positive opinion on information available about various investment avenues.

Findings

1. The survey results shows, majority of the respondents aware about how to purchase of insurances policy (3.11), knowledge about fixed deposit in bank (3.74) and investing money in gold and silver (3.85),
2. The result shows, majority of the respondents not have more knowledge about investing money in shares and debenture (2.39), purchase of government securities (2.36), investing money in pension schemes (2.90) and investing money in real estate (2.44).
3. From the survey it was found that, majority of the respondents perceived that there is a adequate information about different Investment avenues like insurance policies (3.16), fixed deposits in bank (3.77), gold and silver (3.22).
4. It was found from the survey that, majority of the respondents perceived that there is no adequate knowledge about financial market (2.84), government securities (2.67), mutual funds (2.83), pension schemes (2.70), real estate (2.56).

Suggestions

1. Majority of the respondent are not fully aware about how to investment money in share market, so the agencies should conduct different awareness program regarding how to invest in share market.
2. The government should provide concentrate on creating awareness about government bonds.
3. The companies should create awareness about insurance policies, then only others will purchase the policies.

4. The concerned authorities should provide adequate information about different investment avenues like government securities, mutual funds, real estate and pension schemes.
5. The government should provide information through newspaper, media or through special camps to increase the awareness in the minds of people.
6. The people have positive perception only towards saving money. They prefer more bank deposits and investing in gold and silver. People have a negative perception towards other avenues like share market mutual schemes etc so, the government and also the private agencies should conduct workshops and seminars related to other investing avenues and change their perception and increase their participation in these avenues.

Conclusion

Strengthening of any economy depends upon the financial well-being of the residents of the country. Past researches show that financial well-being of an individual depends upon their financial behaviour, which in turn depends upon attitude towards personal financial planning and the Financial Literacy of an individual. Balanced Personal Financial Plan also plays vital role for Financial Well Being of an individual. The present study had focused on Awareness perception of overall PFP among the respondents towards PFP. 125 households from Shivamogga district had been selected for the purpose of the study. Study revealed that Respondents are quite informed and not aware more about financial terms, concepts and it's working. Awareness is very low related to different Investment Avenues like shares, Debentures, mutual funds, real estate, and pension schemes. And also they perceived that concerned agencies or companies are not providing adequate information about the investment avenues.

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Internship Programme in Secondary Teacher Education Programme

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ABSTRACT: *Internship program in Teacher Education is of great significance because it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession. Internship programme for pre service teacher education system is one of the lively practical approaches to make student teacher practice required skills and competencies to become an efficient teacher. Each teacher education institute is expected to implement minimum 40 working days of practice teaching sessions in schools. However during the internship programme student teacher faces several problems related to social, psychological, pedagogical and other miscellaneous dimensions which can obstruct the achieving of goal and objectives teacher education programme.*

Keywords: *Internship, Profession, Psychological, Curriculum, Pedagogy*

1. Introduction

Education is a noble profession, through this profession teacher can give shape to his country & the world also. Teachers are not born but they can be made by teacher education. The term teaching practice embraces all the learning experiences of student teachers in schools. The term practice teaching has three major notations, the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools and the practical aspects of the course as distinct from theoretical studies. Simply becoming a teacher though is the easy part becoming a good teacher takes a bit more work. Good teacher are very necessary because it is the teacher who shapes the lives of boys and girls and prepare them as a good citizens for tomorrow. The future of the nation, the quality of coming generation depends largely on qualities of teachers, good education demands good teachers. Teacher education is divided into pre-service teacher education programme and in-service teacher education programme. Internship is an important component of pre-service teacher education programme to provide field experience to the trainees.

It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. Internship is very important to shape the trainees into an effective teacher of tomorrow. Internship programme has the following components. 1. Visits to Innovative Centres of Pedagogy and Learning. 2. Action research. 3. Developing Unit Plans in advance than teaching. 4. Creating and maintaining resources for teaching-learning in the internship schools. 5. Co-curricular activities. In teacher education internship has three stages. (1) Pre-internship, (2) Internship, (3) Post-internship. The pre-internship activities include selecting school for the internship, making groups of trainees, arrange time table, write unit plan, planning of activities etc. The internship is a field experience for trainees, which includes practice teaching and all activities of the school. The post-internship activities cover final report of internship and evaluation.

Meaning of internship

It is a programme for a trainee to work in an organization or institution without any remuneration in order to gain work experience, develop competencies and work culture which are required to fulfill the professional ethics. Internship in teaching includes practice – teaching and wide variety of field experience under the guidance of a competent or expert mentor. The learner tests his theoretical understanding acquired through pedagogy classes. The intern shares all the significant experiences going on in the total school environment and develops meaningful skills and attitudes towards his profession. Interns are usually college or university students, but they can also be other adults seeking skills for a new career. The internship is a school based plan with pre-service teachers attending their assigned schools for not less than 40 working days. Internship provides opportunities to the interns so that they could consolidate links between theory and practice which makes the pupil teacher ready to enter the teaching profession. The very principle underlying this programme was that of mutual benefit to all participants. Internship in teaching is

the joint responsibility of training colleges/practicing schools (co-operating schools), co-operating teachers, students and the college supervisors or teacher educators.

Internship may be of two types – work experience type and dissertation type. In the first type, during the second year the student teachers need to transform the learnt things acquired from the teacher training institute into practice, which may vary from two months to one year. In doing so, they gain work experience. In the second type, the student teachers who are in the last year may opt for dissertation type internship. Wherein, a student teacher shall perform research form of activity for a organization. The student teachers have to select a topic and conduct an investigation and prepare a report which needs to be presented. Either of the types of internship programs is offered to the student teachers in the countries like UK, USA, Germany, France, Nether land, Pakistan, Denmark.

Importance of internship programme in secondary teacher education

The internship is very essential for today's teachers because it gives proper training to the student-teacher for better understanding of all the students. It builds confidence among the student -teachers. A trained teacher can essentially face the class with confidence. He/she can tackle many situations and he does not run away from problematic situations, all these problems of teachers in education are solved by introduction of internship. Internship is the programme that reduces the complexities among student teachers and helps the teacher to face the class in a better way than the teacher without a proper training. It develops positive attitude for continuous learning and keeping interns updated with latest content and methodology. Actually it helps the teacher to build upon their existing skills to become autonomous, reflective to enter the teaching profession.

Purpose of internship programme in secondary teacher education

The purposes of the Intern Teaching Program are to improve the preparation of intern teachers, to offer professional development for the mentor teachers and student teacher to improve instruction for students in these schools and to assure the continuing professional development of college faculty. In this case an intern teacher is a university student who is assigned full time for 40 working days to a school and who is preparing to be a teacher by studying and teaching under the guidance of a mentor teacher. A mentor teacher is an experienced teacher who guides the practice of an individual intern teacher, or an intern pair and who participates regularly in studying and reflecting about his/her role with other mentor teachers.

Objectives of Internship programme

To help the student Teacher to;

- Develop abilities to become a teacher
- Develop Competencies required for teaching.
- Acquaint with the school environment.
- Develop teaching skills.
- Understand teaching process.
- Develop leadership qualities.
- Understand classroom difficulties.
- Prepare and use TLM.
- Develop the ability of using technology
- Develop professional ethics.

Internship Programme as per NCTE 2014 Guidelines

School internship would be a part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills, The curriculum of B.Ed, shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighborhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at two levels, namely, upper primary (classes VI-VIII) and secondary (IX-X), or senior secondary, with at least 16 weeks in secondary senior secondary classes. They should be provided opportunities to

teach in schools with systematic supervisory support and feedback from faculty. Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

Educational Implications

- Internship for the specialized courses should be included regarding the students' requirements as well as considering the availability of the internships in the Education. According to the many interns in the Faculty, they stress that the content of internship is difficult to meet the demand or requirements of the specialized degrees.
- Student teachers should be reviewed the real learning outcomes from the course of internship and develop the proper learning outcomes under the curriculum to develop the interns of the Faculty.
- Especially there should be specifically mentioned the duration of internship or hours required to fulfill the internship.
- More exercise should be given on practical aspects.
- New technologies should be used for making teaching learning process more effective.
- Use of innovative and child centered pedagogy needs to be encouraged during internship program.
- There should be a mentor appointed to each student.
- The major responsibility of the mentor is to find out an opportunity to the students and audit the progress of internship programme.
- Collaborative planning between mentor and student-teachers should be encouraged. Student-teachers should be given chance to develop and discuss their lesson plans with their concerned mentor before delivering it in classroom.
- mentor should be guided to use checklist, rating scale and written analysis for observing pedagogical practices of student-teachers in real classroom.
- The practice of "Peer observation "needs to be strengthened.
- The objectives of the internship, guidelines of internship, evaluation and assessment methods of internship, learning constrains etc. should be clearly stated on the internship prospects.
- The intern is also responsible for meeting with the mentor prior to the internship to clarify expectations and responsibilities, complete an Internship Learning Contract and Internship Approval Form, working the required number of hours, seeking out supervision on site as needed, and completing the academically-related tasks which are agreed upon by the faculty mentor and intern

Conclusion

The internship program is an integrated part in teacher preparation program. The reflective and critical internship program can provide an effective site for nurturing aspiration of educators, as well as for the continue nurturing of many individuals who are already involved in the education system. It can be concluded that necessary steps must be taken to solve concerned problems related to internship programme. Relevant strategies must be prepared and student teachers must be educated to cope up with these problems. Such problems can be solved by adopting strategies such as counselling, remedial instruction design, simulation class organization. so that the student teachers are able to manage the smaller groups as well as the larger classes. Developing Unit Plans and writing Reflective Journals are part of Internship activities. The student teachers should be able to think and re-think on their new learning experiences and reflect on how it has been done. It is possible to acquire any new knowledge and skills through thinking and rethinking process.

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Consciousness in Shivamogga District with Regard to Health Insurance Schemes – An Empirical Study

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ABSTRACT: Health Insurance is a type of Insurance where by the insurer pays the medical costs of the insured if the insured becomes sick due to covered causes, or due to accidents. It would be any arrangement that helps to defer, delay, reduce or altogether avoid payment for health care incurred by individuals and households. Health Insurance industry facing major problems such as low awareness and limited subscription, so the objectives of the study are, to study the awareness level among general public towards Health Insurance Schemes and also to examine the purchased status of Health Insurance Schemes. For this we have collected both primary and secondary data to fulfill our objective of the study conducted individual interview among the general public in Shivamogga district. The primary data collected through a sample survey method by taking 141 respondents. To analyze the primary data, we have used certain statistical methods. As a result of this survey, purchasing of Insurance policy has a relationship with the literacy rate; purchasing percentage of insurance policy is less in female when compared to male. However, the awareness about Health Insurance Schemes don't have any relationship with the gender. And, finally the measures have been taken to create awareness among the public.

Keywords: Health Insurance, Awareness, Purchase, Literacy rate

1. Introduction

The Indian economic system has been developed on a paradigm of mixed economy in which public and private enterprise co-exist. The public funded healthcare is available only to a small section of low income group and to government employees only. The Employee State Insurance Scheme (ESIS) focuses on the public healthcare policy for low income groups. The Central Government Health Scheme (CGHS) offers medical treatment to government employees. Free medical treatment is also offered by the government-run hospitals and dispensaries. Though there are various schemes like, the Employer-based Schemes, Government run schemes like ESIS, CGHS, insurance offered by Non-Government Organizations (NGOs) and Voluntary or Private Health Insurance Schemes, the Health Insurance market in India covers only about 10% of the total population. A nation with 12.064 billion populations with a larger percentage of this population living in urban slums and rural areas are living below the poverty line. Healthcare Management has always been a complex and daunting task in India.

Efficient and effective healthcare is determined by the way the financing of health care system is structured and organized. The health financing system in India is dependent on government budgetary allocations and private financing. The role of private financing has increased significantly in recent years. It is estimated that people spend about 4.5% of the GDP on healthcare needs and this is about three fourths of the healthcare expenditure. Health insurance expenditure in India is about 6% of GDP, of that 4.7% is private and a mere 1.3% is public. What is even more striking is that 4.5% are out of pocket expenditure. Out-of pocket private expenditure has grown at the rate of 12.5%, and for each 1% increase in the per capita income it has increased by about 1.44%.

In the absence of effective regulation of private health services, healthcare costs are inevitably high, and it is people belonging to the lower income groups who suffer the most.

Concept of Health Insurance:

Health Insurance is a type of insurance whereby the insurer pays the medical costs of the insured if the insured becomes sick due to covered causes, or due to accidents. The insurer may be a private organization or government agency. Health insurance in a narrow sense would be an individual or group purchasing healthcare coverage in advance by paying a fee called premium. In its broader sense, it would be any arrangement that helps to defer, delay, reduce or altogether avoid payment for healthcare incurred by individual and households.

The term insurance means any form of insurance whose payment is contingent on the insured incurring additional expenses or losing income because of incapacity or loss of good health, payment provoked because of physical or mental incapacity which prevents the insured from being able to work is called disability income insurance. If the incapacity prohibits the insured's activities of daily living, it is called long term care insurance and if the insured incurs hospital, physician, or other health care expenses it is called medical expense insurance

Types of Health Insurance Schemes:

The types of health insurance schemes categorized as follows: -

1. Voluntary insurance schemes or private –for –profit schemes;
2. Employer based schemes;
3. Insurance offered by NGOs/community based health insurance;
4. Mandatory health insurance schemes or government run schemes.

Review of Literature

There are many studies carried out by the researchers to study about the Health Insurance Schemes and to create awareness among the people. Also many problems analyzed and given their best possible suggestions or solution to overcome those problems. Some of the researchers given their opinion and some of articles are as follows. Researcher suggested that private sectors want to build confidence to public to increase the health insurance coverage and they said the government has to conduct awareness programs about the benefits of health insurance (K. Swathi, R. Anuradha-2017). His point of view the middle and low socio-economic groups' favored Government health insurance compared to private health insurance (Reshmi, Sreekumaran, Sabu and Unnikrishnan-2017). They said that the Problems with Health Insurance Sector is one of the most growing segment of insurance industry. Despite it there are several bottlenecks prominent such as lack of product innovation, low awareness among people, high claim paid -out ratio of insurers, inefficiency of Third Party Administrator etc. (Vazir, Suman-2015). The researches evaluate the present marketing strategies of leading health insurance companies (Anand and Sushil - 2013).

Statement of the Problem:

Health Insurance can play a crucial role in channelizing the resources more effectively and leveling out of pocket expenditure on health care. But still health insurance industry facing major problems such as low awareness and limited enrollment. It is because of lack of standardization and accreditation norms in health care industries, shrinking budgetary support for health care services, inadequate health care infrastructure, lower awareness among people about the relevance of health insurance etc., As a result still more than 80% of health care cost are borne by the people through out of pocket. Hence, present study is required to know the awareness and enrollment status among general public towards health insurance schemes.

Objectives of the Study:

The objectives of the present study are:

- 1 To Study the awareness level among general public towards Health Insurance schemes.
- 2 To examine the purchased status of Health Insurance scheme.

Hypotheses of the Study:

The hypotheses of the present study are:

1. **H₁**: "There is no significant relationship between awareness of health insurance scheme and gender of the respondents"
2. **H₂**: "Literacy does not plays significant role in aware about health insurance schemes"
3. **H₃**: "There is no significant relationship between awareness of health insurance scheme and category of the respondents"
4. **H₄**: "There is no significant relationship between purchase of health insurance scheme and gender of the respondents"
5. **H₅**: "Literacy does not plays significant role in purchase of health insurance schemes"
6. **H₆**: "There is no significant relationship between purchase of health insurance scheme and category of the respondents"

Research Methodology:

The Researcher will adopt empirical, descriptive and analytical methods for the study. It consists of both primary and secondary data. Individual interviews have been conducted to get the information about the awareness and purchased status of health insurance schemes among general public in Shivamogga district. The primary data collected through a sample survey method. The study will adopt simple random sampling method and the questionnaire will consist of two scale and close- ended questions adopted according to the requirement of the research objective. The samples have been drawn from Shivamogga district. For the purpose of collection of primary data 141 respondents selected. To analyze the primary data researcher used appropriate statistical techniques. To assess the performance of the variables tools and techniques like, Mean, Standard Deviation, and Chi-square will be used. To calculate the aggregates and statistical results, researcher will be using Statistical Package for Social Sciences (SPSS) software.

Testing of Hypotheses

Hypothesis - 1

“There is no significant difference between awareness of health insurance scheme and gender of the respondents”

Description			Awareness		Total	Chi-Square Result			
			Yes	No					
Gender	Male	Count	54	15	69	N	141		
		% within Gender	78.3%	21.7%	100.0%				
	Female	Count	51	21	72			Chi-Square	1.022
		% within Gender	70.8%	29.2%	100.0%			Df	1
Total	Count	105	36	141	Asymp. Sig.	0.00			
	% within Gender	74.5%	25.5%	100.0%	Source: SPSS Output				

Gender of the respondents and Awareness

Chi-square test was used to test the relationship between male and female respondents awareness about health insurance schemes. The result from the above table reveals that significance value is 0.00 ($p < 0.05$). Therefore, the alternative hypothesis is accepted and null hypothesis is rejected. Hence, “**There is significance relationship between awareness of health insurance scheme and gender of the respondents**”.

Hypothesis - 2

“Literacy does not play a significant role in aware about health insurance schemes”

Education of the respondents and Awareness

Description			Awareness		Total	Chi-Square Result			
			Yes	No					
Education	Illiterate	Count	8	4	12	N	141		
		% within Education	66.7%	33.3%	100.0%				
	SSLC	Count	12	7	19			Chi-Square	2.331
		% within Education	63.2%	36.8%	100.0%				
	PUC/ITI/JOC/Diploma	Count	21	7	28			df	4
		% within Education	75.0%	25.0%	100.0%				
	Degree	Count	29	9	38			Asymp. Sig	0.00
		% within Education	76.3%	23.7%	100.0%				
	Post Graduation	Count	35	9	44				
		% within Education	79.5%	20.5%	100.0%				
Total	Count	105	36	141					
	% within Education	74.5%	25.5%	100.0%					

Source: Survey Data

The above data reveals that there is significant relationship between education of the respondents and awareness about health insurance schemes. i.e., higher the percentage of literacy reflected on increasing the health insurance awareness among general public. Supporting this fact, the Sig. Value (0.00) indicates that **literacy plays vital role in awareness about health insurance schemes**. Hence, alternative hypothesis is accepted and null hypothesis is rejected.

Hypothesis - 3

“There is no significant relationship between awareness of health insurance scheme and category of the respondents”

Category of the respondents and Awareness

Description		Awareness		Total	Chi-Square Result				
		Yes	No						
Category	SC	Count	7	3	10	N	141		
		% within Category	70.0%	30.0%	100.0%				
	ST	Count	12	4	16				
		% within Category	75.0%	25.0%	100.0%				
	Minorities	Count	28	7	35			Chi-Square	5.041
		% within Category	80.0%	20.0%	100.0%				
	Backward Caste	Count	25	15	40	df	4		
		% within Category	62.5%	37.5%	100.0%				
	Forward caste	Count	33	7	40	Asymp. Sig.	0.28		
		% within Category	82.5%	17.5%	100.0%				
	Total		Count	105	36	141			
			% within Category	74.5%	25.5%	100.0%			

Source: Survey Data

A Chi-square test was used to determine whether category of the respondents has any significance for awareness about health insurance schemes. The result from the above table reveals that significance value is 0.28 ($p > 0.05$). Therefore, the alternative hypothesis is rejected and null hypothesis is accepted. Hence, **“There is no significance relationship between awareness of health insurance scheme and category of the respondents”**.

Hypothesis - 4

“There is no significant relationship between purchase of health insurance scheme and gender of the respondents”

Gender of the respondents and purchase of health insurance

Description		Purchase		Total	Chi-Square Result				
		Yes	No						
Gender	Male	Count	36	33	69	N	141		
		% within Gender	52.2%	47.8%	100.0%				
	Female	Count	23	49	72			Chi-Square	5.925
		% within Gender	31.9%	68.1%	100.0%				
Total		Count	59	82	141	Df	1		
		% within Gender	41.8%	58.2%	100.0%			Asymp. Sig.	0.01

Source: Survey Data

A Chi-square test was used to test the relationship between male and female respondents purchased the health insurance schemes. The result from the above table reveals that significance value is 0.01 ($p < 0.05$). Therefore, the alternative hypothesis is accepted and null hypothesis is rejected. Hence, **“There is**

significance relationship between purchasing of health insurance scheme and gender of the respondents”.

Hypothesis – 5

“There is no significant relationship between enrolled under health insurance scheme and education of the respondents”

Education of the respondents and purchase of health insurance

Description		Awareness		Total	Chi-Square Result				
		Yes	No						
Education	Illiterate	Count	0	12	12	N	141		
		% within Education	0.0%	100.0%	100.0%				
	SSLC	Count	5	14	19				
		% within Education	26.3%	73.7%	100.0%				
	PUC/ITI/JOC/Diploma	Count	12	16	28			Chi-Square	13.549
		% within Education	42.9%	57.1%	100.0%				
	Degree	Count	20	18	38			df	4
		% within Education	52.6%	47.4%	100.0%				
	Post Graduation	Count	22	22	44			Asymp. Sig	0.00
		% within Education	50.0%	50.0%	100.0%				
	Total		Count	59	82			141	
			% within Education	41.8%	58.2%			100.0%	

The above data reveals that there is significant relationship between education of the respondents and purchase of health insurance schemes. i.e., higher the percentage of literacy reflected on increasing the purchase of health insurance among general public. Supporting this fact, the Sig. Value (0.00) indicates that **literacy plays vital role in purchase of health insurance schemes**. Hence, alternative hypothesis is accepted and null hypothesis is rejected.

Hypothesis – 6

“There is no significant relationship between purchase of health insurance scheme and category of the respondents”

Category of the respondents and purchase of health insurance

Description		Awareness		Total	Chi-Square Result				
		Yes	No						
Category	SC	Count	4	6	10	N	141		
		% within Category	40.0%	60.0%	100.0%				
	ST	Count	8	8	16				
		% within Category	50.0%	50.0%	100.0%				
	Minorities	Count	16	19	35			Chi-Square	1.444
		% within Category	45.7%	54.3%	100.0%				
	Backward Caste	Count	14	26	40			df	4
		% within Category	35.0%	65.0%	100.0%				
	Forward caste	Count	17	23	40			Asymp. Sig	0.83
		% within Category	42.5%	57.5%	100.0%				
	Total		Count	59	82			141	
			% within Category	41.8%	58.2%			100.0%	

A Chi-square test was used to determine whether category of the respondents has any significance for purchase of health insurance schemes. The result from the above table reveals that significance value is 0.83 (p> 0.05). Therefore, the alternative hypothesis is rejected and null hypothesis is accepted. Hence, “**There is**

no significance relationship between purchase of health insurance scheme and category of the respondents”

Specific Findings

1. The result showed that majority (105) respondents constituting 74.5% are aware about health insurance schemes.
2. The survey result showed that majority (82) respondents constituting 58.2% are not purchased any health insurance schemes.
3. The majority of the respondents purchased government sponsored health insurance schemes.
4. The majority of the male respondents aware if compare to female respondents about health insurance schemes.
5. The result showed that, higher the percentage of literacy reflected on increasing the health insurance awareness among general public. Supporting this fact, the Chi-square test result Sig. Value (0.00) indicates that literacy plays vital role in awareness about health insurance schemes.
6. The survey result reveals that majority of the urban respondents are aware about health insurance scheme if compare to rural respondents.
7. The survey result showed that majority of the forward caste and minorities respondents are aware about health insurance schemes if compare to other category respondents.
8. The majority of the male respondents purchased the health insurance schemes if compare to female.
9. The result showed that literacy plays vital role in purchase of health insurance. i.e., education qualification pursued above SSLC purchased more if compare to below SSLC respondents.
10. The survey result reveals that majority of urban respondents are purchased the health insurance scheme if compare to rural respondents.
11. The survey result showed that majority of the minorities and SC respondents purchased the health insurance scheme if compare to other category.

Suggestions

- Before conducting awareness programs or any other measures to these findings we have to discover the reasons behind lack of awareness and not purchasing health insurance schemes.
- If the reason is lack of knowledge we have to educate them by creating the interest through agents, if the reason is money low costing policies should be suggested and so on.
- Making publicity about the both private as well as public Insurance companies to increase the purchasing percentage of Health insurance policies.
- As most of the females are housewives or non-working, by conducting awareness programs in women development and empowerment committee and also motivational programs for women so that we can cover most of the females.
- In rural areas conducting health camps, awareness programs, advertisement through newspaper, social Medias and also with the help of Insurance agents, concentrating more on other category respondents.

Conclusion

Health insurance is a method to finance healthcare. The main challenge is to see that low awareness and purchase of health insurance schemes among general public. From present study the determinants of awareness of health insurance were: gender, education and category of the respondents. As a result, higher education plays vital role of the determinants of awareness of the health insurance. The second part of the study determinants of subscription or purchase of health insurance result showed same as the above that literacy plays very important role in purchase of health insurance scheme, gender and category of the respondents also plays very important role in purchase of health insurance schemes. Finally, study suggests that health insurance providers should create awareness thorough advertisements, camps and educate people regarding health insurance it can increase the awareness as well subscription of health insurance schemes.

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TQM in Management Education- A Critical Evaluation of B-Schools in Shivamogga District

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ABSTRACT: Total Quality Management is adopted by the management education institutions in order to reach their goals and objectives. However the changing business environment also made it mandatory to the institutions to provide value added education to the students in developing dynamism to face competition. It is also important to the institutions to control and develop their qualitative practices in preparing their students to have a good career. In this backdrop present study is an attempt to study and evaluate the TQM practices by the institutions in the B-Schools of Shivamogga District.

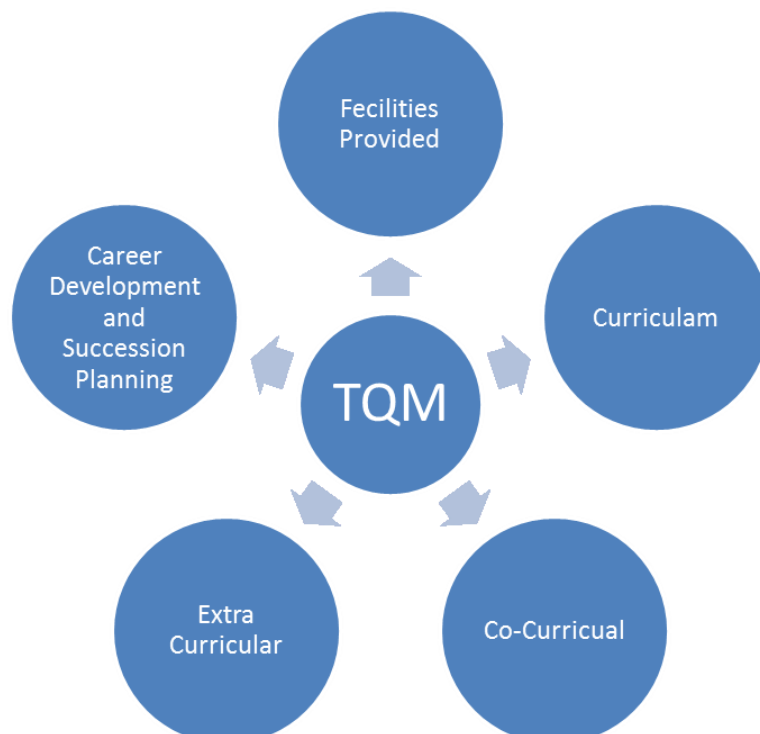
Keywords: TQM, Management Education, Business Environment

1. Introduction

In the present competitive business environment the purpose of management education is not only providing degree but to prepare the students in coping with new changes and face competition. AT the same time inculcating the qualitative skills in students is also one of the responsibilities of B -Schools. However many B-Schools in the world are considered TQM approach as an important factor to improve quality. It is also a challenge in front of management institutions to give attention in continuous improvement of management education through improved teaching and learning process.

1.1 Conceptual model of TQM in Management Education:

Chart 1.1: Conceptual Model of TQM in Management Education



Source: Author Developed

- 1.2 Facilities Provided:** For every educational institution facilities provided to students is very important, as it is a professional course to excel in their professional skills they need some basic facilities like Library, Hostel Wi-fi etc. therefore it is necessary to the institutions to provide basic facilities to the students
- 1.3 Curriculum:** Curriculum is another important factor where the institutions need to have better subjects & syllabus and it need to be revised periodically. Efficient faculties should be there to deliver quality lectures
- 1.4 Co-Curriculum:** Co-curriculum design speaks about other events organized by the institutions like conferences, workshops, practical assignments, personality development classes and communication classes etc
- 1.5 Extra-Curricular:** Extra-curricular activities are nothing but the sports and cultural events organized by the institutions to showcase talents of students.
- 1.6 Career Development and Succession Planning:** Succession planning speaks about the placement centers, training provided, industry interface programmes, mentoring etc.

2. Review of earlier works

Dr. T. Sudha (2012) an article discussed that the quality of higher education is everybody's concern today. Economic, social and technological changes have contributed to the knowledge society and also made education institutions to adopt learning environment. Finally the study suggested that the higher education institutions need to strengthen their practices which will lead to improve the capability of students and develop soft skills to adopt technological change.

Falguni Sutsangi (2016), in her one of the study focussed on accessing quality of teaching and research in higher education institution in India. Study focussed on higher education institutions at Delhi. Finally study concluded that soft skills development among students is very important in preparing quality students. These practices are different from one institution to another institution. At the same time the leadership skills helps in upgrading Indian higher education system.

Avjeet Kaur (2016) in their study focussed on evaluating the importance of higher education system in India. The study identified that quality education leads to reach the goals of higher education. TQM in higher education inculcates social value in the behaviours of the students. And the study suggested that the Total Quality implementation in the higher education system leads to overall development of institution and the society too.

3. Need for the study:

Need for present study exists because the review of earlier work identifies that most of the studies undertaken by experts have discussed only the importance and TQM practices of higher education institutions. But TQM practices in management education are not separately studied and addressed therefore present study is undertaken in view of following objectives.

4. Objectives of the study

1. To study and understand the need for Total Quality Management in management education
2. TQM practices adopted by the B schools in Shivamogga District
3. To evaluate the relationship between the practices of the B'Schools and TQM

5. Hypothesis Tested:

1. **H₀:** There is an insignificant relationship between TQM and **Facilities provided**
2. **H₀:** There is an insignificant relationship between TQM and **Curriculum Design**
3. **H₀:** There is an insignificant relationship between TQM and **Co-Curriculum Design**
4. **H₀:** There is an insignificant relationship between TQM and **Extra-Curricular Activities**
5. **H₀:** There is an insignificant relationship between TQM and **Career Development and Succession Planning**

6. Research Design:

6.1 Scope of the Study:

The scope of the present study is covered the faculties of three B'Schools located in Shivamogga district namely Institute of Management Studies and Research, Kuvempu University, JNNCE, and PESITM.

6.2 Methods of Data Collection:

In order to prove above stated objectives the primary data is collected through questionnaire method and interaction with the respondents. Secondary data is collected through published sources like Journals, Books and e-sources.

6.3 Sampling Techniques adopted:

For present study simple random sampling was is used and respondent groups had management faculties of B'Schools in Shivamogga district. And the sample size is limited to 30 rspondents

6.4 Statistical Tools Adopted:

In order to prove the set hypothesis one sample t-test is used. Test is done through the SPSS software.

7. Results and Discussions

In order to evaluate the relationship between the TQM and different practices of the B-Schools following dimensions have been studied and presented in the tables followed by hypothesis testing

1. **H₀:** There is an insignificant relationship between **Total Quality Management and Facilities Provided**

Table 7.1: Facilities Provided and T-Values

Facilities Provided	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Hostel Facilities	26.702	29	0	1.605	1.4865	1.7235
Library	28.356	29	0	1.34	1.2468	1.4332
Medical	23.075	29	0	1.33	1.2163	1.4437
Digital Library/ 24*7 Wi-Fi Facility	26.747	29	0	1.19	1.1023	1.2777
StudentsWelfare Department	51.725	29	0	1.1	1.0581	1.1419
Canteen facilities	32.432	29	0	1.22	1.1458	1.2942
Transportation Facilities	36.276	29	0	1.13	1.0686	1.1914

Source: SPSS Output

Interpretation: From the above table I is clear that the null hypothesis is rejected and alternative hypothesis is accepted. Hence it is proved that there is a significant relationship between TQM and facilities provided to the students by the management institutions. Above discussed facilities are basic in nature and very much required to develop the required skills of the students. The institutions in the study area are providing these facilities in well established manner.

2. **H₀:** There is an insignificant relationship between **Total Quality Management and Curriculum Design**

Table 7.2: Facilities Provided and T-Values

Curriculum Design	One-Sample Test						
	Test Value = 0						
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
					Lower	Upper	
Syllabus	44.636	29	0	1.16	1.1088	1.2112	
Internal assessment	25.801	29	0	1.335	1.233	1.437	
Assignment	32.125	29	0	1.185	1.1123	1.2577	
Quality of teaching	24.343	29	0	1.18	1.0844	1.2756	

Efficient faculties	44.581	29	0	1.12	1.0705	1.1695
Performance Evaluation and Feed-back system	25.5	29	0	1.415	1.3056	1.5244

Source: SPSS Output

Interpretation: From the above table it can be clear that the null hypothesis is rejected and alternative hypothesis is accepted. Hence it is clear that the alternative hypothesis is accepted therefore it can be said that there is a significant relationship between TQM and curriculum design and adopted by the B-Schools in the study area. However in the study area management institutions are adopted well developed curriculum design which meets the requirements of the industry.

3. H₀: There is an insignificant relationship between **Total Quality Management and Co-Curriculum Activities**

Table 7.3: Facilities Provided and T-Values

One-Sample Test						
Co-curriculum Activities	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Seminars/ Conferences/Workshops/Management Fests Organized	25.343	29	0	1.445	1.3326	1.5574
Student empowerment	20.379	29	0	1.48	1.3368	1.6232
Skill development activities organized	22.607	29	0	1.52	1.3874	1.6526
Personality development	23.247	29	0	1.23	1.1257	1.3343
Special lecture programmes by experts	51.725	29	0	1.1	1.0581	1.1419
Practical assignment	22.463	29	0	1.945	1.7743	2.1157
In plant training and dissertation	27.95	29	0	1.145	1.0642	1.2258
Other research activities initiated	20.416	29	0	2.165	1.9559	2.3741
Feedback system	42.676	29	0	1.07	1.0206	1.1194

Source: SPSS Output

Interpretation: From the above table it can be clear that the null hypothesis is rejected and alternative hypothesis is accepted. Hence it is proved that there is a significant relationship between TQM and Co-curriculum design of the B-Schools in the study area. The B-Schools of shivamogga district are adopted efficient co-curriculum design which leads to develop the practical knowledge of the students in addition to the academic activities.

4. H₀: There is an insignificant relationship between **Total Quality Management and Extra-Curricular Activities**

Table 7.4: Facilities Provided and T-Values

One-Sample Test						
Extra-Curricular Activities	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Sports events	21.82	29	0	1.69	1.54	1.84
Annual Pay programmes	24.47	29	0	1.67	1.53	1.81
Cultural Events organized	26.161	29	0	1.81	1.67	1.95
Awards and rewards provided to talented students	22.798	29	0	1.68	1.53	1.83

Educational tours	18.655	29	0	1.72	1.54	1.9
Feedback System	26.921	29	0	1.85	1.71	1.99

Source: SPSS Output

Interpretation: From the above table it can be clear that the null hypothesis is rejected and alternate hypothesis is accepted. Hence it is proved that there is a significant relationship between TQM and Extra-curricular Activities. In the study are the institutions are providing platform to their students to showcase their talents by organizing cultural fests, awards and reward are also provided to the talented students. Education trips are also organized to provide students entertainment and learning process too.

5. **H₀:** There is an insignificant relationship between **Total Quality Management and Career Development and Succession Planning**

Table 7.5: Facilities Provided and T-Values

Career Development and Succession Planning	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Mentoring	8.364	29	0	1.82	1.69	1.95
Training programme	30.461	29	0	1.87	1.75	1.99
Alumni Association	23.014	29	0	1.91	1.75	2.07
Campus recruitment	33.456	29	0	1.77	1.67	1.87
Industrial interface	30.029	29	0	1.74	1.63	1.85
Industry visits	34.535	29	0	1.657	1.56	1.75
Coaching for competitive exams	24.912	29	0	1.889	1.74	2.04
Feedback system	27.341	29	0	1.96	1.82	2.1

Source: SPSS Output

Interpretation: From the above table it is identified that the null hypothesis is rejected and alternate hypothesis is accepted. Therefore it is clear that there is a significant relationship between the TQM and career development and succession planning done by the institutions. In the study area the respondent institutions are very much strengthened their campus recruitment cell, alumni associations and also Mentoring practices in view to have career development of the students. Moreover, these initiatives of the institutions lead to, value additions to their curriculum and improve the good- will of the institutions at large.

8. Conclusion

Today’s competitive business world made it mandatory to management institutions to impart value based education their students. Therefore the management institutions in the study area have taken initiations to prepare students to cope with the challenges posed by the changing business world. At the same time soft skills are developed to meet their personal and professional needs. By the study it is suggested to the institutions to have continuous development of the curriculum, co-curriculum designs, facilities provided to the students, extra-curricular activities and career development activities at large.

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Yoga for Sports

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1. Introduction

Yoga is not a religion or a cult. It is a 5,000 year old exercise system used by people to achieve higher of levels of health and fitness, both physical and mental.

Yoga trains the body, mind & spirit to become strong and flexible, release stress and create inner peace, while developing a deep connection with ones spirit, intuition and personal power. All of these are essential for living a healthy balanced life and for the athlete to play a healthy balanced strong game.

A regular yoga practice lasts from 30 min. to 1 1/2 hours long. Many poses are held from 1 to 5 minutes so that muscles and deep connective tissue are simultaneously stretched and strengthened giving them a rubber band memory not achieved in traditional exercise. This is of extreme importance to the athlete as the connective tissue attaches muscle to bone and stabilizes all of the joints thus, preventing or minimizing injury when the athlete is spontaneous in action, opposed to having controlled safe form in a gym workout. . Yoga is not an aerobic exercise, but it does burn calories. The intimidating pretzel poses, often associated with yoga are not essential to achieve maximum benefits.

Benefits of Yoga for the Competitive

The benefits of yoga are unlimited. The obvious is the increased flexibility throughout the muscular system, but there is so much more.

The athlete can benefit by increasing mobility in the joints, thus increasing range of motion for overall enhanced performance. The athlete will be able to reach farther, fall harder while preventing and minimizing injuries because their muscles have a memory (like a rubber band) from the deep stretching obtained in practicing yoga on a regular basis.

Many athletes are having more injuries that require surgery because of the increased focus on strength training with weight resistance. This method for increasing strength and muscle mass is highly effective and efficient, yet it dramatically decreases flexibility. However, if yoga or other types of prolonged stretching are practiced in combination with strength training and practical application exercises (using the body in a way that mimics the movements of their particular sport, while performing a balancing or core movement), injury can be minimized during engagement in other competitive sports that call for the athlete to be more spontaneous with their bodies, calling for overextended reaches, lunges, falls, etc., all of which increase the odds of injury, opposed to the safety of controlled mechanical motion used in weight room workouts.

With yoga, the athlete will not only increase flexibility but also increase poise and balance from the practice of the yoga holding/balancing poses. This type of balancing will [enhance athletic performance](#) by enabling the athlete to prevent falls because of his heightened awareness of his bodies center place. When balancing poses are mastered the athlete is then conditioned to unconsciously recover from any imbalances their body may experience, staying centered in action, moment by moment during play. This is when the athlete begins to perform miraculous stunts. He is able to use his body in ways he never thought possible while remaining centered and injury free.

Yoga also helps strengthen connective tissue, break down adhesions (tiny scar tissue) from old injuries and over-training that have tightened as we age thus helping create mobility of the joints and an anti-aging posture.

As the practice of yoga focuses on deep breathing while stretching, this diaphragmic breath not only helps with sinking into a deeper stretch but also circulates the body's lymph fluid which increases the bodies capacity to cleanse and detoxify by 15%. By cleansing the body on a regular basis with this kind of breathing along with a clean diet, the bodies immune system is boosted, the blood is purified, and this results in increased health and vitality.

The deep rhythmic breathing performed in yoga also creates and builds up one's life force energies or Prana, also called Qi or Chi in Chinese healing and martial arts. So, one actually creates more energy than is

expended during a yoga session. The type of energy that is not from the caloric intake of our diet, but a cosmic energy.

Other Benefits

- Strengthens deep connective tissue preventing or minimizing injury.
- Creates overall body flexibility. Increases range of motion and mobility.
- Dramatically enhances physical balance by developing the athletes awareness of his body's center place, thus keeping their body balanced in action, moment by moment, giving the ability to recover from or prevent falls, while enhancing agility and maneuverability.
- Improves circulation, massages internal organs and glands for optimum health.
- The yoga breath circulates and detoxifies the [lymph fluid](#) to speed up recovery time from training 15% faster, eliminating fatigue.
- The yoga breath builds up increases one's life force energy.
- Enhances sensory acuity, mental focus, concentration, mental clarity, will power, and determination.
- Dissolves pre competition anxiety and stress. Helps to balance & manage emotions that could cloud focus, concentration & judgment.
- Trains the athlete gets and stays in the mental zone.
- Quickens mental response time for more effective game play and strategy.
- When doing yoga as a team it enhances team synergy and team chemistry & telepathy on the playing field.

Why Yoga For Sports?

Actually it is the Spirit, the Mind and then the Body. The athlete needs all three integrated to have peak performance.

SPIRIT * Inspiration * Motivation

Everything starts from the Spirit. The athlete must first be inspired, meaning " in spirit ", having a desire to compete, play, or win. To have team spirit. If the athlete lacks spirit he won't play his best.

Yoga connects the athlete deeper with his Spirit through the meditative poses thus allowing him/her to tap into their pure potentiality, unlimited. This occurs when the athlete practices yoga as a meditation, so that union with the infinite spirit that is also the infinite potentiality is achieved.

MIND * Preparation * Education

Inspiration is not enough. Once inspired the athlete must prepare with his Mind. He must have a game plan, a strategy, and education of his game and opponents to fulfill his inspiration or desire to play and win. To follow through with a strategy, yoga trains the athlete to focus, balance emotions, concentrate, & get in the zone.

When enduring the uncomfortable sensations the body feels while holding long and still in poses such as the "warrior" or " hero", will power, discipline and determination are developed in the mind, and then infused with inspiration.

BODY * Perspiration * Implementation

Inspiration and preparation are still not enough. Perspiration is what makes it all happen. In order to ultimately fulfill the desire of the Spiritual body and execute the strength and game plan of the Mental body, the athlete must have a finely tuned, flexible and strong Physical body.

This is where the athlete's game is fully benefited by the physical aspect of practicing yoga asanas. The body is available to move beyond old limitations to peak performance.

Conclusion

In conclusion, I would say that the human body has certain genetic evolutionary limitations, and that modern sportspersons are gradually reaching the physical pinnacle of these human body possibilities. It is becoming clear from the investigations into sports psychology that the future improvements of results lie in the investigation of the mind, and also in the application of the mind-improving techniques. In this context, I think we can understand sport as an example or paradigm of any other human activity, and the role yoga has in all of them.

I believe we can definitively say that yoga is a valid, efficient, simple and cheap addition to the development of athletes, or in any other field of human activity, and the yoga teacher in relation to sport must become a valuable member of the development team.

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Personal Effectiveness Profile of Physical Education Students in Mangalore University and Alvas College of Physical Education Moodbidire

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ABSTRACT: *The profile of effectiveness in physical education is compiled by students' success, class time management, discipline and control, suitability of activities, appropriate teaching cues, supporting and safe learning environment, planning and assessment of students and teaching. It is concluded that the multidimensional assessment, based on ecology model, is the most proper approach for research on effectiveness. The purpose of the study 124 physical education trainees studying in Mangalore University and Alva's College of Physical Education Moodbidri during the Academic year 2017-18 served as subjects. Equal representation was given to students studying in the department of physical education at university level i.e. Mangalore University College of physical education and Private Alva's college of physical education.*

Objectives: *Personality measurement helps us to see the consistent pattern in a person's orientation, individuals with different types of personalities can be equally effective.*

Results: *The result indicate that as a whole the majority of Physical Education trines in Mangalore University are ineffective .when it comes to comparison Alva's College of Physical Education College trainees have lower hand in terms of ineffectiveness.*

Conclusions: *Majority of Physical Education trainees at Govt. College belong to "effective" category of personal effectiveness which was not all expected. A very small proportion of Physical Education trainees at Govt College belong to "ineffective" category of personal effectiveness contrary to popular opinion. Similar was the case with Physical Education trainees at private College .Even here majority of the student came under "ineffective" category and a very small proportion belonged to "Effective" category. When Physical Education trainees at Government and private Colleges are compared it was observed that proportion of students belonging to ineffective category was higher in private colleges as compare to Government Colleges. On the hand the proportion of student belonging to effective category was higher in private Colleges as compared to Government Colleges.*

Keywords: *Personal Effectiveness, Self-Disclosure, Insensitive, Sports Psychology, Leadership*

1. Introduction

The purpose of the paper was the review of the literature on effectiveness in physical education. Methodologies that have been used in research on teaching effectiveness were the perfect teaching method, process-product and mediating-process designs, and ecology model. According to the current literature the effective physical educator is enthusiastic, warm, fair, and able to observe and communicate, state objectives, check for cognitive understanding.

Leadership

Position as a leader of a group, organization, etc. The time when a person holds the position of leader the power or ability to lead other people.

Personal Effectiveness

While Personality measurement helps us to see a consistent pattern in a person's orientation, individuals with different types of personalities can be equally effectiveness what are the aspects of personal effectiveness? One precondition for personaleffectiveness is better self-awareness. But only understanding oneself does not make a person effective.

Methodology

In this chapter, the procedure adopted for the selection of subjects, construction and development of Questionnaire, Selection of variable, administration of Questionnaire and collection of data, and Statistical treatment of data or described. The information is furnished section wise as below.

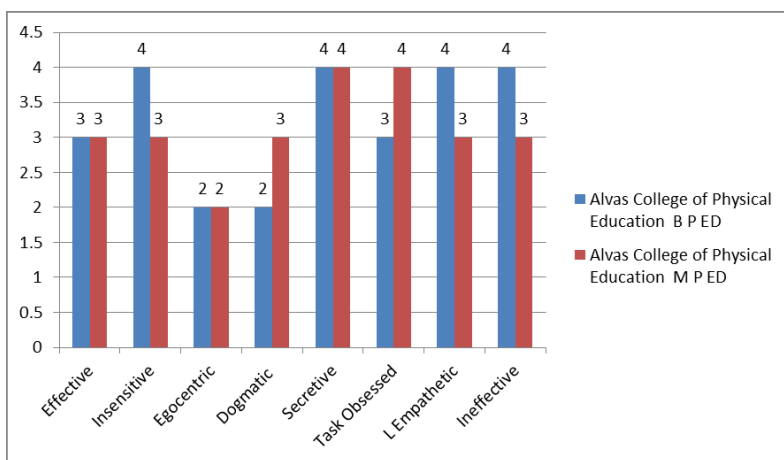
Selection of Subjects

For the purpose of the study 124 physical education trainees studying in Mangalore University and Alva's College of Physical Education Moodbidri during the Academic year 2017-18 served as subjects. Equal representation was given to students studying in the department of physical education at university level i.e. Mangalore University College of physical education and Private Alva's college of physical education.

Selection of Test Item

In order to assess the personal effectiveness of Physical education Trainees studying in Mangalore university colleges during the academic year 2017-2018, personal effectiveness scale was used. The personal effectiveness scale was developed by UdaiPareek (2007)

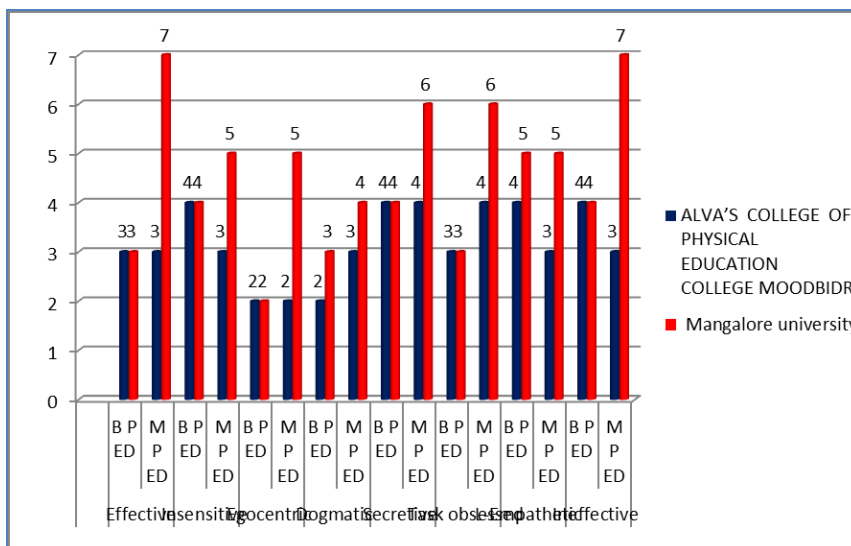
Percentage Wise Graphical Reprerntation Showing Effectiveness Type of Trainees at Alva's Colleges of Physical Eduction Moodbidri.



It is very clear from above figure that majority of student at Alva's College belong to ineffective category of personal effectiveness and proportion of trainees belong to effective category .

In order to compare the students effectiveness at Mangalore University and Alva's College of Physical Education Moodbidri tabular analysis was conducted and the information is presented.

Graphical Reprerntation of Personal Effectiveness in Mangalore University College and Alva's Colleges of Physical Eduction



It is clear that majority of students both at Mangalore University and Alva's college of Physical Education belong to ineffective category of personal effectiveness. It is also evident that a meagre proportion of students both at Mangalore University and Alva's College of Physical Education belong to effective category of personal effectiveness.

Discussion of Findings

It is evident that the majority of students of Mangalore University College are ineffective of students belong to lonely –Empathetic category of students Task –obsessed, students are secretive of student are Dogmatic of student are Egocentric of student are insensitive and only of Trainees are effective.

In the present context Mangalore University College trainees are higher when compared to Alva's College of Physical Education trainees in the category of Egocentric, dogmatic, Task obsessed and Secretive. The result indicates that as a whole the majority of Physical Education trainees in Mangalore University are ineffective. When it comes to comparison Alva's College of Physical Education College trainees have lower hand in terms of ineffectiveness.

Thus the hypothesis stated that there will be difference in personal effectiveness of Physical Education trainees in Mangalore University and Alva's College of Physical Education is completely rejected.

Personal effectiveness is considered to be most essential trait of any human being. It is of utmost importance for any teacher to be successful in his profession. In case of Physical Education teacher, personal effectiveness has a major role to play in his professional life. As we know a Physical Education teacher cannot work in isolation, he has to mingle with a variety of students, colleagues and administration. This places much higher demand on Physical Education teacher to possess an effective personality. In India, not many studies have been conducted on personal effectiveness of Physical Education personnel. In the present study, an attempt was made to analyze the personal effectiveness of Physical Education trainees in Mangalore University. The finding of the present study indicates that the majority of the students irrespective of colleges they belong to ineffective category.

Conclusions

Majority of Physical Education trainees at Govt. College belong to "effective" category of personal effectiveness which was not all expected.

A very small proportion of Physical Education trainees at Govt College belong to "ineffective" category of personal effectiveness contrary to popular opinion.

Similar was the case with Physical Education trainees at private College. Even here majority of the students came under "ineffective" category and a very small proportion belonged to "Effective" category.

When Physical Education trainees at Government and private Colleges are compared it was observed that proportion of students belonging to ineffective category was higher in private colleges as compared to Government Colleges. On the other hand the proportion of students belonging to effective category was higher in private Colleges as compared to Government Colleges.

Recommendations

The present research and finding of the study here are some recommendations for Physical Education trainees, lecturers, and administrators of various institutions.

- I. There is need for Physical Education trainees at Govt. as well as private Colleges to enhance their personal effectiveness status.
- II. Teachers at Physical Education training Colleges should adopt innovative measures to uplift the personal effectiveness standard of their students.
- III. Teachers at various training colleges should identify students with "ineffective" personal effectiveness and tactfully make them realize their weakness.
- IV. In order to uplift the standard of trainees, expert counselling has to be made use of by administrators.
- V. National level study of similar nature may be conducted to assess personal effectiveness of Physical Education personnel at various levels.
- VI. Similar study may be conducted on a larger sample within Karnataka.

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Effect of Yogic Asana, Pranayama and Meditation Practice on Resting Pulse Rate in the Age Group of 12 to 16

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ABSTRACT: *The aim of yoga is to devise ways and means of helping the better emotional and intellectual concentration. Asana is the main yogic tool for balancing the physical body. The purpose of the present study is to find out the effects of Asana, Pranayama and Meditation practice on resting pulse rate. To achieve this purpose of the study, 40 students studying in Govt High School Pudukalakatti talluk, Dharwad district were randomly selected as subjects. The age of the subject were ranged between 12 to 16 years. The selected subjects were divided in to 4 equal groups of 10 subjects each. Group I underwent asana, Group II underwent pranayama practice, Group III underwent meditation practice for five days per week for eight weeks of training period and Group IV acted as control that did not participate in any special training program apart from their regular activities. The data was collected at prior to and after the training program of eight weeks. Muscular strength was chosen as a criterion variable. The analysis of covariance (ANCOVA) was used to analyze the data. The results of the study revealed that the muscular strength was significantly improved due to the Asana, Pranayama and Meditation practice.*

Keywords: *Asana, Resting pulse rate, training, covariance*

1. Introduction

Yoga is universally benefiting all people of all ages. The study of yoga is fascinating to those with a philosophical mind and is defined as the silencing of the mind's activities which lead to complete realization of the intrinsic nature of the Supreme Being. It is a practical holistic philosophy designed to bring about profound state as well is an integral subject, which takes in to consideration man as a whole (Iyengar 1966). The aim of yoga is to devise ways and means of helping the better emotional and intellectual concentration. Asana is the main yogic tool for balancing the physical body. It consists of various static postures and physical movements performed to relieves tension, improve flexibility, maximize the flow of energy and remove fixation (Sivananda Swamy 1934). The objective of asana is to create a free flow of energy in order to help to direct our attention within. In this study an attempt is made to find out the effects of Asana, Pranayama and Meditation practice on muscular strength.

Methodology

The selected subjects were divided in to four equal groups of ten subjects each. Group I underwent asana, Group II underwent pranayama practice, Group III underwent meditation practice for five days per week for eight weeks of training period and Group IV acted as control that did not participate in any special training program apart from their regular activities. Subjects were required to attend yoga classes per week five days for a total 8 weeks. Each yoga session consisted of 10 minutes of pranayamas (breath control exercises), 15 minutes of dynamic warm -up, 50 minutes of asanas and 10 minutes of relaxation in Shavasana. The subjects were evaluated before and after the training program. We measured through the influence of Asana, Pranayama and Meditation practice on resting pulse rate was analyzed separately and presented below. The analysis of covariance on resting pulse rate of the pre and post test scores of experimental group I, II, III control group have been analyzed and presented in Table (A).

Table (A) : Analysis of covariance of pre-test and post – test on resting pulse rate of three experimental groups and control group (scores in beats/minutes).

Test	Exp. Group I	Exp. Group II	Exp. Group III	Control Group	SV	SS	Df	MS	FV
Pre-Test									
Mean	75.30	75.10	75.40	75.20	B	0.50	3	0.17	0.11
sd	1.19	1.14	1.11	1.33	W	57.00	36	1.58	

Post - Test										
Mean	71.00	72.00	73.10	74.80	B	79.48	3	26.49	18.89	
sd	1.00	0.89	1.04	1.47	W	50.50	36	1.40		
Adjusted Post-Test										
Mean	70.96	72.13	72.97	74.84	B	80.27	3	26.76	111.78	
					W	8.38	35	0.24		

*Significant at .05 level of confidence

(The table values required for significance at .05 level of confidence for 3 and 36 and 3 and 35 are 4.12 and 4.12 respectively).

Table (A) shows the analyzed data on muscular strength. The pre-test means of resting pulse rate were 75.30 for experimental Group I, 75.10 for experimental Group II, 75.40 for experimental Group III and 75.20 for control Group. The obtained “E” ratio of 0.11 was lesser than the table F- ratio 4.12. Hence, the pre-test was not significant at 0.05 level of confidence for the degrees of freedom 3 and 36. The post-test means of muscular strength were 71.00 for experimental Group I, 72.00 for experimental Group II, 73.10 for experimental Group III and 74.80 for control Group. The obtained “F” ratio of 18.89 was higher than the table F- ratio 4.12 hence, the post-test was significant at 0.05 level of confidence for the degrees of freedom 3 and 36.

The adjusted post-test means of resting pulse rate were 70.96 for experimental Group-I, 72.13 for experimental Group II, 72.97 for experimental Group III and 74.84 for control Group. The obtained “F” ratio of 111.78 was higher than the ratio 4.12. Hence the adjusted post-test was significant at 0.05 level of confidence for the degrees of freedom 3 and 35. Since, four groups were compared, whenever the obtained ‘F’ ratio for adjusted post-test was found to be significant, the Scheffe’s test to find out the paired mean differences and it was presented in table (B).

Table (B) : Scheffe’s post hock tests means differences on resting pulse rate among four groups (scores in beats/minutes)

Exp. Group I	Exp. Group II	Exp. Group III	Control Group	Mean Differences	Confidence Interval Value
70.96	72.13	-	-	1.17*	0.63
70.96	-	72.97	-	2.01*	0.63
70.96	-	-	74.84	3.89*	0.63
-	72.13	72.97	-	0.84*	0.63
-	72.13	-	74.84	2.71*	0.63
-	-	72.97	74.84	1.87*	0.63

*Significant at .05 level of confidence

Table (B) shows the Scheffe’s post-hock test results. The ordered adjusted final mean deference for resting pulse rate of experimental Groups I,II,III and control Group were tested for significant at 0.05 level of confidence against confidential interval value the mean deferences between experimental Group I and experimental Group II, experimental Group I and experimental Group III, experimental Group I and control Group, experimental Group II and experimental Group III, experimental Group II and control Group, experimental Group III and , control Group were 1.17, 2.01, 3.89, 0.84,2.71 and 1.87 respectively and it was seen to be greater than the confidential interval value of 0.63. Hence, the above comparison were significant.

Discussion on Findings

Physiology is a science of functioning of all the organs and systems of an organism. For the physiological system of the body to be fit, they must function well enough to support to specific activity that the individual is performing more over different activities Mack different demands upon the organism with respect to circulatory, respiratory, metabolic and neurologic process which are specific to the activity. In physiology, one learn how the organs, systems, tissues, cells and molecules within cells work and how their functions are put together to maintain internal environment.

The pressure exerted by the heart and arteries to push blood around the body. The magnitude of blood pressure is determined by the amount of the blood being pumped out of the heart per beat (the stroke

volume) and the resistance encountered as it passes through the blood vessels (peripheral resistance). Blood pressure is usually expressed as two measurements: systolic blood pressure, indicating the pressure when the heart is actually pumping; and diastolic blood pressure, the pressure when the heart is filling up with blood. Systolic pressure is always the higher and is expressed first. The pressures are measured in millimeters of mercury. Thus a blood pressure of 130/80 or 130 over 80, refers to a systolic blood pressure that will support a column of mercury 130mm high, and the diastolic pressure, which will support for column 80mm high. Systolic pressure in children is about 100, and in young adults, the value is about 120. It tends to rise with age arteries thicken. A systolic pressure of 180 is not uncommon and it may be as high as 280.

The value varies according to a person's position. It tends to drop when you stand up after lying down; this is called postural hypertensive drop. A typical value for diastolic pressure is 80mm of mercury. Although it is difficult to define precisely what is normal blood pressure, there is general agreement that a desirable blood pressure is less than 140/90 (Shaver 1982).

The results of the present study showed that all the three Groups have improved the blood pressure on the sample population. The asana practice greater influence than the other two. The pranayama practice is the next best and the meditation practice has the least influence.

Conclusions

- The asana practice has greater influence than the other two.
- The pranayama practice is the next best.
- The meditation practice has the least influence on resting pulse rate.

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Influence of Ideology: Decline of Social Research in India

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ABSTRACT: *There has been a discussion on the status of Indian Social Science research. Many scholars, committees opine that the quality of research is declined. Further they try to point out the following reasons: problem of supervisor; financial problem of a researcher, language problem; lack of equipments; and unavailability of a good library and so on. Government and related units had tried the best for fulfilling these needs: library, fellowships, sending faculty for research work with salary etc. If the above elements are the real causes for the decline of our social research, now the problem has to be decreased. But the situation is unchangeable or one can say even worse than before. It shows that the above factors are not actual reasons for declining the status of social research. This paper tries to address this issue in a different way that lack of theoretical exercise and selection of research problem leads our research into trap. Broadly, these two issues/points will be discussed in this paper. Firstly, researchers select social problem for their research than research problem which means both are different. Secondly, researchers are engaged more in providing facts for ideology and ideology based activism than developing theoretical knowledge.*

Introduction and A 'Problem'

Social Sciences may be defined as the discipline, which deals with humans in their social and behavioural references. They are concerned with a systemic investigation of the behaviour of man in society with the aim of formulating a body of relevant theory. To build a theory, social research is very necessary component. In India, we can find many research programs have done before independence and after independence too.

Especially, after 1970, there are many serious attempts were made for developing social research in India. There are many review committees were appointed to assess the status and quality of the research. They find out that, social research in India have not reached our expectations. Then the question arises as follows: What are the constraints/ problems were faced by social research?

To find out the answer for above question, Government bodies has done massive effort. One of the efforts is to appoint the committees which include the experts in the area of social sciences. Those committees and thinkers pointed out that there are many problems in the area of social science research. Importantly, lack of proper institutional support and funding; problem of language; rigid conditions and bureaucratic procedures so on and so forth.

Then number of university departments and research institutions in the field of social sciences has since grown manifold. Besides funding the creation and expansion of social science faculties in universities and colleges, the UGC initiated to fund centres of advanced studies in university departments with outstanding faculty and special assistance programmes to nurture and support promising university departments in different social sciences to expand and strengthen their research capabilities. They announced much more fellowships for doctoral research in Social Sciences and Humanities. Additionally,

- Fund for minor and major research projects.
- Private institution funding (Sri Ratan Tata Institution)
- Foreign funding for socio-economic research (UN agencies, Ford foundations etc)

Funds related to social research is increased from last 40 years in India. The following statement of the author justifies this claim:

The availability of public funds for socio-economic research has undoubtedly encouraged and facilitated research outside the government. It has made a significant contribution by opening important areas (such as gender studies, environment, dalits and othedisadvantaged segments) of research, bringing new issues on the public agenda and livening the debate on social and development policy. But important as these developments are all is not well(Vaidyanathan, A, 2001-112).

These facilities are provided and increased the amount of support and facilities in every year. If above constraints are the real causes for social research in India, then social research has to improve their quality. But the results are the same: *Social science research output in the country has fallen short of expectations and*

also not commensurate with the resources spent on them. Then our question remains: *what is the genuine problem of our social research?*

This paper tries to find out two points which are closely related. We will discuss them in one by one.

1. Social problem as Research problem:

Two years ago, we had a state level workshop on research methodology. Researchers of Social Sciences came from all over the Karnataka. At the time, we found some of the things which are very important in social science research. Researchers selected Social problems instead of research problems. Ex : “problem of lady conductors in BMTC”; “problems of Child labours in Davanagere district”; “Sollapur slippers – A Case Study”, “depiction of prostitutes in Kannada Literature” and so on. These kinds of topics have been taken for Social research in India broadly, Karnataka in particular. These topics can lead to have some data which is descriptive in nature. Then one can ask what the difference between social problem and research problem is?

No doubt, social problem has to be addressed in Social sciences. But social problems are not equal to the research problem. Research problem mainly related to earlier discussions and conclusions on the social phenomenon and problems. And try to show the shortcomings of the earlier studies. But in the above cases, they try to give descriptive accounts which are not help to solve their problem. Researches can simply account the number of lady conductors, kind of houses they have; kind of problems etc. And many times the same topic is taken up by others in some places/areas. Some others take the same issue and select some other area/district to collect data. But the whole research is same as previous but did fieldwork in a different place.

This information can be collected by NGO’s and government agencies through their yearly reports. No need to do research for achieving this task; researches has to done more than that. So we need to go for second point which is extremely important and closely related to first point.

2. Lack of theoretical exercise and promoting the ideological truths:

Most of the social science researches in India, lack the theoretical discussions. Their major contribution is to collecting some data which is unimportant in some sense. They have not tried to analyse in a theoretical manner. Theoretical way means, one research has to forward the older discussion in to higher form or into better formulations and try to show the problems in earlier studies. And try to analyse in a new way, it will be the contribution for social sciences. But this is not the case in our social research scenario.

Another distressed aspect is also there in our research realm. The researchers in the major universities lack theoretical discussions, and they try to forward the ideological truths in the name of research. Researchers have to differentiate the ideological exercise from theoretical exercise. Only theoretical engagement can promote the Knowledge about the society.

Many time these theoretical engagements faces serious challenges from the so called organisations and political parties. These theoretical exercises question the basic idea of dominant description. These descriptions are the foundations for these organisations and political parties. Earlier studies have provided these descriptions of society which helped them to build their identity. New studies will try to show the limitations of the earlier notions of the society. This will damage the identities of these institutions. So people from these areas definitely stop these theoretical engagements.

Conclusion

Research status in Indian Social Science realm is in debatable. Social Science research has been declining for last few decades. To enrich the research status, government bodies and private institutions have taken many steps. But the expectations are not fulfilled yet. So we need to rethink the developments of social Science research, otherwise Social Sciences will collapse very soon. The younger generation of social sciences domain has to understand the responsibility of serving the society by providing solutions to the social problems. This can be possible only when we start to build scientific theories on our society. Unfortunately, we are serving the political parties through engaging in ideological struggles.

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Entrepreneurship Education

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ABSTRACT: *Entrepreneurship education is the most significant and much relevant concept in the present scenario of our education system. It is significant as it creates self-employment power among the youths at the unemployment situation in India. It is relevant because the government of India has initiated the schemes like Mudra, Make in India, and many skill development programmes. The word Entrepreneurship is derived from the French word entrepreneur which means 'one who undertakes an endeavour'.*

The words of Swami Vivekananda on education at this juncture is much noteworthy. "Education is the manifestation of the perfection already in man". The present system of education produces the heads with degrees seeking for jobs and not the heads with the skills creating jobs. As we all know that the present system of education does not make a man to stand on his own feet and with self-confidence and self-respect. It is producing slaves and not the leaders. Mahatma Gandhi says on education, "By education, I mean an all-round drawing of the best in child and man in body, mind and spirit." Further he stresses on the basic education in India, which is a skill based and not a literacy based. Considering the above, it is very much relevant to bring out revolutionary changes in the present education system by introducing entrepreneurship education at all levels. So, it is appropriate to think of diverting our education system from the loaded books of theories to an experienced education of skill development called entrepreneurship.

The present paper would discuss how Entrepreneurship education can be properly implemented in our education system, the need, the challenges, policies, infrastructures, curriculum, and the results.

Keywords: *entrepreneurship, curriculum, skills*

1. Introduction

India is a country with abundant natural resources and human resources. The education system should channelize the human resources to make appropriate uses of natural resources for the development of the country. Entrepreneurship education is not only one of the best ways to achieve this but also the panacea for poverty and unemployment. Entrepreneurship education provides students motivation, knowledge, and skills to make use of their talents at various settings in their life. It can be implemented at all levels from primary to the universities. It develops self-development skills beginning from the communication skills to technical knowledge and management ideas. It makes every individual busy in thinking and working on progressive ideas by proper utilisation of available resources.

Entrepreneurship education teaches and trains students in production, process, marketing, and other allied business skills. It guarantees the growth of an individual and the nation. It includes moral and ethical values to be followed in life. In other words Entrepreneurship education is also a moral education which is needed for the healthy society. Entrepreneurship education provides the students to find out their innate potentialities, creative ideas, which can be transformed in to progressive goods and services. Entrepreneurship education is an experiential learning as it is based on the practical curriculum, where the students learn everything from their experience. It applies all the learning styles at a time like visual, auditory and kinaesthetic.

M. Kirzner (1973) observes entrepreneurs as; "One who perceives what others have not seen and acts upon that perception". Thus, entrepreneurs take the economy and the society that is the whole civilization to the state of progress and prosperity. It focuses on developing knowledge, skills, and understanding of how an innovative and creative idea, product, or process can be used to form a new and successful business or to help an existing firm to grow and expand. For this purpose Government also welcomes **entrepreneurs** to start their business.

True to the words of Mahatma Gandhi, Entrepreneurship education is the education for the body, mind and soul.

Importance of Entrepreneurship Education

Entrepreneurship is a boon to a nation's economy. It increases the wealth of an individual and contributes to the growth of national income. The following can be added to realize the importance of entrepreneurship education in a better way.

- It is practical, down to earth and life management teaching and learning.
- It is economical and reaches all sorts of people.
- The curriculum is interesting and practical. It is learners friendly.
- It gives much room for students' creativity and intelligence productivity.
- This is an era of intelligent rights. The entrepreneur education has much scope for innovative ideas and production.
- It deals with people management and wealth management. Hence the students learn the art of life and wealth accumulation.
- It is employment friendly. This education creates employers and not employees. It is a panacea for the unemployment of our country.
- This education provides innumerable opportunities to make use of available resources.
- Entrepreneur education favours the community development. A particular skilled labour community will become prosperous by producing more products with innovative ideas.
- It contributes in developing service sectors like bank, transportation, entertainment, etc.
- The standard of living of the people will be improved as it provides job opportunities to all.
- It promotes research and scientific innovation.
- It promotes good relationship among states and nations as it creates business opportunities at the international level. The growth rate of import and export would also find.

Realizing its importance, the countries like Singapore, Indonesia, America, Japan, and others have adopted entrepreneur education curriculum from the primary level of education. The government of India has also taken up a few schemes to promote entrepreneur education. The skill development programme is one such. But we, the teachers and educators, should strongly promote this adopting in our curriculum.

Curriculum - Entrepreneurship Education

A good curriculum is the road map of successful learning. Entrepreneurship education is multi-dimensional approach. It may have the following contents in its curriculum keeping in mind the principles of curriculum. A good curriculum must be a learner oriented. It must be adoptable to all walks of life. It must be easy, practical and graded. An entrepreneur is one who deals with all sorts of goods and services. He deals with raw materials, transportation, production process, marketing, selling, buying, accounting, financial management, people management and other skills. His area of knowledge and work is vast and immeasurable.

Considering these, the curriculum and the syllabus must be framed.

Contents of the Curriculum

Primary and Secondary level

- Anecdotes and stories of entrepreneurs and industrialist.
- Games and activities to teach accounting and mathematics.
- Arranging field trips.
- Teaching English language skills along with regional language.
- Introducing vocabularies and terms of entrepreneurship.
- Arranging practical classes and training.
- Developing business skills and financial management.

University level

Along with the graded syllabus of the above, a few more contents can be added to the curriculum at the university level as the students are at the verge of getting in to the job market or having plans for their own start-ups. Entrepreneurship education can be applied in almost all the fields. Hence the specialization paper or course like agricultural entrepreneurship, raw material entrepreneurship, production entrepreneurship, sales entrepreneurship and others must be adopted.

The following papers can be introduced at the university level.

- Finance and Accounting
- Import and Export Policies along with International Marketing.
- Human Resource Management.
- Communication and Interview Skills.
- Banking.
- Sales and Service Marketing.
- Innovations and Invention, Copyrights.
- Tax and other Allied Policies of the Country.
- Practical Visits and Internee Training at Designated Companies and Industries.

Role and Responsibility of an Institution in Developing Entrepreneurship Quality Among Students

A successful entrepreneur must have certain qualities to suit to his business. If he does not possess those qualities, it's the responsibility of an educational institute to train him to develop and inculcate those qualities. This must also be a part of curriculum. "The entrepreneur is a searcher, an explorer, and an adventurer and the education programme should be geared to inspiring and assisting, individuals who possess those characteristics. It will be therefore be impossible to prescribe a rigid programme of entrepreneur education"(Kent 1990)

Essential Skills Required to Succeed as an Entrepreneur

- **Desire:** The students must have a burning desire to become an entrepreneur. An institute can have orientation and motivational training programme to create a desire among the students.
- **Vision:** The students must have a proper vision about their career and education. They should dream and work hard to become a successful entrepreneur. The institute must include project works, seminars, training sessions, visits and other learning activities to make the students busy and to have a vision to become a successful entrepreneur.
- **Willingness to Learn and Ability to Listen:** This is one of the qualities of a successful entrepreneur. He must listen what others say and learn well.
- **Courage to face the risks and challenges:** the training institute should not just produce students to ranks. It must produce the men and women, who take challenges and risks positively and strives to achieve success in their field of business. Some of the self-development programmes and guidance programmes must necessarily be arranged.
- **Creativity:** the training institute must have the curriculum and co curriculum activities, which triggers the creative intelligence of the budding entrepreneurs.

The Prerequisites of an Institution Which Provides Entrepreneur Education:

A nation's progress is being shaped in the classroom. An institute which provides entrepreneur education must have certain infrastructures as well as training experts. This training course is not everybody's cup of tea. A strong, sound and able institute only can contribute the best entrepreneurs to the nation. Keeping this view in mind, certain pre requisites can be highlighted for the establishment of an intitute.

- **Class rooms:** A vast and spacious class rooms are required since the students involve in anumber of learning activities. The rooms should be accomplished with all teaching learning gadgets like projectors, screen, computers, audio speakers, microphones, boards, comfortable seating arrangements, lecternetc.,.
- **Auditorium:** An auditorium is essential for a training institute. A number of training activities and programmes would be held here. A panel discussion, seminars, cultural activities, debates, speeches and other learning oriented programmes can be taken place in the auditorium. An entrepreneur student must involve all these stage programmes as it develops in him the leadership qualities.
- **Play ground:** A sound mind dwells in a sound body. Healthy citizens are the asset to a nation. The budding entrepreneurs must be physically fit and strong and healthy to start their own entrepreneurship. The games help the students to develop co-ordination, co-operation, competitive spirit, leadership qualities, team management and other qualities apart from good health.

Qualified And Experienced Teaching Faculty

A good asset of a better institute is the best teaching faculty. The teachers with a passion to mould the life of the students must be hired and a suitable environment must be provided to them. A disciplined and devoted

teacher only can bring out the best in the students. The training institute must take all the needful steps in hiring the teachers.

Conclusion

All the advanced countries in the world like USA, Japan, Russia, France and others have one thing in common. They have well stock of entrepreneurs, who contribute to the economic growth of their countries. The rich people in this world are the entrepreneurs and not the doctors, engineers, lawyers, teachers. If a nation decides to economically, it must give importance to entrepreneur education. Then only we can see the citizens rich – financially, morally, ethically, socially etc.

The job market cannot meet the increasing number of job seekers. Unemployment is a curse to the nation. Entrepreneur education is one of the best solutions to solve this problem and it is a panacea for all the problems of the society.

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Organization Climate and Job Satisfaction of Secondary School Teachers – A Conceptual Analysis

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ABSTRACT: *The concepts of organizational climate and job satisfaction impact each and every organization and the educational organizations are not exceptions. The overall educational outcomes come from the satisfaction of the teaching and non-teaching staff working in it and for that a favorable and pleasing working environment are essential. In this paper an attempt has been made to discuss the relationship between organizational climate and job satisfaction of secondary school teachers. In this paper the concept of organizational climate, its general characteristics and impact and the concept of job satisfaction, factors affecting or influencing it and how they impact on each other are analyzed. A conceptual analysis of these concepts revealed that, organizational climate and job satisfaction are interrelated to each other and one has its impact on the other.*

Keywords: *organizational climate, job satisfaction, secondary school teachers etc*

1. Introduction

In today's turbulent and dynamic environment, the ultimate development and survival of any educational organization depends on the knowledge, skills and capabilities of its teaching and non-teaching staff. A satisfied staff will be dedicated towards his or her work and also exhibit creativity.

Job satisfaction and Organizational Climate are key concepts in any organization and have a pivotal role in motivating its employees and certainly work output. Job satisfaction is dependent on many factors. A democratic and favorable organizational climate implies high level of job satisfaction which ultimately leads to attracting and maintaining the employees. A climate which is free from bias and undue influence in turn increases the employees' morale, increased productivity, efficiency of employees and their loyalty to the organization.

Concept of Job Satisfaction

Job satisfaction is a term used to connote the attitude of an employee towards the job. Job satisfaction and motivation are dissimilar concepts. A job which fails to provide psychological or physiological needs of an individual, the levels of job satisfaction may come down.

It means that, it is the general attitude and feeling of an employee towards the job. An individual's psychological and physiological needs are fulfilled through organizational process. It is a multidimensional attitude consisting of the attitude towards pay, promotions, co-workers, supervision, organizational climate and so on. High job satisfaction implies likingness of the job by its employees and vice-versa. It is an intangible entity which is expressed through emotional feelings.

Thus, job satisfaction is a positive attitude of an employee towards the avocation he or she is doing. It has a bearing impact on job performance. The deviation between employees expected outcomes from the job and actually the job which determine the job satisfaction.

Factors affecting or Influencing job satisfaction

Job satisfaction is influenced or affected by various factors and the same is schematically represented as :-



- **Employee's Expectation about Job**

This aspect of the job greatly influences job satisfaction. The level of job satisfaction is determined after an employee performed a particular task and what he was supposed to achieve. The expected reward can either be intrinsic or extrinsic rewards.

- **Reward And Punishment**

This aspect implies that, an employee good at his work gets reward and vice-versa. And because of expectation of reward and fear of punishment, employees are positively motivated at work, thus leading to job satisfaction.

- **Working Condition**

These include nature of the job, facilities, work load, organizational climate, health and safety, etc. These are directly associated with job satisfaction. Better working condition results in higher job satisfaction and vice versa.

- **Communication**

Provision for transmitting various information relating to the job and organizational climate through a properly and effectively designed communication network reduces potential frustration thereby increase job satisfaction.

- **Personal Ability**

This element is directly associated with the ability, interest, attitude, skills, knowledge etc of an employee and hence a highly capable person can perform the job effectively and efficiently leading to better job satisfaction.

- **Work Groups**

A group of individuals who work to achieve a common purpose can be termed as a work group. The nature of such work group affects the level of job satisfaction. If the individuals are closely interconnected with each other and directed toward a common end, the team performance will be enhanced. As a result, greater job satisfaction takes place.

• Supervision

Job satisfaction is also affected or influenced by the nature and manner of supervision at the work places. A supervision which establishes supportive relationship with the team members will result in greater job satisfaction.

Concept of Organizational Climate

Broadly speaking, organisational climate is the social setting of the organisation. The term ‘*organisational climate*’ sometimes is also referred to as the ‘*situational determinants*’ or ‘*Environmental determinants*’ have a bearing impact on an individual’s psychological and emotional behaviour. Human relationists introduced this concept in the late 1940. For describing a social system it has become a very useful metaphor now days.

A manifestation of attitudes of the members of any organization towards the organization reflects organisational climate. Perception of an individual about organizational properties help in identifying organisational climate. This also exhibit a great amount of diversity.

Sometimes the terms and/or concepts ‘*organisational culture*’ and ‘*organisational climate*’ are used interchangeably. But there are some basic differences between these two. The former is connected with the nature of beliefs and expectations about organisational life, while climate is an indicator of whether these beliefs and expectations are being fulfilled and whereas the latter is somewhat like the personality of an individual that makes him unique and different from other persons. In the same way each organisation has an organisational climate which distinguishes it from other organizations.

Organisational climate reflects the perception of an individual employee about the organisation he is working with. The perceived set of emotional and psychological ideas of employees about the characteristics and features about their organizations influence their behaviour in that organization and in turn job satisfaction.

Organizational climate is nothing but the attributes specific to an organization that may be induced from the way that organisation deals with the individuals associated with it and its environment.

That is to say, organizational climate is the quality of internal environment experienced by its members influences their behaviour which can be described in terms of the value of a particular set of characteristics of the organisation.

General Characteristics of Organizational Climate

The general characteristics of organizational climate are schematically represented as follows :-



• General Perception

It is a general expression used to explain what the organisation is. It is the overall perception of the members of an organisation. It conveys the impressions of its members about the internal environment of an organization where they work.

- **Abstract and Intangible Concept**

Organisational climate being a qualitative concept it becomes extremely difficult to explain its components in quantitative or measurable units.

- **Unique and Distinct Identity**

Organisational climate with its attributes differentiates itself from other similar organizations and thereby give a distinct identity to the organisation.

- **Enduring Quality**

Organisational climate being built up over a period of time represents a relatively enduring quality of the internal environment that is experienced by its members.

- **Multi-Dimensional Concept**

It is a multi-dimensional concept. The dimensions being, individual autonomy, authority structure, leadership style, communications within the organization, degree of cooperation and non-cooperation etc.

Impact of Organisational Climate

Organisational climate greatly influences the performance of the employees because it has a major impact on motivation and job satisfaction of individual employees. It determines the working conditions in which the employee feels satisfied or dissatisfied. Since satisfaction determines or influences the efficiency of the employees, it can be said that organisational climate is directly related to the efficiency and performance of the employees.

The organisational climate can affect the behaviour of an individual in the organisation which also have a bearing impact on their performance, satisfaction and attitudes.

Conclusion and Discussion

Self satisfaction is the best one and unless an individual is satisfied with his works he cannot perform his job any better. Thus, from the conceptual analysis of the above concepts it can be concluded that, a democratic organizational climate which provides individual autonomy makes the employees perform his tasks effectively and efficiently. It may further be understood that, organizational climate and job satisfaction are interrelated to each other and one has its impact on the other.

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Teacher Education and Its Positive Effects

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ABSTRACT: *This article attempts to examine the effects of teachers training on education and quality of teachers. India has one of the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government and government aided institutions; private and self-financing colleges and open universities are also engaged in teacher education. Though most teacher education programmes are nearly identical yet their standard varies across institutions and universities. Education of teachers not only facilitates improvement of school education by preparing competent, committed and professionally well qualified teachers who can meet the demand of the system, but also functions as a bridge between schooling and higher education. In certain areas, the supply of teachers far exceeds the demand while in others there are acute shortages as qualified teachers which results in the appointment of under-qualified and unqualified persons.*

The role of teacher education as a process of nation building is universally recognized. But teacher education in India, because of its history and also due to various factors beyond its control, has by and large been confined to school education only. Evidently the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system.

Keywords: *Teachers training, education, universalisation of elementary education, teacher education programmes*

1. Introduction

India has one of the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government and government aided institutions; private and self-financing colleges and open universities are also engaged in teacher education. Though most teacher education programmes are nearly identical yet their standard varies across institutions and universities. Education of teachers not only facilitates improvement of school education by preparing competent, committed and professionally well qualified teachers who can meet the demand of the system, but also functions as a bridge between schooling and higher education. In certain areas, the supply of teachers far exceeds the demand while in others there are acute shortages as qualified teachers which results in the appointment of under-qualified and unqualified persons.

The role of teacher education as a process of nation building is universally recognized. But teacher education in India, because of its history and also due to various factors beyond its control, has by and large been confined to school education only. The educational expansion, universalisation of elementary education, vocationalisation of secondary education, higher and professional education and overall quality of education are major challenges before the country. Evidently, the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. The task of bringing qualitative change in institutional efficacy of the teacher education system in itself is a huge and challenging one. The developments and changes over the last two decades require a fresh look at the teacher education. The need for improved levels of educational participation for overall progress is well recognised.

Objective

This paper seeks to better understand the dire needs of teacher training and find out the overall effects of a good teacher training

Background

Teacher education is based on the theory that “teachers are made, not born” in contrary to the assumption, “teachers are born, not made”. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called “tricks of the trade”. "Education has continued to grow, diversify and extend its coverage since the dawn of history. Every country develops its system of education

to express and promote its unique socio-cultural identity and also to meet the challenges of time". These words of the National Policy on Education (NPE) 1986 subsequently revised in 1992, give direction to Indian Education. The policy further emphasizes that "the Government of India will also review, every five years; the progress made and recommend guidelines for further development". In the light of the aforesaid statements, the National Council for Teacher Education (NCTE), a statutory body, established by the Government of India for the maintenance of standards and improvement of the quality of teacher education in the country.

During these years, large scale and far reaching developments as well as changes have taken place on the national and international scenes in social, economic, cultural, scientific and technological spheres as well as in information and communication technologies. These developments have affected education, including teacher education call for review and reform of Indian teacher education. The National Council for Teacher Education has to initiate suitable measures to make teacher education at various levels responsive to such developments as well as to quality concerns in future. The manpower planning is practically absent in teacher education. Education of teachers not only facilitates improvement of school education by preparing competent, committed and professionally well qualified teachers who can meet the demand of the system, but also functions as a bridge between schooling and higher education.

Scenario of Teacher Education and Its Development in Post Independence

INDIA After independence, several committees, commissions, documents and policy papers were prepared time to time and brought into force to review and suggest progress and achievements in every aspect of education, including teacher education. These were University Education Commission (1948-49) was the first education commission set up in Independent India. It critically examined the existing courses in teacher training programme and suggested that these courses must be flexible and adaptable to local circumstances. It recommended that teacher education courses should be remodeled, suitable schools to be taken for practical training and more time to be given to school practice, and replaced the term "teacher training" with "teacher education". Secondary Education Commission (1952-53) suggested that during one year of training graduate teacher should be trained in methods of teaching in at least two subjects.

The practical part of teacher training should consist practice in teaching, observation, demonstration and criticism of lessons; it should also include the construction and administration of scholastic tests, organization of supervised study and "student's societies", conducting library periods and maintenance of cumulative records. Ford Foundation Term (1954)-was an International team of experts appointed by Government of India, to examine in detail the major recommendations of Secondary Education Commission. It recommended that the teacher training institutions should include demonstration or laboratory schools where experiments are made in curriculum construction and progressive methods of teaching are used. Pires Committee (1956) recommended that practical aspect should be given more weightage than the theory portion in teacher training. The examination papers should be reduced to four viz.- 1. Principles of Education and School Organisation 2. Educational Psychology and Health Education 3. Methods of Teaching Two School Subjects 4. Current Problems in Indian Education Commission of 1964-66 (Kothari Commission) observed that a sound programme of professional education for teachers was essential for the qualitative improvement in education at all levels of teacher education to meet the requirements of the national education system. National Policy Statement on Education (1968) emphasised that among all the factors which determine the quality of education and its contribution to national development, teacher is undoubtedly the most important. Teacher, must therefore, be accorded an honored place in society. Teacher's emoluments and service conditions should be adequate and satisfactory with respect to their qualifications and responsibilities. First Asian Conference on Teacher Education (1971) held at Bangalore and jointly sponsored by Association of Teacher Educators (IATE) and the International Council on Education for Teaching (ICET) recommended that the programs of school education and teacher education in each country should be modified to meet the new challenges. Efforts of Indian Association of Teacher Educators (IATE)-The Indian Association of Teacher Educators, formerly All India Association of Training Colleges, the only national organization of teachers of training institutions, have been organizing annual conferences beginning with their first meet at Baroda in 1950. IATE constituted a study group popularly known as Baroda Study Group towards revitalizing the B. Ed. Programme. National Commission on Teachers- I (for school teachers) of 1983-85 suggested a 4 year training course after senior secondary, or preferably a 5 year course leading to graduation and training. For elementary teachers it suggested a two year training course after Class XII. It recommended that an integrated 4 year curriculum of a degree in education should consist of general education and professional preparation. Training curriculum for

elementary teachers should emphasize on mastering of language and communication skills. The teacher educators in colleges of education should be from disciplines of various school subjects like psychology, sociology, philosophy etc. The minimum qualification for a teacher educator should be PG degree in the subject and a B.Ed., preferably a M.Ed. degree. The minimum qualification for a teacher educator for the elementary training institutes should be a PG degree with B.Ed. training. This commission also suggested that the practice teaching should be replaced by the word „Internship“.

State of Teacher Training

The National Policy of Education (NPE) in 1986 recommended that teacher education is a continuous process and its pre-service and in-service components are inseparable. NPE 1986 and its Programme of Action 1992 advocated for improving the quality of teacher education as it was the prerequisite to improve the quality of school education. As result, some training schools were upgraded to District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). Acharya Ramamurti Committee (1990) observed that an internship model for teacher training should be adopted because “...the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time.” Yashpal Committee (1993) noted that inadequate programme of teacher preparation leads to unsatisfactory quality of learning in school. Therefore, the B.Ed. programme should offer the possibility of specialization in secondary or elementary or nursery education. The duration of the programme should either be one year after graduation or four years after higher secondary. The contents of the programme should be restructured and be relevant to the changing needs of school education. The emphasis should be on enabling the trainees to acquire the ability for self-learning and independent thinking.

The statutory NCTE prescribed a Curriculum Framework (1998) to provide guidelines for the content and methodology of teacher education. As a result, many universities and state governments revised the courses of teacher education. The National Curriculum Framework (NCF) 2005 for school education made recommendations about curriculum, school, exams and many more. It stated that teacher quality is an outcome of several factors: teacher’s status, remuneration and conditions of work, besides teacher’s academic and professional education. National Knowledge Commission (2007) suggested that there should be adequate monitoring of the teacher education programmes by private institutes, the budgetary allocations should be increased, and the state level training system along with DIETs should be revamped. [5] National Curriculum Framework for Teacher Education (NCFTE) 2010 highlighted that the education and training of a prospective teacher will be effective enough be delivered by competent and professionally qualified teacher educators. To improve the quality of teacher education, the National Council for Teacher Education (NCTE) took up several initiatives jointly with National Assessment and Accreditation Council (NAAC) to bring quality.

Core Principles of Teacher Training

Teacher Education in different Five Year Plans–Fourth and Fifth 5 year plans provided correspondence courses to thousands of elementary and secondary teachers as in-service programmes. B.Ed. course was started as correspondence mode by Himachal Pradesh University, Jaipur University and several South Indian universities with assistance of NCERT. NCERT Regional Colleges were started at Ajmer, Mysore, Bhubaneswar and Bhopal. NCTE Act was passes in 1993 by the Parliament and NCTE was given the responsibility to look after the Teacher Education of the country.

The Eleventh plan was a boost for education sector. It focused on Strengthening Teacher Education by

- Augmenting teacher education capacity in SC/ST and minority areas.
- Professional development of teacher through training programmes.
- Professional development of teacher educators through Refresher Courses and Fellowship programmes.
- Technology in teacher education.
- Integrating elementary teacher education with higher education. In the Twelfth 5 year plan, the thrust area is to integrate technology in teacher education to promote openness for adaptability to new technology for developing professionalism

The role of teacher education as a process of nation building is universally recognized. Its objective is man making and producing enlightened citizens. But teacher education in India, because of its history and also due to various factors beyond its control, has by and large been confined to school education only. Teachers

serve education, which is an effective instrument of man making. The teachers learn this art through preservice teacher education programme. A weak programme of teacher education cannot serve this purpose. It is with the objectives of raising the professional status of teachers, developing among them greater commitment to society, their students and their profession, increasing their professional competencies and performance skills and empowering them to face new challenges that the National Council for Teacher Education has brought forth this document. Teacher education in India has a long past but a short history. Gurukul-centered tradition of the Vedic period was somewhat modified and enriched under the influence of Budhisticvihara-based system. This continued till the 11th century A.D. The arrival of the Muslims witnessed the rise of a parallel Maktab-based tradition and the two traditions thrived side by side till the coming of the British. Both the traditions underwent some modification during this period. Historical records of the decisions taken, the finances made available and their implementation and later evaluation became relatively more systematically organized because of the documentation by the British. The independence of India on the 15th August 1947 marks a defining moment in the history of our nation. The first step in this direction was setting up of the University Education Commission (1948), which made valuable suggestions regarding pre-service and in-service education of teachers and linking the programme of teacher preparation with the university system. Subsequently, the Secondary Education Commission (1953) appointed to examine the conditions of school education made specific suggestions about the preparation of teachers. The Committee on Higher Education for Rural Areas, (1954) and that on Women's Education (1959) also made valuable suggestions for teacher education in their respective areas, but they did not attract national attention because of their limited scope. The Review Committee on Education (1960) made major recommendations about post-graduate studies in education and research, education of administrators and qualifications of teacher educators.

Most of these recommendations were accepted and implemented. The Centre, the States, the universities, and public and private enterprise looked after teacher education. Besides, its problems were not examined in totality. The availability of resources for teacher education was also a problem. Further, teacher education was not accorded adequate importance in the agenda of education. The Education Commission (1964-66) submitted a comprehensive report, which served as a basis for establishing a uniform national structure of education covering all stages and aspects of education. It emphasized the necessity of professional preparation of teachers for qualitative improvement of education. It recommended that its isolation be removed and laid stress on the importance of practice teaching and in-service education. It recommended allocation of more funds for teacher preparation, better salaries and improved service conditions for teachers and their educators to attract competent people to the profession. Based on the recommendations of the Commission, the National Policy on Education (1968) was formulated. The working of National Council of Educational Research and Training (NCERT) was also reviewed. The NCERT and its Regional Colleges of education were expected to play a greater role in the education of teachers.

The Positive Effects of Policies

The non-statutory National Council for Teacher Education (NCTE) was set up in 1974 by a resolution of the Government of India and was located in the NCERT. As a result of this, many universities and state governments revised the courses of teacher education. During this period, the National Commission on Teachers (1983) studied in depth the problems of teacher education and the status of teachers in society. NPE (1986) was followed by a Programme of Action (1986), which provided details about the needed transformation of policy into action. Its emphasis was on the enrichment of both in-service and the pre-service teacher education programmes, computer education and new as well as alternative models of teacher preparation. It is heartening to discern that directions given in NPE (1986) and recommendations of the Programme of Action were largely implemented with encouraging results. New developments in science and technology at national and international levels with far-reaching educational and cultural consequences, challenges of post modernity, counter- culture, value crisis and post-industrial society became evident. During the last two decades, the teacher education curricula have received severe criticism and their weaknesses have been well exposed. It has to be emphasized that without increasing the duration of teacher education programmes, these targets cannot be achieved. Academic and professional skills are not independent of each other. There is hardly any difference between the performance of trained and untrained teachers because of outdated teacher education curricula. Teacher Education curricula have to integrate and blend them into a composite whole likes the curricula of medical sciences. The reconstruction of teacher education curricula has, thus, become a pressing need of the hour. It has to be transformed from information based to experience based. Over the last half a century and particularly, in the recent decades, teaching

learning has been undergoing drastic changes. There has been a shift towards student centred classrooms with teacher's role more as facilitator of learning rather than an autocratic master.

Unlike in the past when the teacher was entrusted with transferring the contents of curriculum to a passive audience of students, today new experiments are being tried out in the classroom that includes project based learning, development of thinking skills, and discovery learning approaches. Many teachers are not properly trained in implementing the concepts behind the new curriculum and many are not equipped to properly implement the curriculum. The important thing is that the teacher education centres and the curriculum followed in the teacher education have very little focus on new trends in education. Teacher education institutions have been proliferating and mushrooming all over the State with profit motives until the National Council for Teacher Education (NCTE), came up with and insisted on mandatory norms and standards for these institutions. As a result of their intervention, many institutions have constructed buildings with classrooms and procured infrastructure to meet their standards. These institutions were even forced to increase the salary of teacher educators to the basic amount in the government scale. But later, the effectiveness of NCTE intervention reduced and the powerful lobby of private education institutions had their way in running their teacher education shops. Even when the periodical salary revisions increase the salaries of permanent employees sky high, their counterparts in the B.Ed. centres can only dream of a meagre rise.

The powerful lobby of the private institutions are also said to influence the Universities' reluctance in providing fair deal to the teacher educators. The NCTE, unlike in the past, seems to be silenced and remaining aloof and so does Hon. Minister for Education. Nobody wants to annoy the private education institution bosses. That itself provides ample scope for profit oriented managements to isolate the teacher education communities. The evaluation of teacher trainees in the teacher education institutions is another big joke. The difference in the marks between high achievers and low achievers is minimal and the faculty members are least bothered in either encouraging the trainees to score high or to punish the lazy with low marks. Thus, most trainees who enter these institutions come out with flying colours. The need for improved levels of educational participation for overall progress is well recognised. The key role of educational institutions in realising it is reflected in a variety of initiatives taken to transform the nature and function of education - both formal as well as non-formal. Universal accessibility to quality education is considered essential for development. This has necessitated improvement in the system of teacher education so as to prepare quality teachers.

Various Commissions and Committees appointed by the Central and the State Governments in recent decades have invariably emphasised the need for quality teacher education suited to the needs of the educational system. During the last years, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programmes. A large number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the curriculum. The courses of studies both in theory and practice should be reorganised. A teacher education department should therefore; conduct special innovative programmes i.e. seminars, combining of seminar, discussions with lectures, team teaching and panel discussion. The admission procedures of B.Ed. should be completely systematised. There should be a planning unit in each state education department. The function of this unit should be to regulate the demand and supply of teachers at various levels of schools. The practicing schools have to be taken into confidence. For this the members of the staff of teachers colleges should be closely associated with the schools. Correspondence courses in teacher education should be provided, with a strict and high screen for admissions and an accurate manner of assessment.

Conclusion

Strategies for developing high quality teachers vary from one nation to another. Efforts get boosted when a nation assures entry of talented individuals to teaching profession. Quality teachers are the key factor for sustainable global development and their training, recruitment, retention, status and working conditions are among global priorities today. In fact, teachers are the single most influential and powerful force for equity, access and quality in education. There is a shortage of well trained teachers worldwide. According to the UNESCO Institute for statistics (UIS), to achieve universal primary education by 2030, the demand for teachers is expected to rise to 25.8 million. The 2030 Agenda for Sustainable Development entrusts UNESCO

to lead and coordinate Sustainable Development Goal 4: Quality Education through the Education 2030 Framework for Action, which has a target calling for a substantial increase in qualified teachers.

Recent national policy guidelines such as the National Curriculum Framework 2005, NCF for Teacher Education 2009, and Right to Education Act 2009 emphasized on transforming India's elementary and secondary education system. Since, no education system can improve without the quality of its teachers, rigorous efforts will be needed to bring substantial reforms. In recent years, it is seen that large no. of prospective teachers appearing for the central/ state teacher eligibility test (CTET/ State TET) fail to express even the most basic knowledge base expected from a teacher, it shows that there are some basic problems with the system which should be taken care of. I we make a Google search for "problems of teacher education" it provides 1,30,00,000 results in 0.48 seconds showing that the importance of the topic worldwide. Although a range of committees and policy documents have made many suggestions and recommendations for urgent reform in teacher education during recent decades, but the majority of these proposals have yet to be implemented. As demand for teachers has increased in recent years and led to an explosion in the number of Teacher Education Institutions and courses at various levels, this has not been coupled with a reform in infrastructure, faculty expertise, learning resources or quality at policy and practical levels. To fill this gap we have to do a lot and the central government, statutory bodied like NCTE, UGC, NCERT, NUEPA, Institutes of Advance Studies in Education (IASes) of the Universities, Central Universities, premier institutions of education and policy planners with other stakeholders have to play a major role in this process of reform.

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Knowledge and Intelligence: Towards a Philosophy of Education

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ABSTRACT: *The role of philosophy of education has become seriously blurred with constant cries for practical and immediate answers. The nature of the discipline is such that when "practical" solutions are demanded of it, it loses its vitality. This paper discusses educational thoughts, and writings of Swami Vivekananda, Mahatma Gandhiji and Jiddu Krishnamurti which gave a new direction to education at the turn of the century. These contributions are immense and overwhelming in the fields of education. This discussion will focus on contributions of three great personalities and philosophy related to educational approaches, pedagogical issues, and the linkages that they made between education, democracy, experience, and society. Philosophy of education is, therefore, an essential discipline in the education of the student-teacher.*

Keywords: *philosophy, education, student and Teacher*

1. Introduction

Philosophers of Education have held that education is not merely learning a technique for earning a lively hood. Education is not meant only for acquiring knowledge and settled down in a profession. Education has the higher aim of awakening the supreme intelligence and transcends knowledge. Education has to create a new generation of human beings who can lay a firm foundation for a world devoid of the crises like hunger, poverty, conflict, violence and war. Education is the same as philosophy in that it aims at discovering the truth that is beyond thought.

I

Swami Vivekananda says that education should aim at building the character of the individual. He defines character as the aggregate of the tendencies, the totality of the impressions left on the mind by the thoughts of various kinds. Thoughts play a predominant role in the formation of character, since they leave strong impression on the mind. The mind is made up of thoughts and impressions thereof. We are what our thoughts have made us to be. Good and evil thoughts have an equal share in shaping our character. When good thoughts prevail, the character becomes good, and when bad thoughts dominate the character becomes bad. Vivekananda says that habits also determine the nature of our character. Strong and persistent habits become our second nurture. Yet it is possible to transform the character by bringing about a change in our habits. True education is a process of changing our character through the cultivation of new and better habits. It is a process of establishing the student in the character of abstaining from committing sin even when he / she is alone. A person of good character is one who can resist the temptation of young and seductive women in a lonely forest. He can also resist the temptation of appropriating a bag full of gold found in a uninhabited house. A truly educated person is truly religious and truly spiritual in that he is absolutely good in thought word and deed.¹

Vivekananda deplors that the so-called educated person is civilized and not cultured. There is a brute in the civilized person since he lacks tolerance and respect for others. Culture understands the problems of the less fortunate and the lowly. It is the cultivation of the attitude of rising above the prejudices of caste, religion and nationality. It is fairness in thinking and judgment which question the wrong ideas and unproved assumptions. Culture consists in shunning the attitude of thinking low of cultures and languages other than one's own. Vivekananda says that the civilized person is lacking in moral conviction and it is out of the fear of punishment that he is moral. His morality is prompted by the policemen and the law. Education should teach the children to be moral voluntarily and spontaneously. The children should be taught to be intellectually convinced of the reasons for being moral. They should be made to be aware of the ill effects of being unethical and uncultured. Morality born of self-determination and strong conviction alone will be firm and withstand the test of times. It gives the strength to resist the evil under all circumstances and transforms the children into mighty men and women with the ability to create a better world for the future of humanity.

Vivekananda says that education consists in learning to think and relate knowledge to work. Knowledge unrelated to thinking and work is sterile and fragmentary. An educated person is one in whom knowledge is assimilated into thinking process and expresses itself in the form of fruitful work. True knowledge finds a natural expression in the form of solutions to the problems with which one is confronted. For instance, a person trained in nutrition should be able to relate the knowledge to the correction of his food habits. Similarly one who has acquired knowledge of higher mathematics should be able to apply it to building of his own house. Education does not mean mere amassing of information and widening of the frontiers of knowledge but the power to think and ability to work. Vivekananda asks, "Getting by heart the thoughts of others in a foreign language and stuffing your brain with them and taking some university degree – is this education?"²

Education should aim at inculcating positive approach to whatever we do. Great social and religious reforms are the result of positive approach adopted by their leaders. The parents, the teachers and the community at large should play a role in instilling the positive qualities in the student. They should emphasize their importance by precept as well as by practice. Vivekananda regards love and cooperation as the significant positive qualities. Children should never be condemned and deprecated but ever be encouraged and commended in their efforts. Reproof, expression of displeasure or scolding at their wrong doing is detrimental to the student's progress. Children should always be treated with great love, sympathy and understanding. Education should inculcate in the student the spirit of cooperation. No. Great work has ever been accomplished by the efforts of single individual. All achievements, scientific as well as spiritual are the result of the cooperation of thousands of people. Marvellous temples, mosques and churches are the products of cooperative effort of the millions of people of all kinds. It is the cooperative endeavour of several people that has contributed to the task of building the dams, the bridges and the shipyards. In the modern age, the ability to organize and work together is absolutely necessary for a successful completion of any project. Swami Vivekananda also says that education should make the students self reliant and self determined. It should develop faith and confidence in one's own destiny and inspire the students to adopt the path of the men of genius, indomitable work and great success. Cultivation of faith in hard and systematic work is the royal road to success. All other paths are fraught with failure and disappointment.³

II

Gandhiji says that the ordinary meaning of education is the knowledge of letters. Learning to read, to write and to calculate is called primary education. Specialized training in the subjects like geography, astronomy, algebra, and so on is known as higher education. Gandhiji says that true education consists neither in primary nor in higher education as defined above. Knowledge of letters cannot be of any use even to a peasant who has the common knowledge of the world and earns his bread honestly. Although an illiterate, the peasant observes the rules of morality and behaves fairly well with his kith and kin. Primary education in the sense of literacy hardly adds anything to his happiness or conduct. Even higher education of mastering sciences and mathematics fail to benefit a person or those around him, since it is of no use in controlling the senses.⁴

Following Huxley, Gandhi says that true education is that which trains the body to be the ready servant of the will and does all its work as machine with ease and pleasure. True education is that which trains the intellect to be the logic engine that work smoothly and orderly. It is a process of filling the mind with the knowledge of the fundamental truths of nature, bringing passions under the control of the will which in turn is brought under the control of tender conscience. A truly educated person is one who has learnt to shun all vileness and respect others as himself. He is in harmony with nature and makes the best of her and allows her to make the best of him. Gandhiji says, "if this is true education, I must emphatically say that the sciences that enumerated above I have never been able to use for controlling my senses. Therefore, whether you take elementary education or higher education it is not required for the main thing. It does not make of us men. It does not enable us to do our duty."⁵

Gandhiji contends that character – building and services to others should be the main-stay of education. He opines that the ancient Indian system of education fulfils the two ideals of character-building and service to others. The two ideals, according to Gandhi, are independent of lower or higher education. Literacy and specialized training by themselves add little to one's moral being. Knowledge of letters is useful only when the senses are brought under control. It is only when our ethics is on a firm foundation that we can make a good use of the knowledge of letters. Devoid of moral base, knowledge of letters remains to be ornamental. It is a mistake to think that higher or lower education is all comprehensive. In fact, it has made the Indians

inhuman and rendered them helpless and godless. It has filled them with discontentment and despondency by training them to be clerks and interpreters. Gandhiji contends that the knowledge of letters failed to fulfil the aspirations of the Indians who are predominantly agricultural. It failed to make the children of the farmers to become better farmers. It could not bring about moral and material progress in them. It could not even make them self-reliant and tidy. It did not teach them to keep their surroundings clean. Nor did it inculcate in them the value of manufacturing their own cloth. "Higher education makes us foreigners in our own country and the primary education being practically of no use in after-life becomes almost useless. There is neither originality nor naturalness about it. It need not be at all original if it would only be aboriginal" says Gandhiji.⁶

Conclusion

Education has to bring about a new generation of human beings who are not only technologically efficient but also excellent in behaviour and human relations. It has to inculcate in the student the art of living without division and conflict. Intelligence is the sine qua non for lasting peace and prosperity in the world. Education is complete only when it creates in the student the intelligence which uses the knowledge of science and technology strictly for constructive purpose.

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Role of E-Learning in Higher Education

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ABSTRACT: Education horizon is broadening all over the world as it has become prime virtue of today's demand. Advancement in the field of technology has changed the way of society specifically in the field of accessing information. Traditional method of learning was ruled over by E-learning, which expands the geographical reach and enhance the performance of students to meet the global requirement. This paper intends to figure out how and what role does E-learning perform in higher education and for the purpose of the study student community has been selected as the respondents of Kuvempu University Jnanasahyadri campus and simple random sampling technique used and the analysis of gathered data done with the help of some test.

Keywords: E-Learning, Higher Education, Information communication and Technology

1. Introduction

Learning is the action of gaining new knowledge, skills, behavior, value, preference and communication skills. Learning is a process it begins with the birth and end with the death, nowadays the technology is improved, it changes the sphere of life and also the education system, in earlier days the education system is based on traditional method the teacher use black boards to teach along with it is a limit of time and restriction location, students daily attend the classes and acquire the knowledge there like an age restriction to study. E-learning or Electronic learning, it is used for an information communication system (ICS). It provides various electronic application like web-based, Computer-based and Digital collaboration many others, E-learning provides a quality of education, it minimizes the traditional method of learning. E-learning helps to student learn better than the traditional method, E-learning improve the mental ability, skills, creativity, and innovation, it makes learners rapid growth in higher education while using E-learning method.

It is a collaboration of teachers and students parallel to gain knowledge by themselves improve their knowledge, and gain information while using technology. Some universities adopted and implemented the online software programs along with courses offered by E-learning to improve their student performance. These methods of learning make the student more interesting and attractive to learn (video and pictures). It provides flexible to learn anytime, anywhere, any age in his comfortable environment, students will gain knowledge. It also increases the competitiveness in students to build their career and achieve their goals. E-learning establish more online programs or courses through the internet, intranet, satellite, board caste, and multimedia application, E-learning makes self-learning they create own innovative ideas, it brings a new generation to develop our country.

In this 21st century online learning is suitable for this generation because they always hooked up with smartphones, in earlier the education starts with teachers the information and instruction provided by them, they are final authority source of knowledge but in E-learning is a huge package of information, in these days the books are replaced by electronic education tools like pen drive, optical discs, the teacher used advanced E-tools, it easy to make a friendly interactive environment. 24/7 the E-learning provide the information, the data shared view internet, computer, smartphones, On the basis of E-learning we classify three steps

- **Computer-based learning:** it is not Traditional teaching instead of the information provided by the computer.
- **Blended learning:** it is a combination of online learning with classroom teaching
- **Distance learning:** it is an important part of E-learning because it fulfills the desire of students to learn in another country. They complete their degree online without going there.

Review of Literature

- **Noawani Songkram, et.al** made a study on “**E-learning system is to enhance the cognitive skills for learners in higher education**” they state that online learning system improve the cognitive skills in

students, regarding that cognitive skills are divided into 2 types blended and Virtual learning, to give more information and development technology, they learn continuously throughout their life. The author states that e-learning provides more standardized e-tools and software, which are helpful in this current scenario to improve the student's mental ability along with the capacity to increase their motivation and increase the analytical thinking to build their education journey.

- **Oye N.D, et.al** made a study on “**The impact of E-learning on students performance in tertiary Institution**” they states that, Virtual learning become popular learning approach in higher education along with E-learning provide better technology software, this reason students are learning without going any university campus, the improvisation of technology to provide quality education to students, there are performing better than traditional learning, the author mentioned that in current situation of education it fastly growing that's way all universities adopted the virtual learning but these E-learning resources are not correctly utilized by teacher as well as students however E-learning give more disciplinary knowledge in the academic education.
- **Poonam Gour** made a study on “**Research Trend in E-learning**” they state that, E-learning changing our country educational scenario also provides the fast and enough information along with that it also connect globally who have common interest, to interact and share knowledge however, the author states that e-learning is impacted on developing country like India had a limited infrastructure and have more population in this situation it is not possible to provide education to all students that's way e-learning provide more courses and with that they gave quality education to a large number of students with lower cost.
- **Zare M, et. al** made a study on “**The Impact of E-learning on university student's academic achievements and creativity**” they states that, information Communication Technology development the academic education along with it also provides the more opportunity and information which are useful to the students, in this way when we compare to traditional method and virtual learning regarding this the traditional method don't have effective, attractive and interesting teaching. Although E-learning provide video, audio, and graphics, that student easily grab and understand the information, E-learning also help to reduce time, expenses along with it is provide better way of learning and provide E-learning increasing the motivation, competitiveness of students however it aims is to students find unique solution on their problems to improve the capacity of thinking.

Need for Study

E-learning has become a scorching aspect in the modern era of learning. Education is an essential aspect, it is a process which inculcates values in an individual rather than a product. True education enables an individual to face the reality of life. The LPG era that is liberalization, privatization, globalization has tremendously influenced the dimensions of learning where we can see E-Learning. The mode of distance learning has been happening in the past where the student's community use to learn from a distance. But know the trend has been changed and students learn course through distance mode but as per convenience anywhere any time and any place due to E-Learning. But somehow there are some issues even in the field of E-Learning like connectivity with the network, resistance to change attitude. To assess the impact of e-learning on higher education this study has been undertaken.

Objectives of the Study

1. To understand the concept of E-Learning.
2. To highlight the importance of E-Learning in Higher Education.
3. To know the preference of students towards E-Learning.
4. To evaluate the impact of E-Learning on Higher Education.
5. To offer suggestions based on the findings of the study.

Study Hypothesis

H0: There is no significant impact of E-Learning on Higher Education.

H1: There is a significant impact of E-Learning on Higher Education.

Research Methodology

✓ Data Source

The present study is based on the information which is collected by both the type of data such as, Primary data which is collected by distributing a questionnaire to the respondents and by conducting a personal

interview. And the Secondary data is collected from reviewing various articles, newspapers, magazines, books and different websites.

✓ **Sampling**

For the purpose of achieving the objectives, the present study undertook a sample of 50 respondents, who are the students of Kuvempu University Jnana Sahyadri Shankarghatta and Simple random sampling technique has been used.

✓ **Statistical tools and techniques**

For the purpose of analyzing the data collected from various sources, certain statistical tools and techniques have been used such as tables, percentages and Chi-square test.

Importance of E-Learning

✓ **Need Accommodation on every individual**

The importance of E-learning can be identified in the area of fulfilling each and everyone need, as it facilitates learning for all at their comfort zone. It enables learners to have personalized learning.

✓ **Lectures Can Be Taken Any Number Of Times**

E-Learning benefits the learner by enabling them to have lectures as many times as they want. If they miss any of the lectures they can watch it at any time. Traditional learning does not provide this benefit.

✓ **Offers Access to Updated Content**

A prime benefit of learning online is that it makes harmonization with modern learners. As it provides up to date information at the finger tip each and every trendy information could be accessed.

✓ **Quick Delivery of Lessons**

E-Learning facilitates in quick delivery of lessons as it makes use of electronic graphics, videos, and pictures attract the students more and make them more attentive in their learning and thereby delivering the lessons quickly.

✓ **Scalability**

To train the student's e-learning is helpful as it enables quick learning train the students with more skills.

✓ **Consistency**

E-Learning tools enable learners to learn the things in a consistent manner and educators to get a higher degree of coverage to communicate the message in a consistent way for their target audience. The same kind of learning can be done.

✓ **Reduced Costs**

The cost associated with E-learning is quite low as it provides the facility of learning by sitting at their own place no need to travel. Moreover, the information could be saved and used whenever required. This avoids the cost of printing the material.

✓ **Effectiveness**

Grasping the information and digesting has become easy. With this student's academic performance will be improved. This builds the ability to effectively use of their skill in their job requirement by retaining the knowledge learned through E-Learning.

✓ **Less Impact On Environment**

Impact of E-Learning on the environment is less as eLearning is a paperless way of learning, it safeguards the environment to a lot of degrees. As per a study done on eLearning courses, it has been found that e-learning programs disburse around 90% less power and generate 85% less amount of CO2 emissions as compared to traditional campus-based educational courses. With eLearning, the paper requirement will be less and need to cut trees for procuring paper also declines.

Results and Discussions

The data from the sources have been analyzed and the major findings from the analysis are discussed as below

Hypothesis Testing

The Chi-square test has been used to test the formulated hypothesis.

Table No 1: Impact of E-Learning on Higher Education

Particulars	Observed (O)	Expected (E)	O-E	(O-E) ²
YES	45	37	08	64
NO	05	13	-08	64
n=2	50	15		128 $\Sigma(O-E)^2$

Source: (Field Survey)

Table 2: Test Statistics

Particulars	Impact of E-Learning on Higher Education
Chi-Square	5.12
Degree of Freedom	1
Significance level	0.05

The above test shows that the calculated value chi-square 5.12 but the table value of chi-square for the degree of freedom 1 at 95% confidence level is 3.84. So calculated value chi-square is greater than table value i.e. $5.12 > 3.84$. Hence this suggests to reject the null hypothesis and to accept the alternative hypothesis.

Decision: Null Hypothesis is rejected and the alternative hypothesis is accepted. So the result showed that there is a significant impact of E-Learning on Higher Education.

E-Learning has its impact on higher education, due to the existence of e-learning students are able to learn the things very much comfortable as it facilitates the learning by visual effects, and moreover, usage of graphics, pictures, videos, hold the concentration of students in the learning, easy understandability is possible. As higher education make use of modern technologies in the field of learning and teaching by these students will get more benefits by means of making them more attentive and helpful in improving their academic performance, personalized learning is possible, quality information worldwide can be accessed moreover digital textbooks are available all these certainly impact on positive manner on higher education. Application of E-learning also enhances cognitive skills of students in higher education. The E-Learning is more dynamic to the changing career opportunity as the external world also demand E-Operations, therefore we can say its impact not only on higher education but also post education activities.

Table No 3: Respondents preference Towards E-learning

Sl No	Particulars	Number of Respondents	Percentage of Respondent
1	Highly preferable	34	68
2	Preferable	3	6
3	Neutral	10	20
4	Somewhat preferable	2	4
5	Not at all preferable	1	2
Total		50	100

(Source: Survey)

From the above table, it is clear that among 50 respondents, 68% are highly preferable, 6% is preferable, 20% are neutral, 4% are somewhat preferable, 2% are not all preferable about E-learning applicability in Higher education.

Here interpreted that majority of Respondents prefers E-learning in their higher education highly as the benefits of E-learning is more in numbers like economical, personalized learning, updated information, global

access, flexible learning, self-directed learning so on. This makes them to highly prefer e-learning in their education.

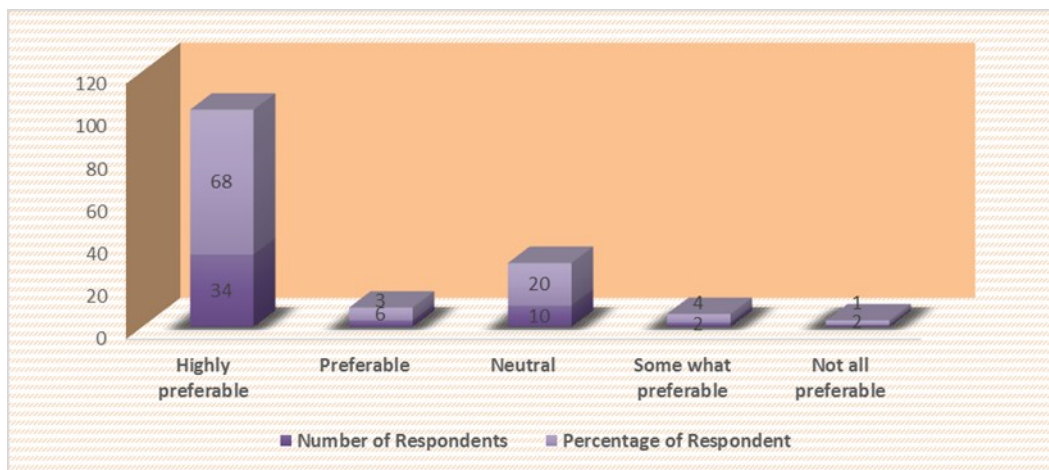


Chart No 1: Respondents preference Towards E-learning

Findings of the Study

- The study shows that many benefits are associated with the E-Learning as it lowers the cost, enables consistency and effective learning.
- The study shows that majority of the respondents prefer E-Learning over traditional learning.
- E-learning has its impact on higher education as it liberalizes the restrictions on the learning pattern and enables the student to access up to date information with global reach.
- E-Learning helps in enhancing the cognitive skill of students in higher education.
- Students feel isolated due to lack of social interaction

Suggestions

- E-Learning success in higher education depends on the effectiveness of delivery so training should be given to the instructors how to make use of e-learning tool in an effective manner.
- As E-Learning helpful in enhancing the skill of students hence efforts should be put in this regard so that critical based learning and student-oriented learning should be supported.

Conclusion

From the above study, it can be concluded that nowadays the world becomes global Scenario and build technology, competitiveness and challenges are more and also education system also have several changes, more countries can get the benefit from E-learning adoption in their education system as it enhances flexibility in learning. Better academic performance, to improve the skill and knowledge E-learning become more popular worldwide it is used by millions of people in the world. Any sources are available in a fraction of second, with comfortable environment anytime, anywhere, any age can learn. And it is also improving the efficiency in studies, but E-learning also has some problems in the development of various E-learning tools and Infrastructure in the many developing countries like India.

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Integrating Ict in Teaching and Learning Process

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ABSTRACT: *ICT enables self-paced learning through various tools such as assignment, computers etc. as a result of this teaching learning process has become more productive and meaningful. ICT help facilitate the transaction between producers and users by keeping the students updated and enhancing teachers capacity and ability fostering a live contact between the teachers and the student through, e-mail, e-learning, internet, intranet, extranet, TV, audio-videotape . Edusat technology has become very powerful media for interactive participation of expert and learns and it reaches the unreachable . ICT encourages interaction and co-operation among student s and teachers. ICT promotes an integrative approach to teaching and learning, For all these aspects ICT as a tremendous impact on education as well as learning and Teaching process.*

Keywords: *ICT, learning and Teaching process, Technology Integration, Teachers attitudes and beliefs on ICT uses, Education system.*

1. Introduction

The education has vital role in building the society It is one of the most important needs for the well being of individual and the society. Quality education helps to empowering the nation in all aspects. There are many ways to increases the learner's knowledge and technology is the most effective way. ICT is an acronym that stands for information communication technologies, that includes all technologies for the manipulation and communicating of information

ICT tends to expand access to education. Through ICT, learning can occur any time and anywhere. Online course materials. Teleconferencing E-classrooms allow both learners and teachers to interact simultaneously with care and convenience. Based on ICT, learning and teaching no longer depend exclusively on printed materials. ICT learning knowledge can be acquired through video clips, audio sounds, visual presenting PPT, mobile phone, computers and so on .

It is a force that has many of capturing processing storing a and communication information. The potential of information and communication technology is today, from the time we awaken in the morning to the time before we sleep. We are surrounded by media, such as newspaper, radio, TV and computers. All these media come under the overall umbrella of ICT's, appropriate use of ICT can transform the whole teaching – learning process leading the paradigm shift in both content and Teaching methodology

Objectives and significance of the study

The need for scientific evidence to support the process of teaching with technology has been greater given the vast assay of available technology and educational system. In addition the body of knowledge on which education technology system and practice are based changes rapidly as technology advances. Educators and Trianers must decide which Pedagogical approaches product and technology should be invested in and implemented when there is often no standard or basis for comparison.

The following are the main objectives are:

1. Improvement in learning pace and achievements
2. Increased acaquisition of knowledge, skills by individuals required for better living and sustainable development
3. To promote and fecilitares the relationship between human and the environment
4. To implement the principle of long lasting education

Benefits of using ICT in Teaching and learning process

The use of ICT has been found to assist student in assessing digital information effieently and effectively. ICT is used as a tool for students to discover learning topics, solve problems, and provide solutions to the problems in the learning process ICT make knowledge acquisition more accessible and concepts in learning areas are understand while engaging students in the application of ICT.

ICT support student centered and self direct learning based on learning through ICT , Students are more capable of using information and data from various sources and critically assessing the quality of learning materials

Produce a creative learning environment.

Promote collaborative learning in a distance learning environment – ICT enables student to communicate share and work collaboratively anywhere , anytime

Offer more opportunities to develop critical thinking skills – based on a constructive learning approaches. ICT helps students focus on higher level concepts rather than less meaningful tasks.

Role of ICT in the field of education

1. To develop variety of educational services and mediums
2. To promote equal opportunities to obtain educational and information
3. To promote Technology literacy and support distance learning
4. To support sharing experience information with others
5. It helps teachers to communicate properly with their students
6. ICT store house of educational Institutions. Because all educational information can safely store through ICT

Impact of ICT on Teacher

There are:

1. Motivation
2. Distinctive Instructional ability
3. Higher productivity of Teachers
4. Essential skill of the information age
5. Support of new teaching techniques
6. Role of ICT in the field of Education

Limitation of ICT use in Education

ICT has many limitations. Limitations can be categorized as teacher related, student related, and technology related. Teachers attitude towards use of these technologies is vital, many of observation reveal that some teachers do not have clarity about how for technology can be beneficial for the facilitation and enhancement of learning due to lack of competency to handle, where as some teachers may have positive attitudes to the technology teacher have lack of enthusiasm to use ICT in education may also be another limitations. Lack of infrastructure and equipments are another problems for back warding Indian education system.

Conclusion

ICT are influencing in all aspects of life in which the impacts of ICT significant in education ICT ' s help expand access to education motivate to learn, facilitates the acquisition of basic skills and can transform the learning environment. Thus help improving the quality of Education ICT enables to a teachers to reach out widely efficiently and effectively. It helps teacher and institutions to be more and modern and dynamic.

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Role of Print Media in Education

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ABSTRACT: *This paper is showing the inter relationship between print media and education. The role and importance of print media in providing education to the mass is discussed. It also talks about the use of media in class room situation and in effective Teaching –Learning situation further these print media plays an important role in rural education.*

Keywords: *Education, Media, rural education, Teaching learning system*

1. Introduction

Education is a dynamic and triangular process of formal learning, in broader sense it is very restricted to school Environment and curriculum .It is a continuous process through, out ones life. The regular incidents and events also give the Education through experience. The Educated human being can try to change the world. Nelson Mandela Says ‘**Education is the most powerful weapon which you can use to change the world**’ that is why Education is the most important asses of human being for becoming a good citizen, it emerges to better social qualities and also ensure the humanity. The term media is derived from medium, which means carrier or mode. Media denotes an item specifically designed to reach a larger audience and viewers. The term was first used with the advent of news papers and magazines. However passage of time. The print media has expanded into many horizons.

Today world media has been playing very important role in Education and also social construction. Media has become almost as necessary as food, shelter and cloth .It is very essential for strengthening the society .The duty of the media is in form, the event and incidents and educate to certain people and also entertain the people. It helps to know the present issues of the world .The media has a strong social and cultural impact upon human being or society .Because of its inherent capacity to reach many group of public in a time .It is largely used to convey the message to public for developing a sustainable society.

The role of media is wider today by the so many ICT centers, Television sets, and E-libraries. That have become part of curriculum & Teaching-learning System. Different types of media are present and each different types of media help to learn new thing.

Role of Print Media in Providing Education

Print media it is one of the most oldest and basic form of communication .It includes News papers, Websites Magazines, Monthlies banners and Graphics, Posters and other forms of Printed material

John Dewey stated that education could not be limited within teacher and taught without social environment. So print media is one such potent force in the social environment of education. Through modern tools and technologies, print media proved that education is comprehensive.

The contribution of print media in providing information and transfer of knowledge even after the advent of electronic media the print media is of great relevance.

Education could not be limited to work in class, curriculum and teachers thought without technology and media. So print media is one which impact the social environment of Education and proved that teaching learning system is comprehensive not confined unit in the four wall of the room

Print media provide education and mass education respective of Caste, Gender, Class, Geographical, Sociological and Economical factors. The ultimate goal of print media is to give the education for all and build a sustainable society .We are the information from widespread print media like, news papers, magazines, periodicals, journals etc.

Functions of Print Media

Providing information: These media help in disseminating information for the mass. People acquire different knowledge very quickly and the Print media is the best resource to gain the knowledge.

Provide civic responsibility: People can be aware of different problems of the society and their role changing society through print media. People know their constitutional rights, duties and responsibility for the nation clearly.

Providing vocational information: Print media help in providing vocational and professional information to a larger group of the community

Educational programmes: Print media help in forming suitable habit for different programmes and they utilize their leisure time in productive way. It also influences the behavior of the community through variety of programmes.

Role as a non-formal agency: Now in this advanced world print media are not treated as informal agencies of education. They are called non-formal agencies due its scope and huge coverage of educational items in a systematic way. It is viewed that these media can substitute the classroom teaching in future.

Print media for rural Education:

Print media plays a very important role in providing education in rural area, various forms of print media such as Newspaper, Magazines, Journals, etc are used for sustainable development of rural area. News papers publish so many articles related to modern and scientific types agricultural issues. The maximum of rural population depends on print media for rural development. The findings of various studies have proved this.

Print media plays a crucial role in our society, through many people are illiterate or semi-literate, it is a watchdog and present a true picture of the events to the people many times. It is expected that the use of print media will increase significantly, the increase of literacy and purchasing power of the people, provides place for the debate.

One of the primary functions of the print media especially news paper is to objectively report news situation or events in all fields of human endeavor. Usually management of the print media assesses the news worthiness of events and based on the philosophy and of the organization. Takes on the decision on how to present or showcase news events to achieve maximum effect.

Thus the print media plays an important role in connecting and adequately informing people about the events and developing understanding of social realities especially in a society consisting of different ethnic, linguistic and religions communities.

- Print media as mass media today do not just observe and report but ask pursue, Investigate, Doubt and Demand.
- Print media offers wider variety of reading material and view prints of many people and thus provide better comprehensive of the affairs and issues.
- Provide space for expression of their views and grievances in reader's columns thus providing for feedback component of effective communication process. This generates debates on various social and others issues.

Role of print media in class room

The present global scenario is being viewed in multiple perspective in order to empower the various segments of our society. The accent is now gradually shifting from strengthening the mere technological base of our transactions to promote humanistic concern. The present prime concern is to recast and recent educational systems to make them literate and responsive to the needs and aspirations of global society. Education thus at all level is being recognized as powerful tool for fulfillment of such realization. Education is very important for everyone to lead a successful life. The social and technical changes have a great effect on the students' progress. In the field of teaching- learning process print media plays very important role. Varieties of media used in class room for effective teaching learning process also overall development of the pupil. Media gives plenty of information for administration and management.

Creates an authentic learning experience

Using news papers, brochures and job applications forms provides authentic opportunities for students to learn using real world media. This method simulates the real life experiences in which students must read, evaluate and interpret the information based on issues that they need in their daily lives. When the students use objects from the real world, they can see the connection between what they learn in school and how they can use the knowledge as a responsible member of society.

Strengthens critical thinking skills

Teachers can use print media to hone critical-thinking skill, students can write about a culture, interpret a movie or interpret a news. Teachers can use the print media to ask probing questions and facilitate the discussions. Teachers can also create projects in which students develop their own media, using classroom media as a model. This hands an activity challenges students to formulate media using their own ideas, creativity and interpretation from classroom media.

Students Teachers to use media

Using media in the classroom students and teachers get an idea to use and care of resources for their further education. Students use the dictionary or news paper to collect more information, but the students also learn how to care and protect the media, according to the center for media literacy students can also learn how to determine the value of media and learn methods to contribute to society through producing their own media.

Role of print media in education life

The present days we are living in the fast developing society which every day offers its inhabitants a great number of new possibilities. Predominantly, these unique opportunities concern the advancement of social media that have noticeably permeated the modern education world. In fact, it is not a secret that the majority of teachers and highly appreciate the power of this tools which lies in the ability to engage, motivate as well as involve the students into deep contemplation and sensible discussion generally the term print media implies number of activities that includes socializing through words pictures. Print media can range from social bookmarking, where all users have a chance to share their opinions to the society.

- Increase self-knowledge and how to relate effectively to others
- Broadness of knowledge about the changing environment
- Helps to reach their fullest academic potential.
- Provides opportunities for carrier explanation planning, decision-making

Conclusion

The media is one of the best technologies for educating the people in both positive and negative way. Without using media we cannot achieve anything in this world. Media affects the sensory organs and the mind. The media in the world should perform a good mission of enlightening the society.

The usage of media is not yet completely over the world, because of some technical and economical problems. Media used in classroom situation much in the name of technology. Now days the print media and education have enjoyed a both love and hate relationship. The power of print media is so extensive and wide, today print media is to inform people and society about the latest and current issues happening around us and world. Print media cover all the aspects of the society which are very essential to sustainable development of learner and society, like issues of politics, health, business, education, agriculture, international understanding, science and technology, sports, fashion and music.

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A Study of Job Satisfaction of Secondary School Teachers in Relation to Their Attitude Towards Teaching Profession

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ABSTRACT: *In the present paper an attempt has been made to find out job satisfaction of secondary school teachers in relation to their attitude towards teaching profession. The sample for the study comprised of 180 Secondary school teachers (127 Male and 53 Female) from different Secondary schools of Bailhongal taluka in Belagavi district and they were selected by using stratified random sampling technique. Data relating to job satisfaction and teacher attitude were collected using standardized tools. The collected data were analyzed using descriptive statistics, differential statistics and correlational analysis. The results of this study showed vivid results with respect to job satisfaction and its dimensions and also with respect to attitude towards teaching profession.*

Keywords: *Job satisfaction, attitude towards teaching profession, stratified random sampling technique etc.*

1. Introduction

A teacher, who is happy with their job, plays a pivotal role in the upliftment of society. Well-adjusted and satisfied teacher can contribute a lot to the well being of their pupils. A dissatisfied teacher can become irritable and may create tensions, which can have negative influence on the students' learning process, and it consequently affects their academic growth. Job Satisfaction implies the overall adjustment to work situation. Attitude is readiness to react towards or against some situation, person or thing in a particular manner. The attitudes, ideas, feelings and interests of a child are influenced by the organization of their family, thinking of parents and customs of the society. Personality of parents, their education and their behavior towards the children is the basis of development of attitudes. Teachers having favorable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job.

Need and Importance of the Study

Job Satisfaction is a teacher's affective response to their job and its environment. It is a state of mind inferred directly from a teacher's response to question relating to their job. 'The human side of enterprise' has become the focal point of modern management. The human side of enterprise is 'all of a piece' that the theoretical assumptions organization that holds about controlling its enterprise. Both the practitioners and theoreticians know the value of meeting human needs in an organizational life.

Teachers have a key role in the improvement of education. Therefore, it is important that their best efforts be devoted to it. Since there is so much flexibility in the work they are required to do, and the manner in which they can do it, the contribution they make to the field will depend in part on their involvement in their work and the satisfactions they derive from it.

Statement of the Problem

The problem for the present study may be stated as "A Study on Job Satisfaction of Secondary School Teachers in Relation to Their Attitude Towards Teaching Profession".

Objectives of the Study

- 1) To find out the differences, if any, between male and female teachers with respect to job satisfaction and its dimensions.
- 2) To find out the differences, if any, between male and female teachers with respect to attitude towards teaching profession and its dimensions.

Limitations of the Study

- I. The present study is limited to Secondary Schools of Bailhongal Taluka in Belagavi district.
- II. The study is restricted to teachers of Government, Aided and Unaided Secondary schools only.

Design of the Study

Descriptive survey method.

Variables of the Study

- Job satisfaction
- Attitude towards teaching
- Gender (Male/Female)

Population

The population of the present study consisted of all the teachers those who have been working in Secondary schools.

Sample

The total sample selected for the study comprised of 180 Secondary school teachers (127 Male and 53 Female) from different Secondary schools of Bailhongal taluka in Belagavi district.

Tools used for Collection of Data

- Job satisfaction scale was constructed and standardized by Meera Dixit (1993).
- Teacher Attitude Inventory constructed and standardized by S.P.Ahluwalia (1978).

Analysis of Data

For the analysis and interpretation of collected data the following statistical techniques was used.

- Descriptive statistics
- Differential statistics
- Correlation analysis

Hypotheses

H¹: There is no significant difference between male and female teachers with respect to job satisfaction and its dimensions scores i.e., Intrinsic aspect of job, Salary promotional avenues and service conditions, Physical facilities, Institutional plans and policies, Satisfaction with authorities, Satisfaction with social status and family welfare, Rapport with students and Relationship with co-worker.

To test this hypothesis, the unpaired 't' test was applied and the results are presented in the following table:

Table No 1: Results of 't' test between male and female teachers with respect to job satisfaction and its dimensions scores.

Variables	Male		Female		't' value	p-value
	Mean	SD	Mean	SD		
Job satisfaction	208.17	13.46	220.39	19.75	-4.8951	0.0001*
Intrinsic aspect of job	28.59	2.27	30.72	3.44	-4.9836	0.0001*
Salary promotional avenues and service conditions	27.91	3.57	29.72	4.00	-3.0944	0.0023*
Physical facilities	35.79	4.12	37.69	4.97	-2.7249	0.0071*
Institutional plans and policies	24.11	2.14	25.43	2.94	-3.4264	0.0008*
Satisfaction with authorities	24.45	2.83	26.61	2.44	-5.0508	0.0001*
Satisfaction with social status and family welfare	20.24	2.44	21.21	2.35	-2.5540	0.0115*
Rapport with students	25.82	2.17	27.21	2.15	-4.0877	0.0001*
Relationship with co-worker	21.25	2.89	21.80	2.46	-1.2728	0.2047

*p<0.05

From the results of table No.1, it is revealed that,

- The male and female teachers differ significantly with respect to job satisfaction scores (t=-4.8951, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected. It means that, the female teachers have higher job satisfaction scores as compared to male teachers.
- The male and female teachers differ significantly with respect to dimension scores of job satisfaction i.e., intrinsic aspect of job (t=-4.9836, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is

rejected. It means that, the female teachers have higher scores of dimension intrinsic aspect of job as compared to male teachers.

- The male and female teachers differ significantly with respect to dimension of job satisfaction i.e., salary promotional avenues and service conditions scores ($t=-3.0944$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected. It means that, the female teachers have higher scores of dimension salary promotional avenues and service conditions scores as compared to male teachers.
- The male and female teachers differ significantly with respect to dimension of job satisfaction i.e., physical facilities scores ($t=-2.7249$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected. It means that, the female teachers have higher scores for the dimension physical facilities as compared to male teachers.
- The male and female teachers differ significantly with respect to dimension of job satisfaction i.e., institutional plans and policies scores ($t=-3.4264$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected. It means that, the female teachers have higher scores of dimension institutional plans and policies scores as compared to male teachers.
- The male and female teachers differ significantly with respect to dimension of job satisfaction i.e., satisfaction with authorities scores ($t=-5.0508$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected. It means that, the female teachers have higher scores for dimension satisfaction with authorities as compared to male teachers.
- The male and female teachers differ significantly with respect to dimension of job satisfaction i.e., satisfaction with social status and family welfare scores ($t=-2.5540$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected. It means that, the female teachers have higher satisfaction scores for the dimension social status and family welfare scores as compared to male teachers.
- The male and female teachers differ significantly with respect to dimension of job satisfaction i.e., rapport with students scores ($t=-4.0877$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected. It means that, the female teachers have higher scores of dimension rapport with students as compared to male teachers.
- The male and female teachers do not differ significantly with respect to dimension of job satisfaction i.e., relationship with co-worker scores ($t=-1.2728$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted. It means that, the male and female teachers have similar scores of relationship with co-worker.

H²: There is no significant difference between male and female teachers with respect to attitude towards teaching profession and its dimensions scores i.e., Teaching Profession, Class room teaching, Child centered practices, Pupil, Teachers and Educational process.

To test this hypothesis, the unpaired 't' test was applied and the results are presented in the following table:

Table No 2: Results of 't' test between male and females with respect to attitude towards teaching profession and its dimensions scores

Variables	Male		Female		't' value	p-value
	Mean	SD	Mean	SD		
Teacher attitude	250.85	13.42	255.25	15.64	-1.9656	0.0500*
Teaching Professions	45.32	3.30	45.46	3.64	-0.2596	0.7955
Class room teaching	40.83	4.02	43.00	5.41	-3.0360	0.0028*
Child centered practices	41.10	3.25	41.72	2.77	-1.2724	0.2049
Pupil	42.89	2.88	42.34	3.11	1.1725	0.2425
Teachers	40.23	4.23	41.64	3.83	-2.1889	0.0299*
Educational process	40.48	3.01	41.08	3.15	-1.2530	0.2118

* $p<0.05$

From the results of table No.2, it is revealed that,

- The male and female teachers differ significantly with respect to teacher attitude scores ($t=-1.9656$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected. It means that, the female teachers have higher teacher attitude scores as compared to male teachers.

- The male and female teachers do not differ significantly with respect to dimension of teacher attitude i.e., teaching professions scores ($t=-0.2596$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted. It means that, the male and female teachers have similar teacher attitude scores with respect to teaching profession.
- The male and female teachers differ significantly with respect to dimension of teacher attitude i.e., class room teaching scores ($t=-3.0360$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected. It means that, the female teachers have higher scores of teacher attitude towards class room teaching as compared to male teachers.
- The male and female teachers do not differ significantly with respect to dimension of teacher attitude i.e., child centered practices scores ($t=-1.2724$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted. It means that, the male and female teachers have similar teacher attitude scores of child centered practices.
- The male and female teachers do not differ significantly with respect to dimension of teacher attitude i.e., pupil scores ($t=1.1725$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted. It means that, the male and female teachers have similar teacher attitude towards pupil scores.
- The male and female teachers differ significantly with respect to dimension of teacher attitude i.e., teachers scores ($t=-2.1889$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected. It means that, the female teachers have higher scores of teacher attitude of teachers scores as compared to male teachers.
- The male and female teachers do not differ significantly with respect to dimension of teacher attitude i.e., education process scores ($t=1.2530$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted. It means that, the male and female teachers have similar teacher attitude towards educations process scores.

Major Findings

1. The female teachers have higher job satisfaction scores as compared to male teachers.
2. The female teachers have higher scores of dimension intrinsic aspect of job as compared to male teachers.
3. The female teachers have higher scores of dimension salary promotional avenues and service conditions scores as compared to male teachers.
4. The female teachers have higher scores for the dimension physical facilities as compared to male teachers.
5. The female teachers have higher scores of dimension institutional plans and policies scores as compared to male teachers.
6. The female teachers have higher scores for dimension satisfaction with authorities as compared to male teachers.
7. The female teachers have higher satisfaction scores for the dimension social status and family welfare scores as compared to male teachers.
8. The female teachers have higher scores of dimension rapport with students as compared to male teachers.
9. The female teachers have higher teacher attitude scores as compared to male teachers.
10. The female teachers have higher scores of teacher attitude towards class room teaching as compared to male teachers.
11. The female teachers have higher scores of teacher attitude of teacher scores as compared to male teachers.

Conclusion

School education is imparted quantitatively and qualitatively by the teachers who have academic excellence and apt training. Besides these, Job Satisfaction and teacher attitude towards profession plays a very major role in imparting excellent education to the students as it acts as a motivating factor for the teachers.

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Professional Development of Teachers

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ABSTRACT: Policy documents are much helpful in translating dreams into realities and goals into actions. A policy document gives motivation and direction to the programme and finally leads the programme into success. Teacher Education plays instrumental role in imparting quality education. Teacher Training is an integral component of an educational system. It is intimately connected with society and it is controlled by the ethos, culture and character of a nation. In the light of Right to Education Act 2009, National Curriculum Framework 2005 and National Knowledge Commission Report 2007, the scene of education has entirely changed and the field of teacher education in India is confronting paradigm shift. Towards Preparing Professional and Humane Teacher, the National Curriculum Framework for Teacher Education 2009 is a vital document in this regard. As a policy document it will direct and guide the policy, planning and programme of teacher education in India in coming years. This article tries to critically evaluate the document NCFTE – 2009 and suggests measures which should be implemented in the teacher education scenario.

Keywords: NCFTE, teacher education, universal values, Professional and Humane Teacher

1. Introduction

“The status of the teacher reflects the socio – cultural ethos of the society; it is said that no people can rise above the level of teachers” (National Policy on Education 1986)

The development of a country depends to a large extent on the development of its human resources. Realizing this, the Government of India after Independence laid great stress on educational development of its human resources. Education is the most important investment after healthcare in society. Teachers are the torch bearers in creating social cohesion, national integration, and learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating role of education. (Teacher training is an integral component of any educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation.) Education of teachers needs to be strengthened and stressed on the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialization. Formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one’s personality and sharpening of communication skills and commitment to a code of conduct. In India, after Independence, developments in teacher education can be classified into four major phases.(1)from 1947 to 1961, i.e. up to the establishment of NCERT, (2) from 1961 to 1974, i.e. developments from establishment of NCERT up to establishment of National Council for Teacher Education as an advisory body, (3) from 1974 to 1993, i.e. the period during which NCTE as advisory body functioned and (4) from 1994 to 2011, the first one and half decades of NCTE as a statutory organization. (In the light of Right to Education Act-2009, National Curriculum Framework 2005 and National Knowledge Commission Report 2007, the scene of education has entirely changed and the field of teacher education in India is confronting paradigm shift. Towards Preparing Professional and Humane Teacher, the National

Curriculum Framework for Teacher Education 2009 is a vital document in this regard.) The National Curriculum Framework for Teacher Education 2009 laid its foundation on the central concept of learner friendly humane teacher based on issues related to inclusive education, perspective for equitable and sustainable development, gender perspectives, role of community knowledge in education and ICT in learning. This document shows the development of teacher education in India from basic education teacher to the 21st century scaffolding teacher. This framework is very much worthwhile and guiding the future of Indian teacher education. Even though the framework is comprehensive, some critiques will make it perfect.

Objective

Present paper intends to put together needs of teacher training and the benefits entails to overall quality of teaching that a teacher imparts?

Re-Construction of the Curricula with ICT and Life Skills

There is a strong need for overhauling and revamping of teacher education curricula. Some strong, strict and revolutionary changes are urgently required. Instead of emphasizing mostly on theoretical aspect, the stress should be on building professional competencies and performance skills. Training is the process of developing skills, habits, knowledge and attitudes. The three domains of learning should be equally trained accordingly, i.e., cognitive, affective and psychomotor. The actual spirit of Basic Education put forward by Mahatma Gandhi should be incorporated in co-curricular activities. The co-curricular activities are just performed in a formal way. Institutions should be given some freedom to modify the curriculum according to their context. The stress on the theory should be reduced and weightage must be increased for practical skills. In the 21st century of technological advancement, the teacher trainee should be trained through 3-G technology. Even though Central Institute of Educational Technology and State Institutes of Educational Technology prepared so many education programs and training modules, no suggestion for utilization of it, to put forwarded by NCFTE. The place of blackboard is occupied by Wiki, so the training in the ICT & life skills should be included.

Contextualization of Teacher Education

For strengthening the education the quality of teacher education needs to be concentrated. Quality of education depends upon two factors, quality of teacher and quality of institution, curricular methods and material. Teacher education is to be viewed as a system of continuous process, lively, interactive opportunities for learning, exchange of ideas and views, innovations and experimentations which will enable teachers not only to acquire the necessary knowledge and skills but will also inculcate necessary attitudes and values in them. Contextualization will help a lot. But no suggestions in this regard have been given.

Principles are important for the governing of actions and to operation of techniques in any field of education.

- Principles are the fundamentals through which we proceed from one situation to another
- Principles are the chief guides to make teaching and learning effective and productive.
- Principle also refer to the psychological laws of learning, to important educational theories, to the statements of facts, to governing laws or rules of conduct, and to generally accepted tenets.
- Principle is accepted as fundamental truth, it may considered a comprehensive law, a doctrine, a policy or a deep-seated belief which governs the conduct of various types of human Endeavour.
- In general, the term principle is often used to mean any of general truth or guiding norm by which a process is carried on, as we speak of mathematical principles.

Significance of Teacher Education

The roles of teachers towards the development of any nation can never be overemphasized. Teachers build up good ethical principles and obedience in pupils and students, they help to shape and re-shape the characters of children under them, motivates and inculcate skills/ knowledge and build up personalities in a country psychologically, physically, expressively, publicly and very importantly that is spiritually, followed by the primary objectives, principles, norms, way of life, plans, strategies rules/regulations guiding the country. The following topics are important for all teachers to have effective teacher training programs. The sad truth is that not all programs are not created equally. To provide new teachers with the greatest chance of success, they need to complete a teacher preparation program that provides them with knowledge, experience, and guidance. When this does not happen, we not only risk teachers leaving the profession quickly, but more importantly, we risk the education of entire class of students. The significance of teacher education are as follows:

1. Helps Prevent Failure: New teachers have many challenges that they face each day. Teacher education helps prepare new teachers for these challenges. While teacher training and student teaching won't completely prepare new teachers for every issue they will face, it can help them feel more confident about many common problems that arise for teachers each day. Without this background, teachers might feel like failures and eventually give up.

2. Helps Avoid Teacher Burnout: Effective teacher training programs will address teacher burnout. First, it helps new teachers to understand what can lead to teacher burnout. In some cases, this is just the stress of daily teaching. However, it can also be caused by not varying the information and methods of teaching enough. Teacher training programs that focus on particular subject areas like social studies or mathematics can help students learn about different ways in which a subject can be presented.

3. Provides an Understanding of the Benchmarks for Achievement: Many inexperienced teachers focus on getting students to memorize and regurgitate success. Without a background to what does and does not constitute authentic student learning, new teachers sometimes create lessons that don't lead to the results they were expecting. However, teacher preparation programs can help students understand how to find and apply effective benchmarks for student achievement.

4. Provides Supported Practice in a Controlled Environment: When it comes to teaching, reading a book is not enough. Even hearing teachers talk about teaching methods is not enough. New teachers need practice teaching combined with effective mentoring in order to help them understand what is required from them in their new position. This happens through student teaching in the classroom setting. However, it is imperative that student teachers are placed in appropriate classes that meet their interests. Further, the supervising teacher must be involved and provide feedback each day to help student teachers learn.

5. Stops Costly Experimenting on Students: While all teachers experiment with new lessons and techniques from time to time, teachers without proper training will often try things that education might have taught them would not work. This experimenting comes at a cost in terms of student learning. As most teachers know, it is very easy to lose your students at the beginning of a term. If you do exhibit competence, fairness, and consistency from the beginning, you risk losing respect and interest. The ultimate cost of this failure is in what the student will not achieve in the classroom.

Education for Values

As the world is moving ahead at a fast pace the restlessness and degeneration of values is increasing too. To overcome this emerging problem peace education and value education must be included in teacher education. National Curriculum Framework 2005 states that curriculum should develop five universal values representing the five domains of human personality. • Intellectual, related with knowledge objective of education. • Physical, related with skills. • Emotional, related with emotional balance. • Psychological, related with vision. • Spiritual, related with identity. Kothari Commission also emphasized the importance of value oriented education. UNESCO's recommended four pillars of education gave stress on value and attitudinal development as the aim of education. The four pillars are learning to know, learning to do, learning to be and learning to live together. It is generally agreed that cognition is basic to volition which by implication would mean that prospective teachers are expected to understand critical issues regarding values, concept, types, and problems involved in imbibing the values. It is also expected of them to be well-versed with the values enshrined in our Constitution and the values that have the cultural contexts and can be derived from our heritage. In the process of capacity building of intending teachers, the most important is to ensure that they become capable of understanding the importance of value education, interpreting values in the contemporary contexts and evolving strategies of imbibing these by their students. In the era of value erosion, the document must lay more emphasis to value education in teacher education.

Teacher as a Counselor

In the new era, students are dealing with different types of stress and tensions like examination fear, anxiety etc. It is mainly due to the life style created by globalization. It will adversely affect the mental health. So each and every teacher should work as a counselor. Problem solving activities must be given priority. The primary responsibility of a teacher is to create and maintain a collaborative problem solving environment where students are allowed to construct their own knowledge and the teacher acts as the facilitator and guide. For attaining these goals, the teacher trainee should be given ample training in counseling and problem solving skills.

Now a days educational technology is growing vastly to complete the digitalized learning. It is proved that the computer enabled education is very much helpful in making teaching-learning process more effective. The practical, as in science subjects, can be incorporated with theory papers. Teacher trainees should prepare at least one lesson plan on power point presentation and present it on LCD projector.

School Internship Program

Practical teaching or internship should be planned and organized systematically. To strike a balance between theory and the practice of education, therefore, it is a matter of judicious planning and scheduling in order to give proper direction to teacher education. Changes in the pattern and practices of student teaching have been only peripheral. The content-cum-method approach, wherever attempted, remained

limited to the introduction of an additional component of content without fully achieving the objective of integration. The application of educational technology, informatics, cybernetics etc. has yet to make a discernible headway. The learning resources wherever available in the training institutions and the community as also in the schools have not been optimally utilized. There may be some provisions to make the trainee an active member of the school community while performing internship program, by actively participating in all activities not only in academic but also in administrative field. The evaluation strategy should be revised to evaluate totality of performance of the trainee. Duration of the internship is also inadequate. The evaluation system which we are utilizing in the teacher education is inadequate. It should be reviewed and made up to date. The strategy should evaluate the knowledge, attitudes and skills of the trainee as a whole. Also have to use proper feedback devices. Full time monitoring of teaching by trainee teacher should be done. Through the use of feedback devices trainee will get confidence in classroom and will acquire teaching competencies.

No such single sentence is left on standards of teacher education, where as NCTE is the authorized body to form and maintain standards of teacher education. For enhancing the quality of teacher education, the standards should be strictly maintained and monitored.

Many of the institutions working in the field of teacher education are in self financing area. Their problems related to admission, staffing, infra structure and quality is entirely different. In this document no suggestions are included to the betterment of these institutions.

Re – Organization of Continuous Professional Development

The Programme of Action (POA 1992) has emphasized teacher education as a continuous process, its pre-service and in-service components being inseparable. The POA, among others, has pointed out the following in respect of teacher education: • Professional commitment and overall competencies of teachers leave should be revamped with Continuous Professional Development programs. • The quality of pre-service education has not improved with recent developments in pedagogical science, but actually it has shown signs of deterioration. • Teacher education programmes consist mainly of preservice teacher training, with practically no systematic programmes of in-service training, facilities for which are lacking. • There has been an increase in sub-standard institutions of teacher education and there are numerous reports of gross malpractices, • The support system provided by the State Councils of Educational Research and Training (SCERTs) and the University Departments of Education has been insufficient.

The teacher is just other professional like doctor or, lawyer etc. If a person wants to remain a professional, one must have regular reorientation to update one's knowledge as well as skills. There should be strong link between training schools and school clusters. In an area of knowledge explosion and growth of multidisciplinary subjects, interactions with other institutions through formal linkages have become necessary. For the effectiveness of the professional development, these suggestions should be considered. Good quality support material in the form of print, video cassette and computer programmes have to be designed developed and disseminated. Some in-service programmes are made credit oriented. The CPD (Continuous Professional Development) courses should provide sensitivity and regard for the teacher and designed according to need based. The courses must have some fee for the course, admission procedure should be strictly monitored through application and interview and the course certificate should be considered for service benefits. On successful completion of specified programmes, participants may be considered for professional mobility. Education and training programmes become more productive and effective when programme planning is participative and transactional strategies are interactive.

The need of all the in-service teacher education programmes must emerge from the grassroots. There is a need to make a shift in organizing programmes from training institutions to schools and school clusters. Concerted efforts may be made in this direction. New communication technologies should be included in training. Proper planning for large teaching force by utilizing the scope of ICT should be done. Motivate the teacher community with promotion, leave with pay for the attending the course, pay according to qualifications, Increment linkage, Note in the Service Register (ACR), Incentives etc. Continuous evaluation should be done for the CPD programs. The experienced and qualified teacher educators should be involved in the process of curriculum drafting for teacher education. Their suggestions may turn out to be quite valuable in teacher education field. Teacher educators should be given orientation and workshop to introduce to paradigm shift in the field.

Teachers are more than technicians or purveyors of information. Accordingly, they must be committed to lifelong intellectual, personal, and professional growth. Because both faculty and teacher candidates must continually develop these habits of mind, teacher education programs must stimulate the exploration and

development of the full range of human capabilities. Thus, all our teacher education programs foster intellectual curiosity encourage an appreciation of learning through the sustained analysis of ideas, values, practices; and through intuition, imagination, and aesthetic experience. Teacher candidates are expected to develop a philosophy of teaching and learning. This philosophy and continuous professional growth should include values, commitments, and professional development.

Innovations and Demands

There is a need of semester system in teacher education for effective and meaningful integration between foundational and specialized studies. The duration of B.Ed must be changed into two years. Confusion between M.Ed and M.A Education in term of equivalency should be cleared. The paradigm shift should be in high speed to tackle with the needs of multimedia smart teachers.

The students with high academic achievements are not opting for teacher education as their best choice. They are selecting Engineering, Medicine, Management, ICT and Bio technology etc. Teaching is the third or last choice. Only under qualified is coming to the teacher education field. This will adversely affect the quality of teacher education first, then the entire education system. This is the most problematic situation which we face. In order to make teacher education field attractive, the benefits and terms of the teachers should be increased. The malpractices related with self financing institutions will affect the quality teacher education concept. It should be strictly controlled.

Conclusion

Education of teachers needs to strengthen and stress upon the main attributes of a profession, such as the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialization. It is already acknowledged that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct. To conclude, any effective teacher education curriculum calls for systematic task analysis of teachers at various levels and inclusion of relevant contents, which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in classroom. The present teacher education programme is inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF 2005. The pedagogic reform from this perspective need to invest on building on teachers capacity to act as autonomous reflective groups of professionals who are sensitive to their social mandate and to the professional ethics and to the needs of heterogeneous groups of learners. The National Curriculum Framework for Teacher Education (2009) promises to translate the vision into reality and prepare humanistic and reflective teachers that has the potential to develop more professional teachers and improve the quality of education. To conclude, professionalism needs to be instilled in each and every phase of teacher preparation starting from conceptualization to evaluation and appraisal to prepare professionals and improve the quality of education.

- In order to tackle the hurdles, some strategies should be implemented. Some suggestions for early implementation are:
- Admission criteria should be strictly controlled through teaching aptitude test.
- Introduction of variety of courses in curriculum. In addition to the foundation and core courses, some of local subjects should be included as optional subjects from a given list which should be provided by NCTE. Each institution can select this optional area according to their interests and urges, it will lead to contextualization of teacher education without ignoring national framework.
- There is an urgent need to give due weight-age to education for Affective Development in our teacher education programs both at Pre-service and In-service level. The quality of Pre-service teacher education is essential for the improvement of teacher effectiveness.
- Curriculum should be correlated with life and work.
- Better Infrastructure facilities should be directed.
- Development of teaching competencies by using Multi-media. Scope for innovations in teacher education should be provided and arrangements should be done to make a trainee into actual facilitator and collaborator. The recommendation of Education Commission, "A sound programme of professional education of teacher is essential for the qualitative improvement of education. Investment in teacher education, can yield very rich dividends". In words of Rabindranath Tagore, "A lamp can never light another lamp, unless it continues to burn its flame."

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Yoga and Health

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ABSTRACT: *Yoga is a group of physical, mental and spiritual practice or a discipline. Following the success of Swami Vivekananda, yoga guru from India introduced yoga to west in the late 19th and 20th centuries. From a yogic perspective, the mind, and its ceaseless internal monologue, is the source of suffering. The various yoga practices serve to calm the mind. Modern Yoga became popular as a system of physical exercises across the western world. Yoga in Indian traditions, however, is more than physical exercise it has a meditative and spiritual core.*

Many studies have tried to determine the effectiveness of modern Yoga as a complimentary intervention for cancer, schizophrenia, asthma and heart disease, ability to reduce stress, yoga is likely to be of benefit not just for those suffering from burnout and such stress-related conditions as insomnia and irritable bowel syndrome, also in the treatment and prevention of leading causes of death, including hypertension, and diabetes, all of which may be adversely affected by high levels of stress.

Keywords: *Yoga, health, stress.*

1. Introduction

Yoga is a group of physical, mental and spiritual practice or a discipline which originated in ancient India about 5000 years ago. Historically its practices have been adopted by such religions as Hinduism, Jainism, and Buddhism. However, the practice of yoga is compatible with any religion, as well as atheism.

The word yoga means union in Sanskrit. Many of the yoga traditions believe that the practice of yoga leads to union of a person with his or her true nature, or with God or the universe (however one wishes to conceptualize it).

Following the success of Swami Vivekananda, yoga guru from India introduced yoga to west in the late 19th and 20th centuries. Patanjali, author of the classic yoga text, The yoga Sutra, defined yoga as the quieting of the fluctuations of the mind.

Many studies have tried to determine the effectiveness of modern Yoga as a complimentary intervention for cancer, schizophrenia, asthma and heart disease. The results of these studies have been mixed and inconclusive. On December-1, 2016. Yoga was listed by UNESCO as an intangible cultural heritage.

Yoga is more than Poses

When people in the west hear the word yoga, they usually think of the stretching and strengthening poses known as asanas (AHS ah nah), which is the primary focus of most yoga classes. But asana is only one aspect of a multidimensional system that includes:

- Breathing practices, known as pranayama.
- Meditation techniques.
- Moral precepts / precepts against stealing, lying, doing harm to oneself and others, etc.
- Chanting
- Selfless service such as volunteer work, known as karma yoga
- Visualization exercises
- Study of yoga philosophy

Benefits from the practice of Yoga

It can be divided into 04 parts

- Physical benefits
- Physiological benefits
- Psychological benefits
- Health benefits

3.1 Physical benefits

Yoga offers many physical benefits, including increased strength and flexibility, better balance and coordination, improved reaction times, better lung function, heightened cardiovascular condition, and weight loss or gain.

Yoga practices have also been adopted in manual therapies. A number of physical exercises used in rehabilitation of injured are based on yoga asana (Postures). One example is the gentle backbends often used after back injuries.

3.2 Physiological benefits

Regular yoga practices offers many Physiological benefits, including blood circulation, calming and lowers breathing and heart rates, decreases blood pressure, and increases blood flow to the intestines and reproductive organs.

3.3 Psychological benefits

Yoga offers numerous tools to shift the balance of the parasympathetic side, calm the mind, and lower the levels of stress hormones such as cortisol. Arguably the most comprehensive method of stress- reduction ever developed,

Other Psychological benefits of yoga include relaxation, greater equanimity, better concentration, and improved mood.

There is substantial overlap between yoga practices and other mind-body therapies. Biofeedback techniques, in which patients are taught to tune into sensations in their body and regulate their breathing in order to facilitate relaxation of muscles, relieve stress or warm their hands and feet, are based on yogic principles.

3.4 Health Benefits

3.4.1 Improve Flexibility

Improved flexibility is one of the first and most important of yoga. While performing yoga in first class probably not able to touch toes, but regular practice of yoga gradually improve flexibility and impossible yoga poses will become possible.

3.4.2 Builds muscle strength

Yoga helps to build a strong muscle and also protect the human body conditions like arthritis and back pain. Gharote (1970) reported significant increase in the strength and endurance of the abdominal muscles of the women students, as a result of yoga raining, for four week.

3.4.3 Protect Posture Aesthetic sense

Poor posture can cause back, neck, and other muscle and joint problems. Yoga sublimates the aesthetic abilities of a human being by taking these to a higher level of thought. Various investigators also partially support this claim and revealed that yoga provides a proportionate physique by enhancing almost all attributes of fitness (Bera & Ganguly and Gharote 1988; Berg & Rajapurkar,1990; Gharote,1987).

3.4.4 Prevent cartilage & joint

This can help prevent degenerative arthritis or mitigate disability by squeezing and soaking areas of cartilage that normally aren't used. Joint cartilage is like a sponge. It receives fresh nutrients only when its fluid is squeezed out and new supply can be soaked.

3.4.5 Protects Spine

If regularly practiced a well balanced yoga with plenty of backbends, forward bends, and twists, it helps the disks supple.

3.4.6 Increases blood flow

Practice of yoga can helps circulation to hand and feet and gets more oxygen to cells. Yoga also boosts level of hemoglobin and red blood cells, which carry oxygen to the tissues.

3.4.7 Ups Heart rate

Regular practices of yoga get the heart rate in to aerobic range; it lowers the heart attack and can relieve depression. Studies have found that yoga practices lower the resting heart rate, increases endurance, and can improve our maximum uptake of oxygen during exercise- all reflections of improved aerobic conditioning.

3.4.8 Drops blood pressure

Yoga practice really helps for reduce high blood pressure, few studies of people with hypertension, published in British medical journal the Lancet, compared the effects of Savasana (Corpse Pose) with simple lying on a couch.

3.4.9 Finds a healthy lifestyle

A regular practice gets moving burns calories, and the spiritual and emotional dimensions of your practice may encourage addressing any eating and weighting problems on a deeper level. Yoga may also inspire to become a more conscious eater.

3.4.10 Lower s blood sugar

Yoga lowers blood sugar LDL ('bad') cholesterol and boosts HDL ('good') cholesterol. Regular practice of yoga gets blood sugar levels down, and decrease risk of diabetic complications such as heart attack, kidney failure, and blindness.

3.4.11 Helps focus

An important component of yoga is focusing on the present. Studies have found that regular yoga practice improves coordination, reaction time, memory, and even IQ scores.

3.4.12 Relaxes systems

Yoga encourages relaxing, slow breathing technique, and focusing on the present, shifting the balance from the sympathetic nervous system to the parasympathetic nervous system. The latter is calming and restorative; it lowers breathing and heart rates, decreases blood pressure, and increases blood flow to the intestines and reproductive organs.

3.4.13 Improve balance

Regular practice of yoga improves the balance of body. People with bad posture or dysfunctional movement patterns usually have poor proprioception, which has been linked to knee problems and back pain.

3.4.14 Prevents IBS and other digestive problems

Ulcers, irritable bowel syndrome, constipation-all of these can be exacerbated by stress. So if you stress less you'll suffer less. Yoga, like any physical exercise, can ease constipation and theoretically lower the risk of colon cancer. Yogis suspect that twisting poses may be beneficial in getting waste to move through the system.

3.4.15 Helps serve others

Karma yoga (service to others) is integral to yogic philosophy. And while you may not be inclined to serve others, your health might improve if you do.

3.4.16 Keeps allergies and viruses at bay

Kriyas or cleansing practices are another element of yoga. They include everything from rapid breathing exercises to elaborate internal cleansings of the intestines. Practice of Jala nethi, removes pollen and viruses from the nose, keeps mucus from building up, and helps drains the sinuses.

3.4.17 Benefits relationships

A regular yoga practice helps develop friendliness, compassion, and greater equanimity. Along with yogic philosophy's emphasis on avoiding harm to others, telling the truth, and taking only what you need, this may improve many of your relationships.

3.4.18 Helps keep you drug free

Studies of people with asthma, high blood pressure, Type II diabetes (formerly called adult-onset diabetes), and obsessive-compulsive disorder have shown that yoga helped them lower their dosage of medications and sometimes get off them entirely.

Conclusion

Many studies have shown that modern Yoga as a complimentary intervention for cancer, schizophrenia, asthma and heart disease, ability to reduce stress. Also it can be accomplished that regular practice of yoga improves physical, physiological, psychological health and well being of an individual.

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Impact of Self Help Groups on Women Empowerment – A Study

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ABSTRACT: Microfinance is a powerful tool for remove the poverty and unemployment in our country. In which women face the many challenges like dowry system, illiteracy, sexual harassment, inequality domestic violence against women and gender discrimination. Microfinance activity is mainly focused on women empowerment if women are empowered politically, education and economically, definitely she will become socially strong. The participation of women in SHGs and NGOs made significant impact on their empowerment both in social and economic aspects. The present study is to analysis the role and importance of SHGs, to promoting women’s empowerment and what are problems faced among the group members in SHGs. As for thus study we have collected the secondary data though various research papers, articles, and websites were referred. The positive impact on woman empowerment though SHGs, in terms of increase social awareness and participation, income level, savings habits, self employment, improvement in decision making skill of women.

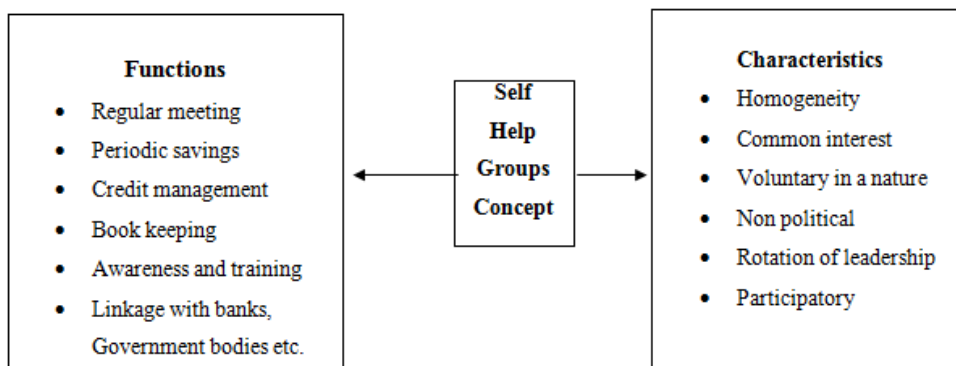
Keywords: Women Empowerment, Self help groups. Problems, Awareness, Participation and decision making.

1. Introduction

In India, faced the major challenges like Excess population, unemployment, poverty, correction of gender related disparities, correction of socio-economic disparities etc., Microfinance is powerful weapon to remove the poverty and unemployment in our country. Microfinance services like credit savings, insurance, remittance and also non-financial services like training, awareness programmed, education programmed, counseling, health and hygiene is to helps the women empowerment. Microfinance activity is mainly focused on women empowerment with a nation that the women can handle the financial matter better than man. However, the women entrepreneurs are consider to be the most important economic agent of any country. Women empowerment itself elaborates that Economic stability, judicial strength, social and political rights and all other rights, should be also equal to women. Empowering women to participate in economic life across all sectors is to building stronger economics, achieve goals for sustainability and development and also improve the quality of life for women, families and communities. The

Women empowerment includes the action of raising the status of women through training, education, raising awareness and literacy. Women’s empowerment is all about equipping and allowing women which helps them to take their own decision through the different problem of personal and professional of families and society. Empowerment of women can be achieved through different ways. SHGs play a pivotal role in economically, socially and personal empowerment of the poor un-empowered women in the rural as well as urban areas.

The concept of Self help group is one of the important model of microfinance. Prof, Muhammad Yunus is pioneer of the modern version of microfinance in 1970s and founder of Grameen bank in Bangladesh. SHG as the term indicator a small voluntary association of rural and urban people. SHG is one of the important media for development of saving and increasing the assest, self confidence among the poor.



A SHG is a relationship between 10-20 persons form homogeneous plan to work together to find solution to their financial issues like medical, children education, watershed management and agricultural aspects. SHGs, now a days are playing significant among poor and weaker section of the society. The characteristics of SHGs as to encourage the non-members for joining SHGs and promoting the members and functions of SHGs to raising the awareness and increasing the savings habit, SHG is the platform they get to share and discuss their problems, issues and matters of community and social awareness. The SHGs members should be aware of all government and NGOs schemes and programme should make of them of their development. SHGs focus on both economically and socially to change mindset of women and encourage who are living in rigid poverty have been able to change their lives and enhance their levels through SHGs.

2. Review of literature

Mallanna and Meghana (2015), they made a study on “ Statistical Analysis of Self Help Groups in Karnataka stare with special Reference to Haveri District”, they suggested that Self Help Groups came in to existence almost two decades ago which is now a well known concept. Self Help Group members make small regular savings contributions over a few months until there is enough capital in the Group to begin lending funds may be lent back to the members or to others in the village for any purpose.

Devanand (2016), emphasis in his study “Social Security Schemes with special Reference to SHGs An analysis in Karnataka” by stating that social security scheme is an important component of social infrastructure in India as it provides financial protection for the workers and their dependends. Old age pension and Materiality schemes, Self Help Groups is defined as a way to deal with problems everyone faces from time to time lives – illness, death, upset or stains. The concept Self Help Group would really useful particularly the lower and downtrodden people who are excluded in the society who would Self Help Group and thereby benefit themselves.

Priyakumari and Kartik (2017), made a study on “Impact of Self Help Group in Economic Empowerment of Rural Women” they says that Microfinance programme for the rural empowerment has resulted in improving the socio-economic status of rural women. The SHGs under SKDRDP have a long lasting positive impact on the lives of the women in the areas taken for the study, a drastic change is seen in their quality of life after becoming the members of SHGs.

Vidya (2017), in her paper “Self Help Groups in Karnataka: A Microscopic study of SHGs in Shimogga city” studied of India is a developing country economically and socially, for Indian Government, it is difficult to assist financially in a single time to make to stronger to be a well build economic country since it is not having sufficient fund to provide desired areas or sectors empower women at the grass roots.

Shailaja and Venkata Subrahmanyam (2016), made a study on “Self Help Groups – A Complete understanding” they says that poverty is one of the major problems in India, it is the root cause of many socio-economic problems including population explosion, unemployment and poverty. The Self Help Group system reflects this independence and diversity. It allows people to save and barrow according to their own timetable, not as the bank requires and Self Help Groups can also play a part in a whole range of social, commercial or other activities.

Misal (2013), in her paper “A Study of Rural of Micro-Finance in Rural Empowerment in India” to considered the major issues in rural areas are low income, lack of investment capability and lack of commercial approach. Micro-credit provides the finance to open a small business. But there is risk in doing the business as all entrepreneurs have not necessary training and skill to start and manage a successful business. Micro-finance is one of the practical development strategies to attain the bold ambition of reducing poverty and achieve the goals.

Parameshwara Naik (2015), in his article “Review of Microfinance in India: Impact on women Empowerment” reveals that Self Help Groups enable women to grow their savings to grow their savings and to access the credit which banks are increasingly willing to lend. Self Help Groups can also be community platform from which women become active in village affairs, social or community issues. The SHG approach has been proved successful not only in improving the economic conditions through income generation but in creating awareness about health and environmental protection, importance of education and better response for development schemes.

Vindya and Ravindranarth (2017) : made a study on “Self Help Groups for women empowerment : A study in kadur city of Karnataka” they says that women are empowered economically and politically strong she will become socially strong. The principles of SHG is to provide and development to the poor and archive empowerment. When women are economically, politically and socially stronger they improved families and communities etc.

Madhusudhan Ghosh (2012), in his paper entitled “Micro-finance and Rural Poverty in India SHG-Bank Linkage Programme” to reviews the progress of SHG-Bank Linkage Programme at the national on the socio-economic conditions of SHG member households. The programme has grown at a tremendous pace during last two decades and emerged as the most prominent means of delivering micro-finance services in India. The incidence of poverty among SHG members declined, and the social empowerment of women improved significantly.

3. Need of the study

SHG is one among such programme which primarily focuses on the Self Help and mutual help for the development of the society. The strategies adopted under SHGs in the form of various activities have focused on the overall empowerment of women as it carries activities. Through there is large a number of research on microfinance service and empowerment but the study on the issues of impact assessment and empowerment of women through SHGs.

4. Objectives of the study

- To study the women empowerment through SHGs
- To examine the role of SHGs to women empowerment
- To identify the problems of the women in SHGs

5. Methodology

The study is based upon the secondary data. The required data was available from the published source, websites and other related books and journals for relevant articles related to the study.

6. Result and Discussion

Women empowerment is the empowerment of women which helps them to take their own decision by breaking all personal limitations of the society and family. Women empowerment refers to increasing the spiritual, social, political, educational and economic strength of individuals and communities of women. Empowerment by way of participation in SHG can bring enviable changes and enhancement in the living conditions of women in poor and developing nations.

A self help group financial intermediary committee usually composed 10-20 local women, with common objectives are facilitated to come together voluntarily to participate in the development activities such as savings, credit and income generation their by ensuring economic independence. SHG contributes a fixed amount for particular time period until the has sufficient capital to start its loan lending process. Then the fund utilization for lending to other women to help and empower through support, encourage and financial assistance to satisfy their personal and profession goals for a better future.

6.1 Role of Self Help Groups

- To create a savings habit and utilization of local resource in form of utilizing individual skills for group interest.
- To mobilize the resource of the individual members for their collective economic development and uplifting the living conditions of the poor.
- Building self confidence and improving communication and presentation skill through increased mobility, expose and collective action among women.
- Improving status of women in the family and society, through access to credit.
- To create awareness about rights that help in financial assistance.
- To act as a media for socio-economic development of the village.
- To identify problems, analyzing and finding solution in the self help groups.
- To gain mutual understanding, develop trust and self-confidence among the members.
- To build up teamwork and develop leadership qualities.
- To use as an effective delivery channel for rural credit.

6.2 Problems associated with the SHG members

SHGs members have faced some genuine problems. The problems encountered by them are obtaining inadequate bank loans, skill development training, Repayment of loan, Marketing of products, Lack of awareness and lack of insurance facility etc.,

- **Inadequate bank loans** : SHGs is a small group having 10-20 members can take a small loan from the banks but in most cases banks do not wish to give loans to the poor, who have no collateral so for this reason delay on the part of bank in sanctioning loans. This practice created dissatisfaction and problems among the SHGs.
- **Skill development training** : Skill development training improves the skill and efficiency of the trainee, to the leaders and other members of groups. NABARD providing proper training to the leaders and other members of SHGs but in most of the area the skill development training was not improved properly so that reason SHGs leader and other members they were not trained up in respect of doing groups and other economic activities.
- **Repayment of loan** : SHG is a local level institution to getting micro credit to the members to fulfill their financial issues like medical, children education, watershed management etc. SHG members repayment of loan in time. SHG members recover the loan in shorter period, it had increased the extra pressure and in many cases to sell their products at less price for repayment of loans. Family expenditure, Death of live stock, merge income etc. had adversely affect on the repayment of loan.
- **Marketing of products** : Good marketing system allows and influence on the availability of any micro enterprise, the micro entrepreneurs to sell their products at a reasonable price. But members of many SHGs has faced the problems of marketing to sell their finished goods, because the reason for lack of awareness and inadequate marketing facility, less promotion activity their products and lack of machines and equipment to meet market capacity.
- **Lack of awareness** : Awareness as important element for success of any programmed, SHPIs and government to conducting various programmed to create awareness about various program me to create awareness about the schemes and development programmes for SHGs members. Through the aim of to mobilize rural poor in to SHG and bring them above the poverty line, but in actual practices households belong to rich background was benefited from this programme.
- **Lack of Insurance facility** : Under microfinance system, micro insurance it is a system by which people make a payment of share a risk, it is available to the productive asset of the SHG members. Any lost of SHG member caused by death, thief, fire etc of productive asset covered under micro insurance, but in most cases micro insurance services was not covered insurance facility, Due to lack of insurance services some members has suffered the losses of death, fire etc.,

6.3 National policy and programme for women empowerment

India is a country of extreme diversities in languages, religious, caste and socio economic class. The constitution of India has given special attention to the needs of women to enable them to exercise their rights and active participation in national development, in other process of poverty eradication reducing, gender discrimination, the government have been implementing various schemes and programmes providing ways and means towards women development and empowerment. In this regard the schemes and programme intended for women development are under:

- The National Plan of Action for Women (NPA) in 1976
- The National Perspective Plan for Women (NPP)
- The Scheme Support for Training and Employment Programme (STEP)
- Rural women's Development and Empowerment Project (swa-shakti project), was launched in 1998
- Swarn jayanthi Gram Swarozgar Yojana (SGSY)
- Scheme of Mahila Samrudhi Yojana (MSY) launched in 1993
- India Mahila yojana (IMY) was launches in 1995
- Mahila Vikas Nidhi (MVN)
- The Jawahar Rozgar Yojana (JRY)
- Trade Related Entrepreneurship Assistance and Development (TREAD)

7. Conclusion

The role of women in the development of a nation is very important and hence women should be respected both in the family as well as in the society. The government and non-government organization has introduced various schemes and projects for support of women empowerment. The SHG model plays a Vitol role for the economic development of women. The positive impact on women empowerment through SHGs, in terms of increase savings habit, income level, assets creation, self employment, repayment of other habits, improved nutrition level of their households and improvement in decision making skill. The empowerment of rural women leads to benefit not only to the families and the community as a whole. The greater

percentage of women were participation in the SHGs enabled them to discover inner strength, capacity building, social, economic and psychological empowerment and gain self confidence, among the financially excluded section of the society.

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Decision Making Styles and Work Motivation in School Administration

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ABSTRACT: *The purpose of the paper is to know the decision making styles and work motivation in school administration. This is very important to understand the different techniques of problem solving of school heads and its effects because the progress and decline of school is depend upon the decisions taken by the heads. The manner, way, technique, method, methodology, approach, system, mode and form of decision making is based on situation or conditions of school problem and problem is solved by taking correct decision by finding alternatives or options and use the proper solution. This process is done by all heads of school but using right technique according to situation to solve or take decision is very important.*

Many schools succeeds by sharing the decision of head master with their staff for the involvement of staff in decision making so more the involvement more effective decision will come out because the execution of the decision is also very important to solve the problem or complete the task.

Taking decision or making decision is not enough or it is incomplete until the action is taken to solve the problem or to complete task. In school alone head master can't solve the problems the teachers have to play a vital role to achieve the goal. So to do any work or action there is a requirement of positive attitude and motivation. The intention is to study how the decision making style of school effect on teacher's work motivation and find out the relation between decision making styles and work motivation in school administration.

Keywords: *Decision making styles, work motivation, administration.*

1. Introduction

The head master is the constituting part of a larger whole of any educational enterprise. All section of school like the staff, methods of teaching and techniques of teaching, the curriculum, co-curricular activities, and human relationships bear the impression of the personality of the head master. The head master is considered the central stone in the archway of school administration. Head master is a leader of group and he knows to involve the people. He is a person who has been initiated into an organization to arrange the conditions and operate to bring out the best in every participant. Head master encourages the staff for group effort. In school the head master occupies an extraordinary place. Headmaster is a role model to school and teachers as a guide to further upgrade the teaching profession and to uphold the excellence of the education system. The organisation or an institution needs a leader to administrate. The rise or fall is depending on the role played by the head of the institution.

The responsible person in the school is headmaster whether it is related to the administration, management and implementing all the policies of school (Ramaiah, 2003).

Roelle (2010) confirmed that principals who rated their own job satisfaction and efficacy as high gave their superintendent a high rating on their decision making potential.

Concept of Decision Making Styles

The decision making style of head is determined on their character or personality or nature and the way of dealing towards problem solving. Every institutional head has his /her own unique style build with his /her experience, background, circumstances or situation, atmosphere and abilities.

Decision making means a problem solving activity by a solution deemed to be best or minimum satisfaction. It is a procedure which has more or less logical or illogical and based on clear knowledge and beliefs.

Decision making style is nothing but a technic used by a leader to solve the problem according to situation of problem, deadline of the problem, importance of problem, need of the problem solving, and etc. The technic or style of decision making differs as per the problem or task. In decision making process the same leader uses different technic or style of decision making as per the requirement of problem.

McKenney and Keen (1974) the individual use regular tendency and technic to solve the task by collecting information in their concern area. In the time of collecting information the individual depend on the abstract and already established knowledge of different categories to fill the data. To make the decision individual arrange the problems in terms of method to get solution and use the solution for testing or trial and error.

According to Brousseau(1990) decision making style is the amount of information gathered and the number of alternative considered when making a decision, although others suggest that it refers to differences in the way individuals make sense of the data they gather.

Concept of Motivation

Motivation is obtained from Latin word “motive” means moving in to action. Motives are a power which influences the people to do action to fulfil the requirement at a time of human. Motive is a power behind every human action. For that reason the management should motivate the people to work for organization.

Motivation means the process of planned managerial which stimulates the public to work as best as their capabilities, by providing them with motives, which are based on their unfulfilled needs.

Work motivation is the psychological activity that directs people’s choices concerning the type and strength of their behaviour. In contrast, psychologists define motivation as a general process that influences virtually all behaviour.

William G. Scott says that stimulating the people in the action to accomplish to their desired goods

According to Flippo, attempting to influence others to do your will through the possibility of gain or reward.

Decision Making Styles and Work Motivation

Every style of decision making has its importance but it works only when it used in suitable situation so it’s a responsibility of leader to place the correct style in correct situation. The work motivation of every school staff will be effected on the base of decision making styles of the head master. The increase and decrease of work motivation in staff due to the decision making style of head master so this directly or indirectly results to the rise or fall of the school.

Every head of the institution has their own style of decision making which results in many ways and it make many effects on employees like their attitude, the motivation towards their work, interest in work, their role efficacy etc. The decision style of headmaster may effect positively or negatively on teachers motivation and their attitude some teachers get motivated and work with positive attitude and some teachers get demotivated and work with negative attitude. In some cases personal attitude of teachers also effect on their motivation. The decision styles of headmaster cannot satisfy all the staff but changes in the styles may satisfy more teachers and boost to be positive attitude and work with motivation.

Review of Related Literature

Rethinam (2008) study revealed that there is no correlation between experience of the headmaster and dimensions of management and the performance of the headmasters in terms of their managerial proficiency remained at the same level.

The transformational leadership style of head teachers were contributing more to school effectiveness was shown in a study conducted by Abgoli (2009)

Vaidya (2010) found that in schools’ where the principal’s leadership qualities were higher, the teachers felt more empowered. Principals with leadership qualities were found to have a clear vision and mission for the organization.

The headmaster mostly used democratic leadership style in schools compared to autocratic style. There is a direct relationship between leadership styles used by principals and teachers job performance by Adeyami (2010)

There is a significant difference among four-style of Redding. There is a significant relationship between developer style of management and job satisfaction and there is not any difference between teachers’ job satisfaction and gender, education field and education degree, accordingly by Rajaepour Saeed, et.al (2011)

Negash (2013) studied that the schools which were found to be relatively low in their instructional leadership practices exhibited minimum result in school improvement.

The teacher’s efficiency was hampered due to the principal’s leadership style. Principals want their school’s progress while some developed a non-chalet attitude by Sunday O. Adegbesan (2013)

Result of the study carried out by Magdalene Brown Anthony Akwesi Owusu (2014) the head teacher’s management style influenced teacher’s motivation to perform and whether head teachers management style had any significant effect on teacher motivation to perform.

Results carried out by Ali Yassin sheikh Ali (2015) the leadership style had positive effect on job satisfaction.

The findings of the study by Wasserman, Ben-eli, Yehoshua, Gal (2016) A significant negative correlation of a moderate intensity was found between management style and the teacher’s perception of the teaching profession as positive.

The role of principal in fostering organizational is effective. The principal plays a significant role in determining school effectiveness. The directive style of leadership supports the school governance. The findings of study by Theresa J. Coker (2017)

Conclusion

Being a central stone of the organization the head master plays a vital role of taking correct decision with perfect style according to situation which influence or effects the work motivation of staff in school. The right decision and the style of decision will help in improving work motivation among staff. Democratic decisions are always supportive the all-round development of educational institutions.

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“Soft Skills in Teacher Education Programme”

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ABSTRACT: *The present paper is about the soft skills and the models for developing soft skills in higher education. Soft Skills are behavioral competencies. Also known as Interpersonal Skills, or People Skills, they include proficiencies such as communication skills, conflict resolution and negotiation, personal effectiveness, creative problem solving, strategic thinking, team building, influencing skills and selling skills, to name a few. To live to the challenge of globalization which is in line with the era of information economy, the strength of a nation is strongly dependent on the ability of its citizen to be highly intellectual and skillful. The development of human capital is thus important and necessary since it drives the nation to the envision vision and mission. Without a quality human capital, a nation will be weak as there is no human factor that is capable to embark on new initiatives and perspectives. A quality human capital comes from a quality education process. A carefully designed and well planned education system is critical to developing such human capital. Thus institution of higher learning plays a very important role to produce a human capital that is highly knowledgeable and skillful to meet the demand and expectations of many people. Soft skill is basis for good life. This paper is explained what are the soft skills needed for life.*

Keywords: *Soft skills, Higher Education, Hard Skills*

1. Introduction

Soft Skills is a sociological term relating to a person’s “EQ” (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication language, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard skills (part of a person’s IQ), which are the occupational requirements of a job and many other activities.

Soft skills are personal attributes that enhance an individual’s interactions, job performance and career prospects. Unlike hard skills, which are about a person’s skill set and ability to perform a certain type of task or activity, soft skills relate to a person’s ability to interact effectively with co workers and customers and are broadly applicable both in and outside the workplace.

Meaning of Soft Skills

Soft skills can be said to incorporate all aspects of generic skills that include the cognitive elements associated with non academic skills. Soft skills are identified to be the most critical skills in the current global job market especially in fast moved era of technology. The reorientation of education which is one trust of education for sustainability also relates the importance’s of these so called soft skills.

Vast research and expert opinions have been sought in the effort to determine the specific soft skills to be implemented and used in higher institutions of learning. Based on the research findings obtained, seven soft skills have been identified and chosen to be implemented in all institution of higher learning here. They are:

- Communicative skills.
- Thinking skills and Problem solving skills.
- Team work force.
- Life- long learning and information Management.
- Entrepreneur skill.
- Ethics, moral and professionalism.
- Leadership skills.

1) Communicative Skills

The communicative skills involve effective communication in both the national language and English language in different context and with different people. There are eight sub–skills under communicative skills of which there are the must have skills and five are the good to have skills. Communicative skills are an integral part of any education system either in higher education or lower education. The absence of good communicative skills somehow or rather has an influence on the poor presentation of their views and

decisions made to gain others confidence and respect. Communicative skills have also been greatly emphasized in the reorientation of basic education for ESD (Education for sustainable development) which is ; the ability to communicate effectively (both orally and in writing). The communicative skill seemed to be one important component that lacks in the future human capital. The incompetence of the future graduates to master both languages will be a setback to a lot of potential development and advancement of the country. Thus, this is a good time to reorientation the curriculum of higher institutions to embed communicative skills.

2) Critical Thinking and Problem Solving Skills

These skills include the ability to think critically, creativity, innovatively and analytically. It also involves the ability to apply knowledge and understanding to new and different problems as well. For ESD to be successful, it must give people practical skills that will enable them to continue learning after they leave school, to have a sustainable livelihood and to live sustainable lives. The following are some examples of skills that comply with ESD and some of these skills are similar to the soft skills being emphasized in the curriculum of higher education. The ability to think about systems (both natural and social sciences).

- ❖ The ability to think in time –to forecast, to think ahead, and to plan.
- ❖ The ability to think critically about value issues.
- ❖ The ability to separate number, quantity, quality and values.
- ❖ All the above skills are important and students will require them as adults.

3) The Skill of Team Work

The ability to work with people from different social cultural background to achieve a common goal. Students are encouraged to play their role in the group and to respect opinions and attitudes of others in the group they are also expected to contribute the group effort besides being responsible to the groups decision . This skill is also part of ESD as stated in the reorientation of basic education: the ability to work co operatively with other people. If the future human capital can attain these skills, we can be rest assure that the future generation will collaborate ideas and cooperate a taskforce towards the well –being of the nation.

4) Life Long Learning and Management of Information

The skill involves an effort to learn to be independent or self regulated learning in acquiring skills and new knowledge. The ability to find and manage relevant information from various sources is also a criterion of this soft skill. Beside this, students are also expected to develop an inquiry mind and crave for knowledge. Life –long learning will enable individuals to accumulate as much knowledge and skills over the years. The ability to manage information well will allow an individual to distinguish between good and bad, to adopt the best practices and to make sound decisions.

5) Entrepreneurship skill

The ability to seek business opportunity and develop risk awareness. It also involves being creative and innovative in activities related to business and tasks. To design and plan business propositions and the ability to be self employed. This skill can in some ways contribute to the society if the training and practice is done for a good purpose.

6) Ethics, Moral and Professional skills

The ability to practice a high moral standard in professional tasks and social interaction. This skill also includes the ability to analze ethical problems and makes problem solving decisions. Having a sense of responsibility towards society is another criterion of this soft skill.

7) Leadership Skill

The ability to lead in various activities and tasks. This is an important criterion in ESD for planning and implementing ideas in a group. This skill is also important to lead in discussion and make decision.

Importance of Soft Skills

Soft skills are vital for all graduates to acquire, regardless of their field of study. These skills such as communication skills, analytical, critical and problem solving skills, lifelong learning ability, entrepreneurship and management skills are the ones that employers value as important skills for potential

employees to possess. Soft skills are also important for information Technology graduates as they are, most of the time, given the task of project management due to their expertise in the development and installation of information systems.

Need and Importance of the Soft Skills

1. When applying for a job, employers always want to know what a potential employee can do for the organization. This is where soft skills come in handy and help snag that coveted job.
2. Soft skills are critical for success.
3. It creates self confidence, interpersonal skills, communication, leadership and improving one's attitude.
4. To create hospitality among students.

Model for Implementing Soft Skills in Higher Education

A holistic approach is used to plan and implement the soft skills among students of higher education. This approach is based on the combination of several programs and main activities; formal teaching and learning activities (include all curricular and co – curricular elements); support programs (academic and non academic focused) and the students' Campus life (students' residences and the campus surroundings). In general, the development of soft skills among the students via the formal teaching and learning activities takes two models; (i) stand alone and (ii) embedded.

(i) Stand Alone Subject Model

This model uses the approach of training and providing opportunities to students to develop soft skills through specific courses that are carefully planned for this purpose. Usually, these subjects are offered as university courses (such as English language, entrepreneurship, etc) and elective courses (such as public speaking, critical thinking, etc). The courses in this category are often a part of the overall requirements that make up the program. The number of courses and credits in this category depends on the curriculum design and the requirements of the program.

(ii) Embedded Model

This model uses the approach of embedding the soft skills in the teaching and learning activities across the curriculum. It does not require the student to take special course as in the stand alone subject model. Instead the students are trained to master the soft skills through various formal teaching and learning activities that are planned and carried out using specific strategies and methods. This is the suggested model to be implemented in all the course for the different programs in institutions of higher learning. Each element of soft skills is spelled out in the learning outcomes and then translated into the instructional plan for the semester.

(iii) Combination of Stand Alone Subject Model and Embedded Model

Each of the respective models described above has its weakness and strengths. From the framework, planning, implementing and assessment, the stand alone model is definitely at an advantage. This is because the course or subject is specially developed to assist students to acquire the soft skills.

Development of Soft Skills through Support Programs

This involves programs and activities that are created, developed and used to support soft skills either directly or indirectly. In general the program and activity can be divided into two ; (i) academic support program and (ii) non –academic support program.

The academic support program is to help students acquire the soft skills that are associated with academic matters. Some of these programs include Learning Skills and English Language Support Program (ELSP).

As for the non –academic support program, it assists students to acquire the soft skills that are not related to academic matters but more of personality and professional development of the students. Most of the programs and activities are in the form of co –curriculum and extra co curriculum.

Conclusion

The teaching and learning process in institutions of higher learning should be capable to provide such knowledge and skills to future graduates. Research suggests that soft skills are just as good an indicator of job performance as traditional job qualifications hard skills so soft skills are very essential for all.

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Women Empowerment Through SHGs: Problems and Prospects

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ABSTRACT: *The empowerment of women is crucial for the development of the country. Women empowerment (WE) is the key to socioeconomic development of the community. It is a dynamic and multi-dimensional process. It refers to increasing the social, economic and political strengths of women. The SHGs are groups of about 10 to 20 people who come forward with an aim of eradicating poverty and social development through their own contribution. It is a homogeneous class which uses the pooled resources to make small interest bearing loans to their members (NABARD 2 000). Many welfare schemes and opportunities were created women of India. But the efforts of the government never bore the desired result. Empowering women through self- help groups is another initiative taken up by the government with high hopes and aspirations. This study aims to analyse the change and the status of women has undergone through this initiative/ project.*

Keywords: *self-help groups, women empowerment, independence, Poverty,*

1. Introduction

Women in all societies and throughout the history have suffered discrimination in one form or the other. Equality was a misnomer for them. They were never treated equally with men. Right to movement, right to education, right to property or even right to decision making always eluded them. The second rate citizens, as they are called, silently suffered exploitation, humiliation and subjugation since time immemorial. This paper explains the role of SHGs in women empowerment, Economic, social as well as political status of women taken into consideration as a tool for women empowerment. A woman of rural area is treated as wife, a mother of her children and a sister-in-law of her husband's family. Through she supplements the income of her husband's family; she has no freedom to spend even a rupee without her husband's consent. The fundamental aim of promoting SHGs is poverty alleviation and to achieve empowerment of women.

Review of Literature

1. RoshniRawat(Nov.-Dec. 2014): the actual development of India lives in its villages where the deprived and vulnerable lacking almost all the basic necessities and rural women are one of the important part of it. At the end of ninth five year plan various rural schemes were implemented to reduce poverty and to promote gainful self-employment.
2. P. Kalpana : SHG Programme clearly plays a central role in the lives of the poor. The SHGs in villages seem to be very successful in reaching poor clients importantly, there is evidence of increased household income. This is a very significant indicator of impact. Standard of living for the program participants have increased and also increased the consumption of the nutritious food for family members is much more in the SHGs respondents
3. A. Dr. R. Azhagaiah (November 2015) :In order to analyze the economic empowerment of women, the study is conducted in two blocks of Puducherryvizuducherry and Oulgaret. Primary data were collected through structured interview schedule from 100 respondents, 50 each from the two selected blocks. Paired t test is conducted in order to study the effect of becoming members in the SHG in respect of economic empowerment before and after joining the SHGs.
4. Kappa Kondal (January 2014): The present paper confines itself to study of Women Empowerment through the Self Help Groups in Andhra Pradesh. The main objective of this paper is identifying impact of Self Help Groups on Women Empowerment in GajwelMandal of Medak District in Andhra Pradesh. In the present study, simple statistical tools adopted. The major findings in the In this study justify the greater role played by the SHGs in increasing empowerment of women, by making them financially strong, as well as it helped them to save amount of money and invest it further development author found that there is a positive impact of Self Help Groups on Women empowerment
5. Prof. Nandini R and Prof. SudhaN(December 2014): The data was collected during the period July 2013 to December 2014. The analyzed findings proved that positive impact on women empowerment in Ramanagar district, Karnataka through self-help groups, in terms of increase in social awareness and

participation, savings habits, income level, self -employment, asset creation, repayment of other debts, improvement in decision making skills and improved nutrition level at their household.

6. Dr. M. Nandhin, Dr.M.Usha and Dr.P.Palanivelu (April – 2017): The good practice of the women SHGs in the study area is repayment of the loan in time. Nearly 64% of the debtor paid their monthly due within the time, even some members around 19% paid their due in advance. A few members do not pay in time but this is not affecting the further credit of SHGs. Since the repayment of loan is regular and within the time, the author said that economic activities of SHGs are quite success.

Objectives of the Study

1. To understand the structure and functions of SHGs
2. To analyse the reasons behind the joining SHG by the members
3. To analyse women empowerment through SHGs.

To find out the problems faced by the members in Self Help Groups

Concept of Empowerment

The term empowerment is multi-dimensional in nature. It includes social, political, and economic empowerment. Empowerment is relative in nature. It is a process which makes the person powerful in relation to some other people, society or situations. It is the process of making the person powerful enough to take decisions about his or her life without getting influenced by anybody or anything. It is the process of making people powerful enough so that they have control over their own life. Self-help groups provide the opportunity to women

Meaning of Empowerment:

International Women's conference defined empowerment as “A redistribution of social power and control of resources in favour of women. It is the process of challenging existing power relations and of gaining greater control over the sources of power”.

Features of Self Help Groups

1. SHGs are well accepted and established by the government or NGOs.
2. They can open accounts in the bank in its own name, receive government grants and funds for various expansion activities.
3. They perform various activities as social intermediaries and often involved in numerous social activities.
4. They keep their own books of accounts. It is a structured body, including electives, Group President, Secretary, and Treasurer.
5. They have the self-governing body. SHGs activate small saving and rotate it in a group.

Need and Role of SHGs

The rural poor are incapacitated due to various reasons, because most of them are socially back ward, illiterate, with low motivation and poor economic base. Individually, a poor man is not only weak in socio-economic term but also lacks access to the knowledge and information which are the most important components of today's development process. However, in a group, they are empowered to overcome many of these shortcomings. Hence, the role of SHGs is highly essential which in specific terms covers the following as under:

- a) To mobilize the resources of the individual members for their collective economic development and uplifting the living conditions of the poor.
- b) To create a habit of savings and utilization of local resources in form of utilising individual skills for group interest.
- c) To create awareness about rights that help in financial assistance.
- d) To identify problems, analysing and finding solutions in the group.
- e) To act as a media for socio-economic development of the village.
- f) To develop linkages with institutions of NGOs.
- g) To help in recovery of loans.
- h) To gain mutual understanding, develop trust and self-confidence.
- i) To build up teamwork.
- j) To develop leadership qualities.
- k) To use as an effective delivery channel for rural credit.

The Present and Future Challenges and For Women SHG

SHGs have achieved remarkable success in empowering rural masses, especially rural women, both socially and economically. The government has been encouraging the micro-finance based model of poverty reduction. E.g. (NRLM) National Rural Livelihood Mission However, the prevailing model of SHG micro-finance and women SHGs, continue to face a myriad of problems. No doubt that the model has successfully financial training and discipline among the rural poor, more needs to be done to make this model a true harbinger of prosperity at the grass-roots level. The set-up of SHGs Federations and launch boon for these SHGs. The Women SHG has been playing a major role in both economic and social empowerment of women. They were primarily created to induce poor people to make small savings and to help in mutual aid by accessing banks and public services.

Major Problems Faced Are Listed Below:

1. Recognition of women as an important and potential member in financially supporting her family during crisis situations reflects empowerment at family level.
2. Gender bias was widely prevalent in the village. A girl child was usually not preferred and looked as a burden and they were married immediately after they attain puberty.
3. Ignorance of Members/Participants: Even though the authorities take measures for creating awareness among the group members about the varied schemes valuable to them, still the majority of the groups are unaware of the schemes of assistance accessible to them. Several are Ignorant about the scheme.
4. Inadequate Training Facilities: The training services given to the SHGs members in the specific areas of product selection, quality of products, managerial ability, production techniques, and packing, other technical knowledge are not adequate to compete with that of strong units.
5. Problems Related to Finance: Women have little financial independence at home. Therefore, women SHGs often fail to augment their collateral corpus adequately. This makes banks reluctant to finance project lead by such SHGs.
6. Problems of Marketing: Marketing is an important area of functioning of the SHGs. However, they face numerous problems in the marketing of items produced by them. Following are the major
 - a) Lack of a sufficient number of orders.
 - b) No linkage with any the marketing agencies.
 - c) Lack of adequate sales promotion measures.
 - d) Lack of permanent marketplace for the produce of SHGs.
 - e) Inability to create a proper brand name.
 - f) Poor/unattractive packing system.
 - g) Low quality of produce due to the application of conventional technology, resulting in a poor market,
 - h) Tough competition from other established suppliers.
 - i) Lack of a distinct and well-knit channel of distribution for marketing.
 - j) Lack of Stability and Unity Especially among women SHGs: Enormous workload of women, especially on account of their family obligations, leads to poor productivity of women member of SHGs. In the case of SHGs dominated by women, it is found that there is no permanence of the groups as; many married women are not in a position to associate with the group due to the change of their place of residence. In addition to it, there is no unity among women members owing to personal reasons.
7. Exploitation by Strong Members: It is also observed that in the case of many SHGs, strong members try to earn a lion's share of the revenue of the group, by exploiting the ignorant and illiterate members. This may lead to the isolation of the actual beneficiaries.
8. Weak Financial Management: Model hardly focuses on investment perspective and development of skill level of the borrower, and the funds diverted for other personal and domestic purposes like marriage, construction of house etc. making credit available is not a panacea to rural problems.
9. Low Return: The return on savings is not attractive in certain groups due to incompetent management, the high cost of production, an absence of quality consciousness etc.
10. Affinity: The SHGs are formed, more often, to complete targets set by the government agency and NGO, which grossly lack affinity, the most important factor. This also leads to Lack of proper direction and professionalism about the proper routing of the funds. A need-based credit is not accessible rather an equal division of funds among the women leads to the improper utilization of funds. There is a need to focus on differential credit. Because of emphasis of govt. On mostly opening bank accounts and financial

inclusion, tapping the entrepreneurial energy has been left to the SHG. Thus, the innovative ways of financing are lacking. This also leads to conservative attitude amongst the women, which is not so good for any expansion of the business. The rigidity of the structure is a major weakness. A need-based credit is not available rather an equal division of funds among the women leads to the improper utilization of funds. There is a need to focus on differential credit. Because of importance is given by the govt. On mostly opening new bank accounts and financial inclusion, good for tapping the entrepreneurial opportunity has been left to the groups. Still innovative ways of providing formal financial services to the unreached poor are lacking. This also leads to conservative approach among the women, which is good for any business expansion.

Suggestions for Women empowerment through SHG

In the emerging changes in the values and attitudes of the members of the SHGs is a clear manifestation of socio-economic empowerment intervention yielding comparatively quicker results. The socio-economic programs reinforce each other and promote all-round development of the children, the women, the households and the society

1. In order to solve the various problems and issues relating to the marketing of SHGs products, the state level authorities should expand the activities throughout the state instead of being limiting its operations in a particular area.
2. Various SHGs functioning in a particular Panchayat area can form a co-operative society. This co-operative society may be assigned with the job of marketing the products of different SHGs under a common brand name. Additionally, the society can also undertake some sales promotional activities and acquire rare inputs for the benefits of member SHGs.
3. Non-Government Organizations (NGOs) can play an important role towards empowering of women entrepreneurs by providing them basic education, motivational training, and financial help and so on.
4. All the members in the SHGs may not have the same knowledge and proficiency. NGOs should spot the incompetent members of the SHG and impart appropriate training to them in order to improve their competency. And for this purpose, short term guidance programs can be organized at the panchayat level.
5. Frequent awareness camps can be organized by the Rural Development Authorities (RDA) to make awareness about the different schemes of assistance accessible to the participants in the SHGs.
6. Lastly, arrangements may be made by the financial institutions/Banks for providing ample financial assistance to the SHGs strictly on the basis of their genuine performance without any kind of favouritism of caste, politics etc.
7. Measures should be taken to attract more and more people, especially the illiterate and the poorest section of the rural people to become members of SHG's.
8. Small responsible tasks and jobs to be done on behalf of the government can be entrusted to SHGs thus helping them to earn additional income.
9. In order to enhance the thrift of the SHG members attractive savings and insurance schemes can be introduced.

Conclusion

The role of women in the development of a nation is very important and hence women should be respected both in the family as well as in the society. Women empowerment has emerged as an important issue in India. The SHG model plays a pivotal role for the economic empowerment of women. The economic progress of India depends on the productivity of both male and female workforce. In India, in early period, women were confined within the four walls of their houses and were dominated by males. Of late, there has been tremendous progress in the social and cultural environment in India.

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Educational Technology: Engagement and Motivation Towards Learning

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ABSTRACT: *Information and communication technologies (ICT) have become conventional units in all aspects of life. Across the past twenty years the use of ICT has been changed the practices and procedures of nearly all forms of efforts. Education is socially oriented activity and quality education has usually been related with strong teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more learner centered learning settings. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important. In this paper, a literature review regarding the use of ICTs in teacher education was provided and this study also highlighted the role of ICT in teacher education. Effective use of ICT in teaching learning process helps to maintain quality, accessibility of education and learning motivation*

Keywords: *Information and communication technologies, Teacher Education*

1. Introduction

Educational technology is "the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" (Robinson, Rhonda, Molenda, Michael, Rezabek, Landra, 2016). Educational technology is the use of both physical hardware and educational theoretic. It encompasses several domains including learning theory, computer-based training, online learning, and where mobile technologies are used, m-learning. Accordingly, there are several discrete aspects to describing the intellectual and technical development of educational technology:

- a) Educational technology as the theory and practice of educational approaches to learning.
- b) Educational technology as technological tools and media, for instance massive online courses, that assists in the communication of knowledge, and its development and exchange. This is usually what people are referring to when they use the term "EdTech".
- c) Educational technology for learning management systems such as tools for student and curriculum management, and education management information systems (EMIS).
- d) Educational technology as back-office management, such as training management systems for logistics and budget management, and Learning Record Store for learning data storage and analysis.
- e) Educational technology itself as an educational subject; such courses may be called Information and communications technology.

Information and communication technology (ICT) is the technology that provides access to information through telecommunications. ICT focuses primarily on communication technologies. This includes Internet, wireless networks, mobile phones and other communication mediums. In recent years there has been increase in attention towards how computers and the Internet can be best attached to improve the efficiency and effectiveness of teacher education. The use of computers and the Internet is still in its infancy in developing countries, if these are used at all, due to limited infrastructure and the attendant high costs of access.

The adoption and use of IT in teacher Education have a positive impact on teaching, learning, and research. It will increase flexibility so that teacher educators and pupil teachers can access the information regardless of time and geographical barriers. It can influence the way teaching in the classrooms. It would provide the rich environment and motivation for teaching learning process which seems to have a profound impact on activates of teacher education. So Information technology plays a vital role in developing various skills among teacher trainees and developing competency among teacher educators. (Somashekhara.M and Jagannath K. Dange, 2016). There is Technological revolution in Teacher Education. There is a shift from e-Learning 1.0 (Online learning) to e-Learning 2.0 (Tweets, Face-book) to e-Learning 3.0 (Semantic Web), that is from content to community to Artificial Intelligence. There is a quick shift from web-1 to web-2 to web-3. We have initiated into Open Education, Open Course Ware, Open Source Sam are, Open Content and

Open Research. There are proposals for e-Teacher Education. Smart Classrooms are emerging, where-in; we have e-learning and e-testing. Terms like Wad, e-Book, E-Reader' E-News letter, Webinar is widely used Digital Lesson Designs and e-Port folios have become common features. (Jagannath K. Dange, 2016)

There are many open source applications which are great resource for educators not only because they are free, but many times we can find specific applications for our student's needs. Teachers in India now started using technology in the class room. Laptops, LCD projector, Desktop, EDUCOM, Smart classes, Memory sticks are becoming the common media for teacher education institutions. So we should use information & communication Technology in Teacher Education in 21st Century as because now teachers only can create a bright future for students (BaishakhiBhattacharjee and Kamal Deb, 2016). The use of ICTs is most definitely not a cheap solution for teacher education, but by facilitating the creation of new types of learning environment, by supporting distance based models of teacher training, and by opening up a wealth of new educational resources, it has a very significant role to play. (Tim Unwin, 2004).

Audio and Video

Video technology has included VHS tapes and DVDs, as well as on-demand and synchronous methods with digital video via server or web-based options such as streamed video and webcams. Telecommuting can connect with speakers and other experts. Interactive digital video games are being used at K-12 and higher education institutions. Radio offers a synchronous educational vehicle, while streaming audio over the internet with webcasts and podcasts can be asynchronous. Classroom microphones often wireless can enable learners and educators to interact more clearly. Screen casting allows users to share their screens directly from their browser and make the video available online so that other viewers can stream the video directly. The presenter thus has the ability to show their ideas and flow of thoughts rather than simply explain them as simple text content. In combination with audio and video, the educator can mimic the one-on-one experience of the classroom. Learners have an ability to pause and rewind, to review at their own pace, something a classroom cannot always offer. Webcams and webcasting have enabled creation of virtual classrooms and virtual learning environment. Webcams are also being used to counter plagiarism and other forms of academic dishonesty that might occur in an e-learning environment.

Computers, Tablets and Mobile Devices

Collaborative learning is a group-based learning approach in which learners are mutually engaged in a coordinated fashion to achieve a learning goal or complete a learning task. With recent developments in smartphone technology, the processing powers and storage capabilities of modern mobiles allow for advanced development and use of apps. Many app developers and education experts have been exploring smartphone and tablet apps as a medium for collaborative learning. Computers and tablets enable learners and educators to access websites as well as applications. Many mobile devices support m-learning.

Collaborative and Social Learning

Group webpages, blogs, wikis, and Twitter allow learners and educators to post thoughts, ideas, and comments on a website in an interactive learning environment. Social networking sites are virtual communities for people interested in a particular subject to communicate by voice, chat, instant message, video conference, or blogs. The National School Boards Association found that 96% of students with online access have used social networking technologies, and more than 50% talk online about schoolwork. Social networking encourages collaboration and engagement and can be a motivational tool for self-efficacy amongst students.

White Boards

There are three types of whiteboards. The initial whiteboards, analogous to blackboards, date from the late 1950s. The term whiteboard is also used metaphorically to refer to virtual whiteboards in which computer software applications simulate whiteboards by allowing writing or drawing. This is a common feature of groupware for virtual meeting, collaboration, and instant messaging. Interactive whiteboards allow learners and instructors to write on the touch screen. The screen markup can be on either a blank whiteboard or any computer screen content. Depending on permission settings, this visual learning can be interactive and participatory, including writing and manipulating images on the interactive whiteboard.

Virtual Classroom

A virtual learning environment (VLE), also known as a learning platform, simulates a virtual classroom or meetings by simultaneously mixing several communication technologies. Web conferencing software enables students and instructors to communicate with each other via webcam, microphone, and real-time chatting in a group setting. Participants can raise hands, answer polls or take tests. Students are able to whiteboard and screencast when given rights by the instructor, who sets permission levels for text notes, microphone rights and mouse control. A virtual classroom provides the opportunity for students to receive direct instruction from a qualified teacher in an interactive environment. Learners can have direct and immediate access to their instructor for instant feedback and direction. The virtual classroom provides a structured schedule of classes, which can be helpful for students who may find the freedom of asynchronous learning to be overwhelming. In addition, the virtual classroom provides a social learning environment that replicates the traditional "brick and mortar" classroom. Most virtual classroom applications provide a recording feature. Each class is recorded and stored on a server, which allows for instant playback of any class over the course of the school year. This can be extremely useful for students to retrieve missed material or review concepts for an upcoming exam. Parents and auditors have the conceptual ability to monitor any classroom to ensure that they are satisfied with the education the learner is receiving.

In higher education especially, a virtual learning environment (VLE) is sometimes combined with a management information system (MIS) to create a managed learning environment, in which all aspects of a course are handled through a consistent user interface throughout the institution. Physical universities and newer online-only colleges offer select academic degrees and certificate programs via the Internet. Some programs require students to attend some campus classes or orientations, but many are delivered completely online. Several universities offer online student support services, such as online advising and registration, e-counseling, online textbook purchases, student governments and student newspapers.

Learning Management System

A learning management system (LMS) is software used for delivering, tracking and managing training and education. It tracks data about attendance, time on task, and student progress. Educators can post announcements, grade assignments, check on course activity, and participate in class discussions. Students can submit their work, read and respond to discussion questions, and take quizzes. An LMS may allow teachers, administrators, students, and permitted additional parties (such as parents, if appropriate) to track various metrics. LMSs range from systems for managing training/educational records to software for distributing courses over the Internet and offering features for online collaboration. The creation and maintenance of comprehensive learning content requires substantial initial and ongoing investments of human labor. Effective translation into other languages and cultural contexts requires even more investment by knowledgeable personnel.

Learning Content Management System

A learning content management system (LCMS) is software for author content (courses, reusable content objects). An LCMS may be solely dedicated to producing and publishing content that is hosted on an LMS, or it can host the content itself. The Aviation Industry Computer-Based Training Committee (AICC) specification provides support for content that is hosted separately from the LMS.

Computer-Aided Assessment

Computer-aided assessment (e-assessment) ranges from automated multiple-choice tests to more sophisticated systems. With some systems, feedback can be geared towards a student's specific mistakes or the computer can navigate the student through a series of questions adapting to what the student appears to have learned or not learned. Formative assessment sifts out the incorrect answers, and these questions are then explained by the teacher. The learner then practices with slight variations of the sifted out questions. The process is completed by summative assessment using a new set of questions that only cover the topics previously taught.

Training Management System

A training management system or training resource management system is software designed to optimize instructor-led training management. Similar to an enterprise resource planning (ERP), it is a back office tool which aims at streamlining every aspect of the training process: planning (training plan and budget forecasting), logistics (scheduling and resource management), financials (cost tracking, profitability),

reporting, and sales for-profit training providers. A training management system can be used to schedule instructors, venues and equipment through graphical agendas, optimize resource utilization, create a training plan and track remaining budgets, generate reports and share data between different teams. While training management systems focus on managing instructor-led training, they can complete an LMS. In this situation, an LMS will manage e-learning delivery and assessment, while a training management system will manage ILT and back-office budget planning, logistic and reporting.

Conclusion

The effective use of technology in Education has reformed the face of education and it has created more educational opportunities. Both teachers and students have benefited from various educational technologies, teachers have learned how to blend technology in their classrooms and students are getting more interested in learning with technology. The use of technology in education has removed educational barriers both students and teachers can collaborate in real time using advanced educational technologies. Technology has helped in the growth of mobile learning and distance learning. Many universities and colleges have involved online education by creating virtual classrooms. Online education is flexible and affordable, students can attend classrooms during their free time, and they can also have a chance to interact with other students virtually. Recent advancements in educational technologies have yielded positive results in our education sector. This new educational technology has increased student's engagement and motivation towards learning.

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Desiderata- Transition from the Traditional classroom to Progressive Classroom

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ABSTRACT: *This study was based on the 'Desiderata' in the book 'Learning and The Learner' written by Dr. N Sukumara Gowda. After reviewing and critiquing the prevailing educational theories the author concludes with the 'Desiderata' wherein he elaborates his own theories on classroom practices. This paper highlights some of the central theme as presented in the chapter. Lamenting on the present pit-falls in our system the author envisions a changes perspective in the classroom environment, As a preface to the present chapter he cites A N Whitehead's fallacy of 'Mistaken identity' means we tend to mistake fingerpost for destination. as a result we tend to mistake the real for the apparent. Proceeding further he tells about the fallacy of treating information as knowledge and training as education. As a result we end up in mistaking coaching for training, cramming for learning and regurgitation for remembering.*

In the following the presenter of this paper discusses the much desired transition from the traditional classroom to progressive classroom

Scope

The scope of this paper is, as the author envisages in his book, the transition from the much hashed pedagogical practices to liberated classroom, creative pedagogy, democratic classroom, collaborative classroom and Learning Resources Centre.

Need

His overall emphasis is on 'Change', change for the good hence he goes on outlining different dimensions of change in the classroom and the pedagogical practices such as Liberated, creative, democratic, collaborative, humanistic and finally his own 'utopic' Learning resource Centre instead of traditional classroom and he goes on to cite Tagore's poem 'Where the mind is without fear and head is held high' and to get out of the "dreary desert sand of dead habit".

Liberated Classroom

Liberated classroom means both learner, teacher and teaching-learning situation are free from repressive pedagogy, an environment rife with freedom and flexibility to make the climate more humanistic and uplifting. As the author cite's Tagore's prayer "where the mind is without fear", liberated classrooms can come to existence only when fear is eschewed from the minds of the learner.

Liberated classroom rejects a teaching-learning environment where pupil, teacher and curriculum also liberated from the state of age old ossification and dogma, only then can reason flows out as clear stream.

Creative Classroom

'Human mind is a prodigious instrument' .It has ability to conceptualize, to judge, to imagine and to create. In order to promote a creativity in classroom. Creativity cannot bloom in a competitive environment, for it needs freedom and dignity of the individual. The path of moving towards known to unknown is central in the process of creative learning, only creative teacher can create a new knowledge whereas the non- creative teacher is involved in transmitting the contents already known.

Another feature is to promote divergent thinking. Teacher should encourage the students to think divergently. Forexample: All parts of the body (muscles, brain, heart and liver) need energy to do work. This energy will come from glucose. By telling this statement to the student by asking the question; why do we eat food? Get glucose, instead, we can consume glucose directly, this makes the student to think differently. It helps the students to solve the self-generated problems by asking genuine questions.

Democratic Classroom

Teacher must play a role of democratic leader than an autocratic role, motivate pupils to learn, and encourage them when they make mistakes and letting each one to participate in decision making. Responsibility of teacher is to give freedom of choice and provides a facilitating learning atmosphere for development of children.

Collaborative Classroom

Co-operation means putting people together. It usually means group participation in a project .Co-operative learning enhances the discovery and development of higher quality cognitive strategies for learning. Collaborative learning helps all type of learners in a classroom (slow learner, average learner, gifted learner) while competition sets one against the other

Collaborative learning gives a sense of fulfilment and pleasure for all those who participate and act. Teacher's task is to prepare a collaborative classroom and develop co-operative spirit.

Humanistic Classroom

For creativity to flourish, the teaching-learning environment must be basically humanistic and democratic. To be human is to create, and to create one has to be free. Only a 'liberated' person can be creative. This is essentially the existential viewpoint.

The problem in the classroom is alienation. Teacher is alienated himself, he plays a part as role of an actor, agent, in order to fulfil his duties and follows instruction. He is alienated from his subject matter. Teacher becomes an 'objects among objects', 'a thing among things'. It is time to rejuvenate the dead wood.

Buber discussed the student –teacher relationship in his descriptions of his **I-IT and I-THOU** concept. In **I-IT** relation a teacher treats a student as someone to direct and fill up with knowledge. Whereas in **I-THOU** relationship shows about mutual sensibility of feeling and trust. So in order to develop the humanistic classroom teacher presents the class with a variety of materials through genuine dialogue and discussion and the teacher offers encouragement and guidance only when the individual needs.

Learning Resources Centre: (LRC)

LRC is the brain child of the author.LRC acts as a better substitute to the traditional classroom.in the traditional classroom the notion is that the learners cannot learn unless the teacher teaches lies in controlled curriculum. Hence learner need constant instruction teacher conducts test and examination to analyse student performance. ButLRC system operates with following set of beliefs;

- Children have a natural tendency and potential for learning.
- Learners take self-initiative.
- Learners are responsible for their actions
- Most significant learning takes place when learners directly involve in the learning task.
- Individual vary in their tastes and interest, attitudes and abilities.

As LRC is free, flexible and stimulating environment learner gets an opportunity to learn about resource materials and engage with material of his own choice.

Conclusion

The epitome of the entire desiderata as projected in this book reflects the central thesis of John Holt's view about how children learn. The sense behind this is children learn effectively with their own motivation and on their own terms. First and foremost, children are born learners and there is curiosity in all children that begins at birth, not when they are put in the school, In order to enhance their curiosity and learning, teachers and educational institutions has to create a better learning environment by using different patterns of classroom as mentioned in the chapter 'Desiderata', every child is unique in his own way, and assessor of his own education for that they need encouragement, inspiration and guidance to learn

By the way of conclusion, it needs to recapitulate apothegm that education does not have personal meaning or relevance to the learner is no educational at all: learning that does not have learner participation is no learning at all. we can say that life without education will be like a smartphone without internet connection, such phones we can use only to make calls and take pictures(for basic process) hence organizing the learning process should create awareness and expands learners vision and make learner to humble in drawing out knowledge. The whole 'Desiderata' is based on the major assumption not of cause and effect' premise but of 'condition and event'

Educational Implications

'Desiderata' bears high implications for education but the question is 'whether our schools, teachers, parents and administrators are ready for such a change'

Research Suggestions

Instead of bringing about wholesale drastic changes as envisaged in the we can give a try in a smaller modicum in other words this can be tested and tired through pilot testing.

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Challenges and Innovative Measures to Enhance the professional Competency of Life Science teacher in the Inclusive set up

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“Vidwan Sarvathra Pujiyathe”

We come across multiple profession in our day to day Life. Some professions are essential; some professions are highly skilled, some are common, some are rear and few are very realistic and noble. Agriculture, cooking are the examples for the essential group of professions, Surgery, Medicine, Architecture are certainly come under highly skill, black smiths, pottery are for common professions, certain ancient skills like Art chery, hunting are rear ones and our TEACHING is the most suitable example of the “NOBLE”. It is the most ancient profession and “Mother of all profession”. Because any professional skills, rules, methods require convincing and through a process of teaching only, one learns and expertise in that profession. Hence, it is rightly applauded by the saying of “mother” of all professions.

In our country, we have evolved certain words like GURU, ADHYAPAK PRADHYAPAK quite early way back to 5000 B.C and revered them to the level of GOD Some experts even went beyond calling him as not only GOD because if HARA is angry PARA will protect but GURU is angry, no body to protect hence he is “Leaving God”. Aacharya is Deva” and be blessed says our ancient Upanishads. It is noble and hence anybody cannot be a “Teacher” but those who are having certain qualities, qualifications, skills, personality can be continue to be a teacher.

Meaning of Teacher

Teacher is a reliable truth loving and convening person whose major task is to transact the knowledge essential for the student. He is a Transformer through the Transaction.

He is essentially a creator of the new personality within the person. He is a guide, philosopher and friend. Teachers are good and he always tries to become a better teacher.

Every teacher is good student, hence he has to be always indulging leering and then later teach what he has learned continuously. To learn as a student the teacher has to follow certain ways and means to achieve the knowledge through It skills, workshops as well as library facilities. Similarly internet information’s, interactive meetings strenthghten them. Along with this certain rules, bindings, also guide them to behave as a teacher.

Teacher is a pivotal person in the process of education. He or she is so important that more than the content and it is the personality of the teacher who teaches that course in-cripts in the mind. Teachers is a matured knowledgeable person who can solve the problem of his student.

A Greek saying declares that the midwife brings forth, in a nurse treats the child, the mother gives birth, a governess, trains and only the Master teaches the child.

Accordingly the teacher has a high place in bringing up the child. Aristotle a great Greek teacher who taught Alexander, gets the honoured words as “I am grateful to my parents for my birth and grateful to my teacher for my life” from Alexander. Hence teacher is considered as a life giver.

Meaning of Profession

Profession is derived from the word “profiteer” meaning to profess. The connotation here is that a professional is a person who possesses knowledge of something and has a commitment to a particular set of values both of which are generally well accepted characteristics of professions. Teaching is a noblest profession. it is a form of public service which required expert knowledge and specialised skills, acquired and maintained through vigorous and continuing study.

It corporate responsibility for the education and welfare of the pupils. Teaching is the mother of all other professions.

Its discipline, education, is a derived one, drawing upon many others for its content.

1. Entry Assessment Process
2. Expert Knowledge
3. Autonomous Thought and Judgement
4. Responsibility to students / parents / community
5. Commitment to Life Long learning
6. Collaboration
7. Personal Reflection
8. It is a full-time Job
9. Strong Inspiration
10. Special knowledge and Skills
11. Social Service

How to develop professionalism

First should be a part of the profession later it will become our part.

Characteristics of profession

1) Profession has a science of its own :

Mean in this all the activities go in system, systematically we do, it is not stagnant, like this profession are progressive in nature, continuous researches take place here and new, innovative and useful ideas are always invented and quickly implemented. Acquiring the kg applying, generating than transformation.

It is always open for newness.

A profession must be backed by a well organised body of theoretical kg continuously expanded by research and innovation.

2) It is has systematic sustained programme of preparation for both prospective and in service

Completely involving The programmes like specific norm, necessary satisfied durarion, entry qualification, syllabus, activities, training, evaluation and etc. Are planned and organised systematically. The person must come across all these programmes to get entry to the profession, So it is purely an intellectnoly activity.

3) Profession is clearly defined membership :

It requires specific qualification.....

Ex :- Doctor, Engineers, Lawyers etc.

4) Profession has a legal procedure of licensing or registration of before permitting them to profess :

The person must be registered and get licence from the authorities to practice, though he/she has qualification and trining from the universities.

5) It has the autonomy /freedom to practice:

The practionar has the full freedom to show his intelligence skill novelty, for the welfare of society.

6) It has a guild or voluntary association

(to protect themselves and for their up liftmen of their association people).

Guide an org of people who do the same job or have the same interest such org helps it members in incaleating self diziplor

7) It has a model behavioural standard or code of ethics.

8) Each profession has its own code of ethics pertaining to that profession, envilved by themselves and followed voluntarily.

Self formulated and self imposed ruled to govern the behaviour of the professionals towards their clints org society.

Nature of Biology/Life Science

Biology is a subject of visual resources live example, Multiple stages and rare phenomenon. Hence, it is essential for the teacher to prepare and present a materials in order to enhance effective Transaction.

Challenges

- Inclusive set-up is a challenging demand for a life Science.
- Collection of rear specimens is a matter of relative aspect.
- ICT support is quite essential for the life process.
- Certain species take 40 days to life cycle which has to presented within 40 minutes.

Measures

- Support from internet to collect various short movies.
- Prepare slider of rear endangered species.
- Photographs to be taken by visiting various Botanical, Zoological Garden, Museums Etc.
- Animation be prepared for the complex process like ascent of sap, Mutation, Gene Mapping, Heredity, Diffusion, Osmosis Etc.

Conclusion

Teaching is a noble profession and mother of all profession. It is the profession by which we learn and it is an age old profession. The teacher is a pivotal person of all the personal in the field of education. Nobody can rise above the level of their teacher. Hence, any change that we want to do establish is done only through the teacher.

Teaching as a profession has to follow certain ethics and code. We learnt about certain characteristics regarding this profession. How good qualities of teacher enhances the services o mankind. As Henry Vand hike says, "Teacher is a King of himself and servant of Mankind", truly development of professional qualities nurtures the performances of the Teacher. Even though it is very challenging a Meticulous Life Science. Teacher can meat them by following certain measures. Inclusive class handling becomes more effective and meaningful.

Happy Teaching

Rising Beyond Boundaries: The role of Education in Women Empowerment

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ABSTRACT: Education is one of the key-factor for women empowerment. As we look into the history, society underestimated the role of women and made her to occupy the secondary position on gender biases. Foremost importance should be given to the education among women, which offers her strength and such strength comes from the process of empowerment. At the core of the word 'Empowerment' is 'power'. Focusing on the feminist theory of Power, which describes how women's stress on power not as domination but as capacity. Hence this paper aims to study the role of education in women empowerment. Empowerment is the process that creates power in individual over their own lives, society and in their communities. Women empowered when they are able to access the opportunities without limitation and restrictions. Therefore, Empowerment is a process, not a product. Empowerment includes the action of rising the status of women through Education.

Keywords: Education, Empowerment, Status etc.

1. Introduction

"I rise up my voice-not so I can shout,
But so that those without a voice can be heard..
We cannot succeed when half of us are held back "

-Malala Yousafzai

Empowerment means moving from enforced powerlessness to the position of power. Education is an essential means of empowering women. Education provides women an opportunity to build herself and create her own identity, Knowledge to overcome from the ignorance towards enlightenment, Skill to reach the success and Self-confidence to break the silence. Education is considered as a mile stone for women empowerment because it enables them to respond to the challenges.

Pandit Jawaharlal Nehru once said "If you educate a man you educate an individual, however if you educate a women you educate a whole family. Women empowered means mother India empowered".

Status of Women and Role of Education

The role of women defers from society to society and from time to time. She is defined and differentiated with reference to man and not he with reference to her. She is incidental, the inessential as opposed to the essential.

"Status" defines who the person is, where as "Role" defines what such person is expected to do. There is a gradual change in the status of women in India in different period – Vedic period, Post-Vedic period, Medieval period, Mughal period, British period and post Independent society. Women constitute half of the world's population and educating female plays an important role. The Sociological approach emphasize a given status and implies that any status is functionally defined by the role attached to it. Max Webber define Social Status as "claim to positive and negative privilege with respect to social prestige".

The Dimensions of Status of Women

- Status conceived as individual resources like Education, Employment, Health, Property etc
- Status defined in terms of Rights and Privileges.
- Status reflected in the responsibility of the position and role performance.
- Status reflected in the range of choice available as compared with men in the same society and control over material, social and environmental resources.

Women empowerment is not limited for the Indian society. In this regard women are being given equal treatment in developed nations. Taking an account of this Women Empowerment has now become a topic of

global discussion. Taking a view of all the aspect, Education is the only means of empowerment of women. Since UN declaration of the year 1975 as The International Year for Women and Women Empowerment Year in 2001, the attention and concern towards women education has steadily increased. Education has been a major means of enforcing the marginalized and emancipation of women in setting free from the power of another, from subjugation, from dependence and from controlling influence.

Empowerment

The concept of women empowerment was introduced at The International Women Conference at NAROIBI in 1985. Understanding the empowerment is a complex issue with varying interpretations in different social and cultural contexts. The Feminist vision is one where women are able to articulate a collective voice and demonstrate collective strength. Empowerment allows women to have choices. Incorporating the Feminist perspective in the concept of Empowerment implies equal educational opportunities and equal pay. Education offers the voice to the voiceless and helped women to stand on their own and to be acknowledged.

Indicators of Empowerment

In modern time there has been a social and cultural awakening in the society and it has been seriously felt by our social reformers and educationalists that unless women are emancipated from social shackles and bondages there is need for the proper steps are taken for their education and participation in Personal Empowerment, Social Empowerment, Educational Empowerment, Economic Empowerment and Political Empowerment.

Empowerment links action to needs and results in making significant collective transformation. Understanding the concept Empowerment with these indicators:

- The Empowerment of Women through education both formal and non-formal.
- Promotion of Gender awareness
- The raise of women awareness of their civil and legal rights.
- Attainment of financial stability.
- The ability to make their own decisions.
- Equal participation in politics, Women leaders at village, district and national level.
- Equal employment opportunity and equal pay.
- The freedom to control her reproductive functions and decides the family size.
- The ability to prevent violence
- Existence of women organization.
- Development of self-esteem and self-confidence.

Constitutional provisions and Laws in support of Women Empowerment:

- Article 14: Men and Women to have equal rights and opportunities in political, economic and social sphere.
- Article 15(1): prohibits discrimination against any citizen on the grounds of religion, race, sex, caste.
- Article 16: Equality of opportunities in matter of public appointment for all citizens.
- Article 39: Equal pay for equal work for men and women.
- Article 42: The state to make provisions for ensuring first and humane conditions of work and maternity relief.

Government has also enacted specific laws to safeguard the interest of women to uplift their status :

- The Hindu Succession Act-1956, which provides women the right to parental property.
- The Dowry Prohibition Act-1961, which declares taking of dowry an unlawful activity and thereby prevents the exploitation of women.
- Equal Remuneration Act-1976, which provides payment of remuneration equal with men for work of equal value.
- The medical Termination of Pregnancy Act-1971, which legalize abortion conceding the right of women to go for abortion on the ground of physical and mental health.
- The Criminal Law Amendment Act-1983, which seeks to stop various types of crimes against women.

The initiatives of Government of India towards Women Education are

- RTE- Right to Education, which consider education as a fundamental right which will provide free and compulsory education to every child aged between 6-14.
- Sarva Shiksha Abhiyan- The scheme of this is a national flagship program and is being implemented in every district of India. The aim of this scheme is provide elementary education to all.
- Saakshar Bharat- The main objective is to promote and strengthen adult education especially women, by extending educational options.
- SABLA- Rajiv Gandhi Scheme for Empowerment of adolescent girls. It aims to provide nutrition for growing adolescent girls by provision of food grains.

Apart from the above schemes there are welfare hostels for women, schools, college and universities were established to facilitate women education. Women were provided with reservation in education and employment by the Government of India.

Despite of all these efforts women access to education continued to be low. Literacy rate among women was 13% in 1961 and improved to 65.46% in 2011. However literacy rate among women is fast improving when compared literacy rate among men.

Conclusion

To conclude, there is a positive relationship between education and women empowerment. Women empowerment has been facing certain serious challenges. To eradicate such issues there is an urgent necessity to provide education, proper direction and perspective foe women themselves to gain power. Empowerment of women striving towards acquiring higher literacy level and education, better health care for women, equal ownership, awareness of rights, active participation in economic and commercial sectors and involvement in various socio-political aspects.

Today, hardly there is any field where women have not made their mark. Empowerment is one of the important factors to determine the status of women and thereby overall development of country. Hence true women empowerment can be achieved by facilitating easy access to education for more number of women and girls in the country.

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A Study of Education Through Women Empowerment in India

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ABSTRACT: *If you educate a man you educate an individual however if you educate a women you educate a whole family. Women empowered means mother empowered*

-pt. Jawaharalal Neharu

Educated women can make major valuable contribution towards development of whole family and thereby the society. Educated women have fewer and healthy babies and they are more likely to raise them to become educated and productive citizens like themselves creating a healthier and more stably Society (2007 UNICEF.) Hence children of educated mother are having scope for wider career good opportunities in future. this is become of kind of education slandered they build learning from their mother. Unfortunately not many children in India have this opportunity. Refers to every form of education that aims of Improving the knowledge and skill of women and girl it include general education at school college vocational and technical education providing the women as per 2011 census the female literacy levels according to the Literacy Rate 2011 census 65.46% where the male literacy rate over 80%. Gender discrimination though not new to Indian society, has been the reason for denial of education and thereby career good opportunities to women in India.

Keywords: *Women education, Current status of women education in Indian, Barriers of women education, women empowerment, National policy for the empowerment of women etc.*

1. Introduction

"I measure the progress of a community By the degree of progress which women Have Achieved:"

-- Dr. B.R. Ambedakar

Women constitute almost half of the population in the world but the hegemonic Masculine ideology made them suffer a lot opportunities in different parts of the world the rise the feminist ideas has however lead to the tremendous improvement of women's conditions throughout the world In recent time Access to education in India has been a major preoccupation of the government and civil society. As education women can ply very important role in the development of the country education is Millstone of women empowerment becomes it enable them to responds to the challenge their life so that we cannot neglect the importance of education in reference to women empowerment India is poised to becoming super power a development country by 2020.The girl child education are illiterate the week back word and exploited Education of women is the most powerful tool of change of position in society.

Women Education

The women education in ancient India was quite good but the middle age it was determinate because of many restrictions against women. However, again it is getting better and better day by day as modern people in India understand that with ought the growth and development of women, the development of country is not possible it is very true that little bit equal growth of both sex will increase the economic and societal development in very areas of the countrywomen should be given equal opportunity in education like men and women they should not be isolated from any development activities. Women covers almost half population of the country means if women are uneducated the half country is uneducated which bring poor socio-economic condition through the women education the social and economic development will be faster in India. To spread the importance and improve the level of women education all over the India country wide national propaganda and awareness programmes are very necessary. An educate her whole family and whole country.

Current Status of Women Education in India

The national literacy rate when India gained independence was tragically low 8.6%. Women who were allowed to take part in freedom struggle, lower now confined to the houses leading to the formation of a male dominated patriarchal society. The female literacy rate of India has increased 8.6%.in 1951 to

64.63%. According to 2011 census. Though, this increase in the female literacy rate is encouraging and promising as well unfortunately there is also a flip said to it the current female literacy of India lags behind the literacy rate the former at 65.6% and the latter at 81.3%. the female education rate of India at 65.6%. is significantly lower than the world average at 79.7%. The situation is more critical in rural areas where fewer girls go to schools as compared to boys and the number of dropout rates is alarming among girls.

Barriers of Women Education

So many barriers of women education in India it is undoubtedly said that the women education In ancient, Vedic, and medieval, and modern, India in all dimensions in pre-post independent Era due to social structural and other contemporary issues the women education has becomes disorders as a result women empowerment has been facing the women in India. There are several reasons for the low levels of literacy in India the least of which is the high level of poverty over One third of the population is estimated to be living below the poverty line. poor families are also more likely to keep girls at home to care for younger sibling or work in family enterprises if family has to be choose between education a son or daughter because of financial restriction.

Women Empowerment

Women Empowerment meaning of 1) "the process which enables one to gain power authority and influence over others institution or society". 2) "women empowerment refers to increase the Spiritually political, social, or economic, educationally, strength of individuals and communities it often involves the empowered developing confidence in their own capacities". Women empowerment is globally issues and discussion on women political rights are at the free front of may formal and informal campaigns worldwide. the concept of women empowerment was Introduced at International women conference at Nairobi in 1985 education is Millstone of women empowerment because it enable them to improvement programme (UNDP) Provides direct financial and Technical Support to development project for women in development countries

Why need to Women Empowerment

The main problems faced by women in past and present. Gender discrimination, lack of women education, Female infanticide, Dowry ,Domestic violence, Child Marriage ,Sexual Harassment, Female feticide, Women exploitation, Crime against women, Women Trafficking, etc.

National policy for the Empowerment of Women

The principles of gender equality is enshrined in the Indian constitution in its preamble fundamental Rights, Fundamental Duets and Directive State principles the constitution. Not only grants equality to women but also empower the state equality to women. But also empower of positive discrimination in favor of women in recent years the empowerment of women has been recognized as the central issues in determining the status of women. The National Commission for women was set up an act of parliament in 1990. Safe guard the rights and Legal Entitlement of women the 73th and 74th Amendment 1993 to the Constitution of India have provided for reservation seats in the local bodes of Panchyats and Municipalities for women laying a strong foundation for their participation in decision making at the local levels. India has also ratification of the convention on Elimination of all Forms of discrimination against women (1993) The policy also takes hate of the Commitments of the Ninth five year plan and other Sector polices relating to empowerment of women. and Many programme have been implemented and run by the government such as International Women's day Mother day national and international Girl child day etc in order to bring awareness in the society about the true rights and value of the women in the development of the nation.

Conclusion

I conclude that present day Indian women need education therefore all provided education opportunities should be provided so only then can women become empowerment as India is progressive to become world's fastest growing economy. in near future it must also focus on women empowerment is process which hopes to bring gender equality and a balanced economy. Prime minister, civil servants, presidents, ministers, mp, doctors, lawyers etc, but still a good majority of them needs help and support. Support to be educated to do what they want to do to travel safe to work safe and to be independent making their own decisions. the way to the socio-economic development of India goes through the socio-economic development of all field in women should strive education through empowerment.

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Ayushman Bharat - Arogya Karnataka Health Insurance Scheme for the Poor in Karnataka - An Empirical Study

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ABSTRACT: *In India, various Government sponsored health insurance schemes has been introduced by the state and central government for the poor. Most of the health insurance schemes are not reached the poor. But some of the state government sponsored health insurance schemes are effective and reached some segment of the population. In this context, Ayushman Bharat - Arogya Karnataka health insurance scheme is one of the prioritize scheme, which has reached some segment of the population in Karnataka. The present study is an attempt to understand the awareness level and perceptions of Residents of Shivamogga District towards Ayushman Bharat - Arogya Karnataka Health Insurance scheme in Karnataka. The study has great relevance as the majority of beneficiaries are illiterates, has critical challenges in awareness about utilization of various benefits, diseases covered, and empanelled hospital list etc. The one sample's' test result highlights that majority of Residents of Shivamogga District knowledge and awareness is very low about Ayushman Bharat - Arogya Karnataka scheme benefits, diseases covered and about empanelled hospitals etc. The people of Shivamogga district specified negative perceptions about the scheme. Finally, the study recommends valuable suggestions in this regards such as create awareness through media, newspaper, special camps, through Anganwadi workers, and educate the poor people's about health insurance etc.*

Keywords: *Ayushman Bharat - Arogya Karnataka Scheme, Knowledge and Awareness, perception, and Health Insurance schemes*

1. Introduction

There is a felt need to provide financial protection to families living below poverty line for the treatment of major ailments, requiring hospitalization and surgery. In order to bridge the gap in provision of tertiary care facility and the specialist pool of doctors to meet the state wide requirement for the treatment of such diseases particularly in rural areas of Karnataka. Health assurance could be a way of removing the financial barriers and improving accessibility to quality medical care by the poor. Hence, Government of Karnataka has taken initiative to provide health protection to families living below poverty line. For this reason, the Government of Karnataka implemented health assurance scheme named Arogya Karnataka Health Insurance for the BPL and APL families of Karnataka in the year 2017. The enrollment is based on person's Adhar card number. The beneficiary will not be required to carry his Adhaar card or Food card the next time he visits the hospital for treatment. The objective of the scheme is to reach those who lack any other health insurance coverage. When a person applies for the card, she/he has to give a declaration stating that they are not beneficiaries of any central/state government or empaneled private health insurance scheme. Now, when an unregistered patient is hospitalized, we need to see the Public Distribution System (PDS) card and Aadhaar card to cross check if the patient is from BPL or APL family or if she/he or has any other insurance scheme.

Review of Literature:

There are various studies carried out by researchers to examine the awareness level and perception about various Health Insurance schemes in Karnataka, India and overseas. And most of the studies has been done related to the awareness level, enrollment status, designing of the schemes, utilization, satisfactions level among beneficiaries and claims settlement mechanism of the different health insurance schemes for the poor. Some of the important article shows that Out pocket expenditure on health is very high among poor (Devadasan 2013, Bawa 2011, Thersia 2011), awareness level is very low about Vajpayee Arogyashree scheme if compare to other schemes such as Yeshasvini, RSBY and other government health insurance scheme in Karnataka (Rajashekar et al 2012), enrollment rate and utilization of benefits of government health insurance scheme also very low (Acharya 2005, Aradhana 2010). And some of them suggest that government should take initiative to reach the poor and reduced the out of pocket expenditure on health and

help them to understand the concept of health insurance schemes (Devadasan 2011, Ranson 2003, Ekman 2004).

Statement of the Problem

The major portions of the people who have enrolled under government health insurance schemes are Residents of Shivamogga District. This implies that the Residents of Shivamogga District were still falling back in receiving the benefit of health insurance. This may be because of various reasons like unawareness, misconception towards health insurance or lack of effective schemes. These issues may arise mainly because of understanding the concept of health insurance is very difficult for Residents of Shivamogga District. Thus, with this background and perspective, this present study has been undertaken to study the awareness level and perception of BPL enrolled members about Ayushman Bharat - Arogya Karnataka Health Insurance scheme and find out the relevant problems. This study helps to identifying the issues arising while utilization of Ayushman Bharat - Arogya Karnataka Health Insurance scheme benefits. Also it aimed to study in detail the level of knowledge and awareness, and perception about scheme mechanism.

Objectives of the Study

1. To analyze the knowledge and awareness level about Ayushman Bharat - Arogya Karnataka Health Insurance Scheme;
2. To study the perception of Residents of Shivamogga District about mechanism of Ayushman Bharat - Arogya Karnataka Health Insurance Scheme.

Hypotheses of the Study

H₁: "There is no significant knowledge and awareness level about Ayushman Bharat - Arogya Karnataka Health Insurance Scheme among respondents".

H₂: "There is a negative perception about mechanism of Ayushman Bharat - Arogya Karnataka Health Insurance Scheme among respondents"

Research Methodology

The study was confined to the state of Karnataka. It is designed as a descriptive and analytical one. Its attempt to capture the opinion of households towards level of knowledge and awareness and their perception about mechanism of Ayushman Bharat - Arogya Karnataka Health Insurance scheme in Shivamogga district. The present research will be carried out with the help of both primary and secondary sources of data. Simple random sampling method has been applied for the selection of the sample. A total sample of 80 respondents has been taken for the study. The statistical analyses that have been used include one sample 't' test, mean and standard deviation.

Data Analyses

The data has analyzed with the different factors of knowledge and Awareness level and Perception of Residents of Shivamogga District towards Ayushman Bharat - Arogya Karnataka Health Insurance scheme.

Descriptive statistics - Knowledge and Awareness about Ayushman Bharat - Arogya Karnataka Health Insurance scheme

One Sample t test (n=80, df =79)

Knowledge and Awareness about ABAK Scheme						
Variables	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*
I am aware of not to pay any premium amount to ABAK	2.62	.047	.784	.088	-.560	.080
I am aware about Eligibility of the scheme	2.41	.072	.901	.093	-.590	.067
I know the public and private hospitals empanelled	2.71	-.166	.637	.094	-.867	.088
I am aware of diseases covered in the schemes	2.21	-.114	.913	.070	-1.808	.101

I know how to utilize the scheme benefits	1.64	-.155	.758	.089	- 1.947	.073
I am aware about travelling benefits of the schemes	1.81	-1.22	.904	.079	- 1.432	.234
I am aware of maximum amount limit for each disease	2.08	-.987	1.01	.081	- 1.158	.252
I am aware about total number of family members covered	3.12	-.118	.645	.094	- 1.247	.001
I aware about help center contact details	1.99	-.055	.998	.090	- 2.681	.342
Test value = 3, *at 95 percent confidence interval						

Source: Survey data

The above table shows descriptive statistics for the variable "Knowledge and Awareness about Ayushman Bharat - Arogya Karnataka Health Insurance scheme" among Residents of Shivamogga District". The individual knowledge and Awareness variables were analyzed with a sample of 80 respondents. The results show the variance in the individual variable analysis. Accordingly, the mean was high (>3) and statistical significance for total family members covered (3.18). However, mean score was less (<3) than test value for variables such as not to pay any premium, BPL card have to produce for utilization, diseases covered, knowledge about empanelled hospitals, amount covered, how to utilize the scheme benefits and help center contact details. Thus, results highlights that there is no significant knowledge and awareness about Ayushman Bharat - Arogya Karnataka Health Insurance scheme among households of Shivamogga district.

Hypothesis - 1

“There is no significant knowledge and awareness level about Ayushman Bharat - Arogya Karnataka Health Insurance Scheme among Residents of Shivamogga District”

One Sample t test (n=80, df =79)

Knowledge and Awareness about ABAK Scheme							
Variable	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*	Decision Made (Null)
ABAK_KNO_AWA	2.29	.117	0.748	.058	1.949	.128	Accepted
Test value = 3, *at 95 percent confidence interval							

Source: survey data

The table shows descriptive statistics for the variable "Knowledge and Awareness about Ayushman Bharat - Arogya Karnataka Health Insurance scheme", including number of cases (80), mean (2.29), standard deviation (0.748), and standard error (.058). Along with descriptive statistics the results highlight the significance test. Mean Difference is the difference between the observed sample mean (2.29) and the test value (3). The results of the t-test show that t = 1.949, with 80 (n - 1) degrees of freedom ("df"). The two-tailed p-value for this result is .128. In this case, p value is not less than .05, so the result is not considered statistically insignificant. Thus, knowledge and awareness about Ayushman Bharat - Arogya Karnataka scheme among Residents of Shivamogga District is very low.

Descriptive Statistics - Perception about Ayushman Bharat - Arogya Karnataka Health Insurance Scheme

One Sample 't' test (n=80, df = 79)

Perception about Ayushman Bharat - Arogya Karnataka Health Insurance scheme						
Variables	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*
ABAK scheme cover the risk of major medical expenditure	2.33	.070	.788	.060	- .367	.082
It can provide a sense of security	2.08	-.131	.979	.062	-	.106

regarding medical care for me and my family						.942	
The process of taking treatment under ABAK scheme cover is relatively easy	2.40	-.165	.886	.067	-	.813	.085
Posters, brochures & pamphlets of the scheme give good information	2.30	-.089	.992	.083	-	.886	.092
The scheme supports at the time of difficulty to meet unexpected medical expenditures	2.19	-.119	.908	.091	-	1.06	.112
It providers give good response to queries and clarifications to the needy people	2.17	-.083	.969	.097	-	.619	.087
ABAK scheme reduced the out of pocket expenditure	2.05	-.095	.899	.073	-	1.35	.072
Test value = 3, *at 95 percent confidence interval							

Source: Survey Data

The above table displays descriptive statistics for the variable "Perception about Ayushman Bharat - Arogya Karnataka Health Insurance scheme" among Residents of Shivamogga District". The individual perception variables were analyzed with a sample of 80 Ayushman Bharat - Arogya Karnataka Health Insurance scheme beneficiaries. The results show the variance in the individual variable analysis. Accordingly, the mean was high (>3) but none of the variables were high mean. However, mean score was lesser (<3) than test value and statistically not significant for variables such as cover the scheme major medical expenditure, provide sense of security to the family, support at the time of unexpected medical expenditure, good response to the queries and clarification, and reducing the out of pocket expenditure. Thus, the results highlight that the entire mechanism of the Ayushman Bharat - Arogya Karnataka Health Insurance scheme does not meet the expectations of the beneficiaries.

Hypothesis - 2

"There is negative perception about mechanism of Ayushman Bharat - Arogya Karnataka Health Insurance Scheme among Residents of Shivamogga District"

One Sample t test (n=80, df =79)

Overall Opinion about ABAK							
Variable	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*	Decision Made (Null)
PERCP_ABAK	2.21	.083	.811	.061	-.897	.114	Accepted
Test value =3, *at 95 percent confidence interval							

Source: Survey data

The above table shows the output produced from a sample of 80 Ayushman Bharat - Arogya Karnataka Health Insurance scheme beneficiaries. The table highlights descriptive statistics for the variable "Overall Perception about Ayushman Bharat - Arogya Karnataka Health Insurance scheme among Residents of Shivamogga District" including number of cases (80), mean (2.21), standard deviation (0.811), and standard error mean (0.061). Along with descriptive statistics, the result shows the significance test. Mean difference is the difference between the observed sample mean (2.21), and the test value (3). The result of the t-test shows that t = -.897, with 80 (n-1) degrees of freedom ("df"). The two tailed p-value for this result is .114. In this case, p - value is more than 0.05, so the result is considered to be statistically insignificant. Thus, there is negative perception among respondents about Ayushman Bharat - Arogya Karnataka Health Insurance scheme.

Findings

1. From the study a huge variance among the responses of Ayushman Bharat - Arogya Karnataka Health Insurance scheme beneficiaries was found towards the knowledge and awareness of the scheme. The

- same was tested and it was found that the knowledge and awareness among Residents of Shivamogga District is very low. Among the various variables tested, the Ayushman Bharat - Arogya Karnataka Health Insurance scheme beneficiaries were much aware of the coverage of scheme of 5 members in a family.
2. From the study a negative perception among the respondents about the Ayushman Bharat - Arogya Karnataka Health Insurance scheme was found. Responses of Residents of Shivamogga District were collected on the various aspects of perception about the Ayushman Bharat - Arogya Karnataka Health Insurance scheme and the same was tested. Among the various aspects on Perception about the Ayushman Bharat - Arogya Karnataka Health Insurance scheme, no single aspect has positive perception towards the scheme.

Recommendations

- Initiative should be taken by government to create awareness regarding concept of Ayushman Bharat - Arogya Karnataka scheme with the help of media, newspaper, special camps, through Anganwadi workers, gram panchayat staffs, members etc.
- Most of the Residents of Shivamogga District are illiterate from rural background. Hence, the insurance provider should provide sufficient information regarding the benefits of scheme, renewal process; diseases covered and empanelled hospitals etc.
- Increase the Ayushman Bharat - Arogya Karnataka Health Insurance scheme coverage for both outpatient and in-patient care to include all poor and near-poor patients.
- The existing monitoring and evaluation systems need to be more robust and vigilant to ensure no out-of-pocket expenditures incurred at the time of utilization.
- The government in collaboration with relevant stakeholders should ensure optimal awareness and education to the Residents of Shivamogga District regarding health insurance schemes.

Conclusion

Health insurance plays a vital role in a society. The high and medium income group people are capable of availing healthcare services on their own capacities whereas poor people are incapable of availing the health care services as well as healthcare facilities in the form of health insurances. Hence, Karnataka government introduced Ayushman Bharat - Arogya Karnataka Health Insurance scheme for the Residents of Shivamogga District. The scheme aims to provide health insurance coverage to the cooperative BPL families of Karnataka. It provides for cashless insurance for hospitalization in public as well as private hospitals. But since Residents of Shivamogga District facing various problems including Knowledge, Awareness, and Utilization etc, from, the present study, it was found that knowledge and awareness of Ayushman Bharat - Arogya Karnataka Health Insurance scheme concept among those included in the present study were found to be low. Further, the study highlighted that, the respondents are not happy with the mechanism of the scheme. The study suggests that government should take initiative to educate the Residents of Shivamogga District and create awareness about Ayushman Bharat - Arogya Karnataka Health Insurance scheme with the help of media, newspaper, special camps, through Anganwadi workers, gram panchayat staffs, members etc.

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Role and Responsibilities of Teachers in Inclusive Education

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ABSTRACT: *Inclusive education is the opportunity for all children, regardless of any difference, disability or other social, cultural and linguistic difference. The various demands of these learners and the quest to make schools more learning friendly requires regular and particular education teachers to confer and cooperate with one another as easily as with kin and community in order to produce effective strategies, teaching and learning within inclusive setups. This Article explores the roles, responsibilities of an Inclusive Education Teacher and Teacher Educator and the professional ethics of inclusive education teacher and teacher educators. The Article concludes that it is the responsibilities of an inclusive education teacher and teacher educator to create an inclusive classroom where all students are valued, it is significant to utilize language that prioritizes the student ended his or her handicap. It is appropriate to reference the disability only when it is relevant to the situation.*

Keywords: *Inclusive education, Roles, Responsibilities of an Inclusive Education Teacher and Teacher Educator*

1. Introduction

Classroom teachers are responsible for each child's progress. Their duties, which may be shared with a resource teacher or learning assistance teacher, include the following: ... collaborating with students and their parents to plan, create, and sustain a safe learning environment. The concept of inclusive education is a very new concept, which

originated the phenomenon of respect for an inherent dignity of all human beings. The Draft of Inclusive Education Scheme, MHRD, (2003) "Inclusive Education means all learners, young people-with or without disabilities being able to learn together in ordinary preschool provisions, schools, and community educational settings with appropriate network of support service.". The teacher has to provide high quality, holistic support and focused involvement with the children with special needs based on a joint perspective, mutual understanding and networking. Teachers with the support of the principal of school, colleagues, special educators and parents should develop effective ways of overcoming barriers to learning and supporting effective teaching through observing the quality of teaching and standards of pupils' achievement and by setting targets for enhancement. Teacher works as a catalyst between the principal of the school and children with special needs and their parents. It is the teacher who sees new and innovative ways in order to fulfill the educational, social and emotional need of child with special needs. Whatever may be the type of resource room the teacher with her commitment, skill and knowledge can redesign it into useful, creative and interesting. One of the main roles is to support the teacher in meeting the needs of children with special needs.

Roles and Responsibilities

The Roles and Responsibilities of Teachers in an Inclusive Education listed below:

- The teacher should identify the children with disabilities in the classroom. He/she should be referred to the experts for further testing and discussion.
- Building up a positive attitude among normal and disabled kids, the teacher should accept the children with disabilities.
- Put the children in the classroom in proper positions so that they feel comfortable and are benefited by the classroom interaction. Remove architectural barriers wherever possible so that children with disabilities move independently.
- Involve the children with disabilities in almost all the activities of the classroom. Make a suitable adaptation in the curriculum transaction so that the children with disabilities learn according to their ability. Prepare of teaching aids/adaptation of teaching aids which will serve the children with disabilities learn.
- Provide parental guidance and counselling and public awareness programme through school activities.
- Collaborate with medical and physiological panels, social works, parents and special teachers.

- Teachers are responsible for assessing students' learning and skills through testing or other assignments designed to illustrate the students' abilities.
- Teachers can explore positive strategies for providing education to all children, including those perceived as having disabilities. This can be achieved in collaboration with fellow teachers or with organizations outside the school.
- The teachers need to plan activities that could enable them to give individualized attention to children, and to make alterations in a task depending on their requirements and variations in the level of interest.
- The NCF suggests teachers to develop lesson plans for an inclusive classroom, indicating the alterations in the ongoing activities to meet the needs of children and build on their strengths. In fact, planning for an inclusive classroom would require support of appropriate material resources for individualized, small group and whole group work.
- Build on students' diversity as an educational resource by positively using different characteristics, backgrounds, knowledge, prior experiences, and skills of all children, including children with special needs.
- The teaching in the class room must facilitate equal and diverse participation of all students in the learning activities to avoid advantaging or disadvantaging a particular student or a group of students. Teaching in the classroom must facilitate collaborative learning by using appropriate techniques like-peer tutoring, group learning, etc. Medium of instruction should support child's everyday/ functional language. Teachers need to be more flexible and creative in building knowledge in all children, including children with special needs and not ridicule anyone for lack of prior experiences
- Maintain the database of child with special needs and develop the assessment portfolio of child with special needs. Prepare a list of required materials and equipment before the beginning of the session.
- Organize continuous, periodic and regular parent meeting.

Professional Ethics of Inclusive Education Teacher and Teacher Educators

Special education professionals must follow ethical guidelines set by the Council for Exceptional Children for the treatment of their students. These guidelines include:

- Setting challenging but realistic expectations that allow pupils to strive for their best
- Promoting the integration of students with disabilities into mainstream activities whenever possible
- Remaining professional at all times when playing with children with special educational needs
- Functioning comfortably in teams to meet the broad demands of pupils with impairments
- Operating closely with families to accomplish the best educational outcome for pupils
- Insuring a secure environment for pupils
- Using research and instructional data to develop educational plans (IEPs) for students
- Continuing to get word and develop through professional development in order to benefit students by utilizing the most current methods of teaching.

Conclusion

It is the role, responsibilities and professional ethics of an inclusive education teacher and teacher educator to create an inclusive classroom where all students are valued, it is significant to utilize language that prioritizes the student ended his or her handicap. It is appropriate to reference the disability only when it is relevant to the situation. For instance, it is better to say "The student, who has a disability" rather than "The disabled student" because it places the importance on the student, rather than on the fact that the student has a disability.

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Empowerment of the Socially Disadvantaged Students

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ABSTRACT: *This paper discusses the issues relating to the provisions, practices and curricular concerns for children with socially disadvantaged students. In this paper, however, we are concerned with those arising from the problems of socially disadvantaged students. The concept of socially disadvantaged students is generally used to analyze socioeconomic, political, and cultural spheres, where disadvantaged group people struggle to gain access to resources and full participation in social life. In other words, marginalized people might be socially, economically, politically and legally ignored, excluded, or neglected. India is one of the largest democratic country in the world. It has a quality and systematic education system which has a huge demand. But after the 70 yrs of independence of India we are away from the goal of universal literacy. Till now, SC/ST, Women, rural people etc. are considered as deprived social group of our society in every side. They are suffering a lot of problems and cannot go ahead. Of course, Govt. of India announces many welfare schemes for the weaker section of our society from time to time. These schemes could be either Central, State specific or a joint collaboration between the centre and the states. They are deprived of access to resources, such as, economic, educational, cultural, and other support systems in the society this creates social isolation and limits their participation in the development process. An attempt has been made to pull together the recommendations made by various working groups that were set up to consider the issues of the education of socially disadvantaged students along with the incentive and schemes drawn up for their benefit.*

Keywords: *empowerment, socially disadvantage, students*

Concept of socially disadvantaged students

The individual is forced into a new system of rules while facing social stigma and stereotypes from the dominant group in society. Socially disadvantaged students are largely deprived of social opportunities. There are those born into marginal groupings e.g., lower castes in India, or members of ethnic groups suffer discrimination. This marginality is typically for life. They lack the required social and cultural capital to participate in mainstream development processes. Their social networks are weak and vulnerable. They are deprived of access to resources, such as, economic, educational, cultural, and other support systems. This creates social isolation and limits their participation in the development process.

Definitions Socially Disadvantaged Students

1. Hardship caused by a lack of the ordinary material benefits of life in society.
2. Disadvantaged is the distance of culturally normal interaction between an individual and the rest of society.

Characteristics of Concept of socially disadvantaged students

They suffer from discrimination and subordination.

- 1) They have physical and/or cultural traits that set them apart, and which are disapproved of, by a dominant group.
- 2) They share a sense of collective identity and common burdens.
- 3) They have shared social rules about who belongs, and who does not.
- 4) They have a tendency to marry within the group.

Socially Disadvantaged Students

Women

Women may be excluded from certain jobs and occupations, incorporated into certain others, and marginalized in others. Women (or, men) don't present a homogeneous category where members have common interests, abilities, or practices. Women belonging to lower classes, lower castes, illiterate, and the poorest region have different levels of marginalization than their better off counterparts.

People With Disabilities

People with disabilities have had to battle against centuries of biased assumptions, harmful stereotypes, and irrational fears. The proportion of disabled population in India is about 21.9 million.

Schedule Castes

A major proportion of the lower castes and Dalits are still dependent on others for their livelihood. Dalits does not refer to a caste, but suggests a group who are in a state of oppression, social disability and who are helpless and poor.

Scheduled Tribes

In India, the Scheduled Tribes population is around 84.3 million and is considered to be socially and economically disadvantaged. Their percentages in the population and numbers however vary from State to State. They are mainly landless with little control over resources such as land, forest and water.

Sexual Minorities

Those identified as gay, lesbian, transgender, bisexual, kothi and hijra; experience various forms of discrimination within the society and the health system. Due to the dominance of heteronymous sexual relations as the only form of normal acceptable relations within the society, individuals who are identified as having same-sex sexual preferences are ridiculed and ostracized by their own family and are left with very limited support structures and networks of community that provide them conditions of care and support.

Minorities

A **minority group** refers to a category of people differentiated from the social majority, those who hold the majority of positions of social power in a society, and it may be defined by law. Rather than a relational "social group", as the term would indicate, "**minority group**" refers to the above-described.

Empowerment of the Socially Disadvantaged Students

Social Empowerment

Education being the most effective instrument for socio-economic empowerment of the socially deprived groups, high priority continues to be accorded to improve the educational status of these groups especially that of women and girl child through

- Relaxation of norms for opening of primary schools within one kilometer of walking distance.
- Extending reservation in educational institutions and granting concessions like free education, free supply of books, uniforms/ scholarships etc.
- Vocational sing education both at the middle and high school levels towards improving

Opportunities for Both Wage and Self-Employment

- Promoting higher and technical/professional education amongst these groups, through effective
- Implementation of Post Metric Scholar ships with an added thrust and wider coverage.
- Promoting higher education amongst children whose parents are engaged in unclean
- Occupations and thus gradually wean them away from the practice of scavenging.
- Providing more opportunity to these groups to appear in the competitive examination coaching Centers.
- Achieving complete eradication of untouchability by 2002 and thus providing a rightful place and status to these socially disadvantaged groups.
- Developing special health packages and extending vital health services through improved
- Delivery system to combat endemic diseases prevalent in Tribal areas.
- Launching exclusive schemes for Primitive Tribal Groups for their survival, protection and all-round development.

Empowering Through Constitutional Safeguards

- **Art. 15(1):** The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, and place of birth or any of them.
- **Art. 15(4) :** Clause 4 of article 15 is the fountain head of all provisions regarding compensatory discrimination for SCs/STs.

- Art. 15 (5) : This clause was added in 93rd amendment in 2005 and allows the state to make special provisions for backward classes or SCs or STs for admissions in private educational institutions, aided or unaided.
- Art. 16(4): This clause allows the state to reserve vacancies in public service for any backward classes of the state that are not adequately represented in the public services.
- Art. 16 (4A): This allows the state to implement reservation in the matter of promotion for SCs and STs.
- Art. 16(4B): This allows the state to consider unfilled vacancies reserved for backward classes as a separate class of vacancies not subject to a limit of 50% reservation.
- Art. 17: This abolishes untouchability and its practice in any form. Although the term untouchability has not been defined in the constitution or in any act but its meaning is to be understood not in a literal sense but in the context of Indian society
- Art. 19(5): It allows the state to impose restriction on freedom of movement or of residence in the benefit of Scheduled Tribes.
- Art. 40: Provides reservation in 1/3 seats in Panchayats to SC/ST.
- Art. 46: Enjoins the states to promote with care the educational and economic interests of the weaker sections, specially SC and STs.
- Art. 164: Appoint special minister for tribal welfare in the states of MP, Bihar, and Oriss
- Art. 23: Under the fundamental right against exploitation, flesh trade has been banned.
- Art. 39: Ensures equal pay to women for equal work.
- Art. 40: Provides 1/3 reservation in panchayat.
- Art. 42: Provides free pregnancy care and delivery.
- Art. 44: It urges the state to implement uniform civil code, which will help improve the condition of women across all religions.

Empowering Through Educational Practices

- Inclusive Education should become the idea of every school located in villages taking care of SC/ST/OBC/Handicapped.
- There is need for expansion of the Integrated Education for Disabled Children (IEDC) Scheme to cover other sectors or to have separate schemes for other sectors.
- The Scheme should have practical applicability and concentrate on teacher training and pedagogy.
- The kind of disabilities should be defined and graded.
- The Neighborhood Schools should become disabled friendly and a policy of Inclusive System of Education imbibed.
- A comprehensive scheme of establishing hostels at district level for the mentally retarded children studying at secondary level should be conceived and implemented.
- Financial commitment of the Government in any new scheme /product should at least be for two Five Year Plan periods.
- Teachers and teacher trainers should be given special training especially in managing the children with disabilities.
- Teachers and teacher trainers should develop a better relationship with community, NGO and Government
- There should be barrier free facilities provided for SC, ST, Girls, Disabled in all the institutions.
- There should be subsidized loan facilities for the fees/hostel expenditure from the financial institutions like banks etc

Empowering with Curricular Reforms

The curriculum structure should be more diverse. Nonetheless, consensus in academic and policy circles is growing that social inequality in education can be combated, for instance by offering a joint, broad curriculum up to the age of 16, possibly including a limited number of optional subjects which are not binding in terms of subsequent course choices. In addition to the 'commonality' of this curriculum, a broad, experience-oriented content is important, as is the commitment of teachers to providing equal education for all young people.

Nonetheless, success in a comprehensive curriculum is by no means guaranteed for the most deprived pupils. This is revealed by the fact that, after its introduction, all the countries studied re-introduced alternative curricula for the weakest groups in the age ranges 12 - 16 years. These curricula cannot be

termed 'equal treatment', given that they do not usually allow for a return to mainstream education, even after completion. Nor do they provide equivalent certificates. Their primary aim is to provide a few years of meaningful education for young people and to prevent further failures and drop-outs. Perhaps, from the pedagogical point of view, they could even serve as a model for ordinary education. At the same time, these alternative curricula are an indicator of the lack of radicalness characterizing the implementation of the comprehensive curricula.

Empowering Through Mainstreaming the Socially Disadvantaged Students

Mainstreaming is the process, to integrate into regular school classes. There are economic, social and educational causes that hinder the education of children coming from lower strata of society.

- Incentives to families to send their children regularly to schools till they reach the age of 14.
- Pre-metric scholarships for all children regardless of incomes.
- Constant micro planning and verification to ensure enrolment, retention and successful completion of courses.
- Remedial measures to better their chances for further education and employment.
- Recruitment of teachers from scheduled castes.
- Provision of hostel facilities.
- Location of school buildings, balwadis, and adult education centers to facilitate participation especially in rural areas, hill and desert districts or remote and inaccessible areas.
- Priority given to opening schools in tribal areas with help of tribal welfare schemes.
- Developing curricula and instructional materials in tribal languages with facility to switch to regional language. Also
- The curricula in the states to depict rich cultural identity of the tribal people.
- Teacher training to tribal youth with assured employment.
- Residential schools including ashram schools, anganwadis, non formal and adult education centers to open on priority basis.
- Incentive schemes, scholarships for higher education with emphasis on technical, professional and Para-professional courses.
- Remedial programmes to help overcome psycho-social impediments.

Conclusion

An attempt has been made to pull together the recommendations made by various working groups that were set up to consider the issues of the education of socially deprived groups along with the incentive and schemes drawn up for their benefit. Barring very few exceptions, there are no schemes exclusively meant for these categories. However, efforts are being made to sensitize administrators and institutions to the requirement of special efforts in respect of these categories to loving them on par with the rest of population. Education represents true empowerment and must be used as a liberating force. It is widely accepted that there are remarkable increases in measures of quality of life index in the population that have become educated. With a little more sincerity, empathy and a sense of caring, the educational needs of these categories can be met and with that, their lives and those of the people around them can truly be transformed.

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Atal Pension Scheme for Workers of Unorganised Sector – An Empirical Study

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ABSTRACT: *In India, savings of the people for future benefits are very low especially in unorganised sector. In today's world we can see that there are more nuclear families than joint families and the old people are left alone in their old age. This is the main reason for the emergence of various pension schemes. Atal Pension Yojana is the pension scheme which is launched by Government of India to provide protection to the workers of unorganised sector to encourage them to voluntarily save money for their retirement. Atal Pension Yojana supports all bank accounts and the central government would also co-contribute 50% of total contribution made by the people or Rs 1000 whichever is less. The present study is an attempt to understand the level of knowledge and awareness about Atal Pension Yojana among the people of unorganised sector. In recent years, the banking sector has grown up tremendously but they are not providing attractive features in this scheme and also more than 1/3rd of the people are excluded from the banking sectors and they are not aware about pension scheme. As per the analysis of this scheme the age limit for this study is between 18-40 people who are above 40 cannot open this scheme and also the scheme has to be renewed every year by the subscribers. The people of Shimoga showed less awareness towards scheme. Finally, the study recommends valuable suggestions in these regards such as creating awareness through media, newspaper, campaigns and the age restriction of 40 year must be increased to open this scheme, the people who are living below poverty line who cannot pay the instalment should also be considered in this scheme.*

Keywords: *Atal Pension Yojana, Unorganised Sector, Money, Workers, and Government*

1. Introduction

The Government of India is extremely concerned about the old age income security of the working poor and is focused on encouraging and enabling them to join the National Pension System (NPS). To address the longevity risks among the workers in unorganised sector and to encourage the workers in unorganised sector to voluntarily save for their retirement, but do not have any formal pension provision, the Government had started the Swavalamban Scheme in 2010-11. However, coverage under Swavalamban Scheme is inadequate mainly due to lack of clarity of pension benefits at the age after 60.

The Finance Minister has, therefore, announced a new initiative called Atal Pension Yojana (APY) in his Budget Speech for 2015-16. The APY will be focussed on all citizens in the unorganised sector, who join the National Pension System (NPS) administered by the Pension Fund Regulatory and Development Authority (PFRDA) and who are not members of any statutory social security scheme. Under the APY, the subscribers would receive the fixed pension at the age of 60 years, depending on their contributions, which itself would vary on the age of joining the APY. The minimum age of joining APY is 18 years and maximum age is 40 years. Therefore, minimum period of contribution by the subscriber under APY would be 20 years or more. The benefit of fixed pension would be guaranteed by the Government. The Central Government would also co-contribute 50% of the subscriber's contribution or Rs. 1000 per annum, whichever is lower.

Review of Literature

There are various studies carried out by researchers to examine the awareness level and perception about pension schemes in India and overseas. And most of the studies have conducted related to awareness, enrolment, and satisfaction level of people. Some study shows that the banking industry are very well utilised but due to lack of attractive featured, atal pension scheme is still not accepted by larger public **Rajesh (2016)**. The Employment opportunities are more in urban areas for that purpose people left rural areas, most of the people do not know about any kind of pension policies

Rohan (2017). The scheme failed to reached the unorganised sector because Problems in implementation, inadequacy of benefits and assistance

Rajendran (2018). John K (2006) argues that informal arrangements of social security measures in India have gone steady and inevitable erosion even after economic reforms. There is skewed concern with the problems of industrial and organized workforce, with complete negligence towards rural and unorganized labour force on social security matters.

Amos Gitau Njuguna (2011) suggested for comprehensive pension a finance programs effort that is directed towards younger employees who form a large proportion of the workers and also to develop finance literacy programs that cater for the specific needs of the distinct niches and customized for different age group segments.

Statement of the Problem

In this scheme government contribution is 50% of the premium or Rs.1000 whichever is lower but if you enjoy this facility you should have joined before 31-12-2015 after that you will not enjoy the facilities of this scheme. And the age limit to open this scheme is 18-40, if a person who belongs to above 40 or below 18 years of age cannot open this scheme. This scheme must be renewed by the subscriber every year. Atal Pension Yojana is applicable only for those who do not have any other pension schemes like EPF, EPS and returns provided in this scheme is also low. The people don't have awareness about Atal Pension Yojana Scheme and Banking industries are not providing attractive features about APY to the people and the scheme is not reached a targeted people (unorganised sector workers). So, there is requirement of essential changes in the basic features related to pension, tax exemption and claim settlement, this provides opportunity to the researcher to conduct a study about awareness, perception and satisfaction level of the people towards Atal Pension Yojana Scheme.

Objectives of the Study

1. To analyse the knowledge and awareness level about the Atal Pension Yojana scheme.
2. To evaluate the perception about Atal Pension Yojana among workers of the Unorganised sector.

Hypothesis of the Study

1. H₁: There is no significant knowledge and awareness level about Atal Pension Scheme among workers of unorganized sector.
2. H₂: There is negative perception about Atal Pension Scheme among workers of unorganized sector.

Research methodology

The study was confined to the state of Karnataka. It is designed as a descriptive and analytical one. Its attempt to capture the opinion of people belongs to unorganised sector towards level of knowledge and awareness and their perception about mechanism of Atal Pension Yojana in Shivamogga district. The present research will be carried out with the help of both primary and secondary sources of data. Simple random sampling method has been applied for the selection of the sample. A total sample of 80 respondents has been taken for the study. The statistical analyses that have been used include one sample 't' test, mean and standard deviation.

Data Analysis

The data has analyzed with the different factors of knowledge and awareness level and perception of workers of unorganised sector towards Atal Pension Yojana.

Knowledge and Awareness about Atal Pension scheme

One Sample t test (n=120, df=119)

Knowledge and Awareness about Atal Pension Scheme						
Variables	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*
I am aware about procedure of enrollment under Atal Pension scheme	2.76	-.038	1.158	.075	-.502	.066
I am aware about benefits of Atal Pension Scheme	2.45	-.554	.876	.057	-9.803	.077

I am aware about contribution amount	2.48	-.525	.941	.061	-8.639	.080
I am aware age limits for contribution under Atal pension scheme	2.13	.775	.702	.045	17.098	.176
I am aware about conditions of Atal Pension Scheme	2.12	.742	.887	.057	12.955	.098
I am aware detailed information about Atal Pension Scheme	2.50	-.500	.919	.059	-8.426	.073
Test value = 3, *at 95 percent confidence interval						

Source: Field study data

The table shows descriptive statistics for the variable "knowledge and Awareness about Atal pension scheme among workers of unorganised sector". The results show the variance in the individual awareness variable analysis. Accordingly, if the mean score was high (>3), the result will be statistically significant and if the mean score was less (<3), the result will be statistically insignificant. The about results shows none of the individual variable mean score is more than (>3), it shows results was statistically insignificant. Hence, the results of individual variable analysis highlight that knowledge and awareness about Atal pension scheme among workers of unorganised sector is very low.

Hypothesis - 1

"There is no significant knowledge and awareness level about Atal Pension Scheme among workers of unorganized sector"

Overall Knowledge and Awareness about Atal Pension scheme

One Sample t test (n=120, df=119)

Overall Knowledge and Awareness about Atal Pension scheme							
Variable	Mean	Mean difference	Std. Deviation	Std. Error Mean	t	Sig. (2 tailed)*	Decision Made (Null)
KNW_AWR_APS	2.40	.095	.345	.022	-4.274	.083	Accepted
Test value = 3, *at 95 percent confidence interval							

Source: Field study data

The above table shows descriptive statistics for the variables "knowledge and Awareness about Atal pension scheme among workers of unorganised sector", including number of cases (120), mean (2.40), standard deviation (0.345), and standard error (.022). Along with descriptive statistics the results shows the significance test. Mean Difference (0.095) is the difference between the observed sample mean (2.40) and the test value (3). The results of the t-test show that t = -4.274, with 119 (n – 1) degrees of freedom ("df"). The two-tailed p-value for this result is .083. The result is considered statistically insignificant, if the p-value is more than the chosen alpha level (.05).

In this case, p is more than .05, so the result is considered statistically insignificant and the null hypothesis is accepted. Thus, knowledge and awareness about Atal pension scheme among workers of unorganised sector is very low.

Perception about Atal Pension scheme

One Sample t test (n=120, df=119)

Perception about Atal Pension Scheme						
Variables	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*
Procedure for enrollment under Atal Pension scheme is very Easy	3.01	-.606	.764	.043	-14.089	.000
Very less document required for	3.77	-.232	1.006	.057	-4.087	.000

enrollment						
I am satisfied with the contribution amount	2.44	-.130	1.009	.057	-2.290	.073
I am satisfied with benefits offered	3.16	-.543	1.106	.062	-8.711	.000
I am satisfied with the publicity provided for Atal Pension scheme	2.67	-.326	.867	.049	-6.646	.081
Test value = 3, *at 95 percent confidence interval						

Source: Field study data

The table shows descriptive statistics for the variable "Perception about Atal pension scheme among workers of unorganised sector". The results show the variance in the individual awareness variable analysis. Accordingly, if the mean score was high (>3), the result will be statistically significant and if the mean score was less (<3), the result will be statistically insignificant. Accordingly, the mean was high (>3) and statistical significant for procedure for enrollment mean score is (3.01), documents required (3.77) and benefits offered. However, mean score was less (<3) than test value for variables such as contribution amount mean score is (3.77) and publicity of government (3.16). Hence, the results of individual variable analysis highlight that there is a positive perception about Atal pension scheme among workers of unorganised sector.

Hypothesis - 2

There is negative perception about Atal Pension Scheme among workers of unorganized sector.

Overall Perception about Atal Pension scheme

One Sample t test (n=120, df=119)

Perception about Atal Pension scheme							
Variable	Mean	Mean difference	Std. Deviation	Std. Error Mean	t	Sig. (2 tailed)*	Decision Made (Null)
PERCEP_APS	3.01	.727	.320	.018	4.300	.000	Rejected
Test value = 3, *at 95 percent confidence interval							

Source: Field study data

The above table shows descriptive statistics for the variables "Perception about Atal pension scheme among workers of unorganised sector", including number of cases (120), mean (3.01), standard deviation (0.320), and standard error (.018). Along with descriptive statistics the results shows the significance test. Mean Difference (0.727) is the difference between the observed sample mean (3.01) and the test value (3). The results of the t-test show that t = 4.300, with 119 (n - 1) degrees of freedom ("df"). The two-tailed p-value for this result is .000. The result is considered statistically significant, if the p-value is less than the chosen alpha level (.05).

In this case, p is less than .05, so the result is considered statistically significant and the null hypothesis is rejected. Thus, there is a positive perception about Atal pension scheme among workers of unorganised sector.

Findings

1. The majority of the respondents opinioned that knowledge and awareness about different aspect like, enrollment (2.76), benefits of atal pension scheme (2.45), contribution amount (2.48), age limit for contribution (2.13), conditions of scheme (2.12), information of scheme (2.50), overall knowledge about atal pension scheme (2.40), among the responses of atal pension scheme beneficiaries were not having much awareness about particular scheme and its details.
2. The majority of the persons opinioned that perception towards atal pension scheme about different aspect like, satisfaction towards contribution amount (2.44),satisfaction about the publicity of the scheme(2.67),among the responses of atal pension scheme beneficiaries were having insignificant perception about the particular scheme.

3. The majority of the persons opined that perception towards Atal Pension Scheme and different aspects like, enrollment procedure (3.01), document required for enrollment (3.77), benefits of the scheme (3.16), and overall perception towards Atal Pension Scheme is 3.01. This shows that the beneficiaries were having positive perception towards the scheme.

Suggestions

1. The government has to increase the awareness about the scheme among the people by conducting more awareness campaigns.
2. The government can conduct awareness campaigns through news paper, television advertisement and also it can take the help of different NGOs for creating awareness among the people.
3. There is a strong need for giving higher benefits under such scheme to the beneficiaries i.e. by increasing the amount of compensation, reducing the formalities for the subscribers. This would help increase its coverage.
4. Government co-contribution benefits given for five years to subscribers who have joined before a particular date may be extended to those joining after this date.
5. Persons above 40 years of age are not eligible to become members of the APY. The share of the working population in the age group of 40–59 years is more. So, this age limit must be extended.
6. Large numbers of informal workers are below the poverty line and cannot pay the instalment. It is important to bring such persons within the scheme who are unable to pay the instalments. The contribution of such persons may come from other schemes of central or state governments.

Conclusion

The Atal Pension Yojana is a good way forward to provide pension of a fixed amount to workers in the unorganised sector who lack access to social security. A pension provides monthly income in old age when they are no longer earning. All eligible citizens of India may consider opting for the scheme for long term benefits it provides. As Atal Pension Scheme mainly aims for the betterment of the people there are certain drawbacks in the scheme regarding awareness and perception about the scheme. There is less awareness about the scheme the government has to increase awareness campaigns. The people have negative perception towards the benefits of the scheme so by making little changes in the policies of scheme these perception can be changed. This will lead to increase in the utilization of the scheme.

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Massive Open Online Courses (MOOCs): New Form of Education

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ABSTRACT: *Massive Open Online Course (MOOC) is a new form of Education for students who want to development their skills at any level. A massive open online course is an online course aimed at unlimited participation and open access via the web. This paper explores the list of some important Massive Open Online Course providers, brief information about SWAYAM, is a programme initiated by Government of India and COURSEERA, which is an online learning platform that offers courses, specializations, and degrees. This study concludes that MOOC is seen as convenient technology for education because of their massive scale and modern data-driven educational approach. They bundle video lectures, quizzes, assignments, and tests together with a community forum for a social experience. MOOCs has taken the advantage of the digital world and internet to deliver teaching and learning to large number of students. MOOC has involved a great care from higher Education institutions knowledge sharing. Hence Massive Open Online Courses will be one of the best forms of Education.*

Keywords: *Massive Open Online Course (MOOC), MOOC providers*

1. Introduction

A massive open online course is an online course aimed at unlimited participation and open access via the web (Kaplan, A. M., & MichaelHaenlein, 2016). In addition to traditional course materials, such as filmed lectures, readings, and problem sets, many MOOCs provide interactive courses with user forums to support community interactions among students, professors, and teaching assistants, as well as immediate feedback to quick quizzes and assignments. MOOCs are a recent and widely researched development in distance education, first introduced in 2006 and emerged as a popular mode of learning in 2012 (TamarLewin, 2013). Massive Open Online Course (MOOC) is a new form of Education for students who want to advance their skills at any level or cannot access traditional Education due to time, financial problems, geographic accessibility, disability or other reasons. MOOC is composed of four words which are explained below. 'Massive' here refers to the large number of students that can be engaged in an online course and its 'openness' is associated with the software used, registration to anyone who has access to web, open curriculum, learning resources and assessment (Rodriguez, 2012). Unlike older form of online learning, MOOCs are not asynchronous; they are not like recorded class sessions that a student listens to at his or her own pace sitting in a library, comparing one lesson and then starting a subsequent one. Rather, they are similar to on-campus courses, delivered synchronously on a defined schedule- usually on a weekly calendar basis. A student in a far-flung location may take a particular lecture and do the related exercises in his or her own time zone during a convenient window of delivery. A student may also make up for missed lectures at his or her convenience, although that will lessen the impact of some aspects of the cohort like approach to learning with fellow student. With MOOCs, lectures are also structured differently (Voss, 2013). MOOCs truly take the advantage of the digital world and internet to deliver teaching and learning to large number of students. MOOCs open up higher Education by providing accessible, flexible, affordable and fast-track completion of universities courses for free or at low cost for learners who are interested in learning. The popularity of MOOCs has attracted a great deal of attention from higher Education institutions and private investors around the world seeking to build their brands and to enter the Education. Institutions will need to look more closely at and learn from the different initiatives outside traditional institutions that are developing new business, financial and revenue models to meet the needs of new groups of learners in open Education platform. Hence Massive Open Online Courses will be one of the futuristic trends in the field of Education (Jagannath K. Dange and Somashekhara M, 2016).

List of major MOOC Providers

With the growing number of connected devices, high enrollment rates, and the increasing demand for low-cost, high-quality education, MOOC providers are poised to grow exponentially over the last few years. There are number of MOOC providers some them are listed below.

Table 1: Table shows the list of some important MOOC providers

Sl. No.	MOOC provider	Sl. No.	MOOC provider
1.	SWAYAM	8.	MIT
2.	edX	9.	Khan Academy
3.	NovoEd	10.	Academe
4.	Udacity	11.	Academic Earth
5.	Udemy	12.	Acamica
6.	Coursera	13.	Alison
7.	Harvard	14.	Allversity
		15.	ApnaCourse

Swayam

Swayam (Study Webs of Active –Learning for Young Aspiring Minds) is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. This is done through an indigenous developed IT platform that facilitates hosting of all the courses, taught in classrooms from 9th class till post-graduation to be accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available, free of cost to the residents in India. More than 1,000 specially chosen faculty and teachers from across the Country have participated in preparing these courses.

The courses hosted on SWAYAM are in 4 quadrants – (1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Steps have been taken to enrich the learning experience by using audio-video and multi-media and state of the art pedagogy / technology. Courses delivered through SWAYAM are available free of cost to the learners, however students wanting certifications shall be registered, shall be offered a certificate on successful completion of the course, with a little fee. At the end of each course, there will be an assessment of the student through proctored examination and the marks/grades secured in this exam could be transferred to the academic record of the students. UGC has already issued the UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016 advising the Universities to identify courses where credits can be transferred on to the academic record of the students for courses done on SWAYAM.

Coursera

It is the most popular provider of massive open online courses globally. COURSERA provides universal access to the world's best education. COURSERA is an education platform that partners with top universities and organizations worldwide, to offer courses online for anyone to take. It helps to learn better and faster. It is designed platform based on proven teaching methods verified by top researchers. Online learning plays a significant role in a lifelong education. In fact, a recent report by the U.S. Department of Education found that "classes with online learning (whether taught completely online or blended) on average produce stronger student learning outcomes than do classes with solely face-to-face instruction." Based on an approach developed by educational psychologist Benjamin Bloom, Mastery Learning helps learners fully understand a topic before moving onto a more advanced topic. COURSERA gives immediate feedback on a concept a learner did not understand. In many cases, COURSERA provides randomized versions of the assignment so a learner can re-study and re-attempt until they master it. In many courses, the most meaningful assignments cannot be easily graded by a computer. That's why COURSERA uses peer assessments, where learners can evaluate and provide feedback on each other's work. This technique has been shown in many studies to result in accurate feedback for the learner and a valuable learning experience for the grader. Many of our partner institutions are using our online platform to provide their on-campus students with an improved learning experience. This blended model of learning has shown in studies to increase student engagement, attendance and performance.

Conclusion

With the growing number of connected devices, MOOC providers are poised to grow exponentially. MOOCs are seen as convenient technology for education because of their massive scale and modern data-driven educational approach. They bundle video lectures, quizzes, assignments, and tests together with a community forum for a social experience. Grading is achieved by a combination of automated feedback and peer review. Certificates of completion are generally available for free, with an extra cost for identity-verified certificates which aim to provide proof of student performance. MOOCs has taken the advantage of the digital world and internet to deliver teaching and learning to large number of students. MOOC has involved a great care from higher Education institutions knowledge sharing. Hence Massive Open Online Courses will be one of the best forms Education.

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Relavance of Dr. B.R Ambedkar's Educational Views

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ABSTRACT: *This paper aims at Dr.B.R.Ambedkar's views on Education; Ambedkar's knew that education was the necessary precondition for the reconstruction of the society on the principles of equality and justice. Studying the development of education in Indian Society he found that during the rule of Peshwa in Maharashtra and even during the earlier period of British Raj, right to education was restricted to higher castes. He fought for the education of masses without discrimination of caste and sex. Participation in the budget to debate he said, Education is something which ought to be brought within the reach of everyone. The education department is not a department which can be treated on the basis of quid pro quo. Education ought to be cheapened in all possible ways and to the greatest possible extent. Taking active part in the discussion on Bombay University Act and Primary Education Amendment Bill, he contributed his views in the reform of Education. He founded the people's Education society, and started colleges at Bombay and Aurangabad. He repeatedly with the government that providing equal educational opportunities to all without discrimination was its responsibility however, boys and girls should get the different education. Paper attains to understand the Dr. B R Ambedkars views on education with the uniform education system in India.*

Keywords: *Dr. B.R. Ambedkar, Enlightened, Self-respect, Moral values*

1. Introduction

It is the education which is the right weapon to cut the social slavery and it is the education which will enlighten the downtrodden masses to come up and gain social status, economic betterment and political freedom", are the views of Ambedkar. B.R. Ambedkar, as is well known, the Chairman of the Drafting Committee of the Constitution of India, devoted most of his intellectual, social and political efforts to give expression to his belief in the ideal, "Sarvenah Bhavantu Sukhinah SarveSantu Niramayah" i.e. the good and prosperity of all and struggled throughout his life for securing the rightful place for the discriminated, deprived and downtrodden sections of our society. Though several efforts were made by Ambedkar to establish an equalitarian society in India and had been discussed widely by different scholars yet few studies are available to project him as a great educationist.

Educational views of Ambedkar

1. "Educate, Agitate and Organise"

2. "Education is something which ought to be brought within the reach of every one..the policy therefore ought to be to make higher education as cheap to the lower classes as it can possibly be made. If all these communities are to be brought to the level of equality, then the only remedy is to adopt the principle of equality and to give favoured treatment to those who are below level."

3. "I am very fond of teaching profession. I am also very fond of students. I have dealt with them. I have lectured them in my life. I am very glad to talk to the students. A great lot of the future of this country must necessarily depend on the students of this country. Students are an intelligent part of the community and they can shape the public opinion."

4. To deny them that right (i.e. Education) is to create a situation full of injustice. To keep people illiterate and then to make their literacy the ground of their enfranchisement is to add insult to the injury. But the situation indeed involves more than this. It involves an aggravation of the injury for to keep illiterate and then to deny them franchise which is the only means where by they could effectively provide for the removal of illiteracy is to perpetuate illiteracy and postpone indefinitely the days of their enfranchisement.

Purpose of Education

Purpose of Education is to moralize and socialize the people.

Aim and functions of University Education

The aim and functions of University Education should be to see that the teaching carried on there is suited to adults; that it is scientific, detached and impartial in character; that it aims not so much at filling the mind of the student with facts or theories as at calling forth his own individuality, and stimulating him to mental effort; that it accustoms him to the critical study of the leading authorities, with perhaps, occasional reference to first hand sources of information, and that it implants in his mind a standard of toughness, and gives him a sense of the difficulty as well as the value of reaching at truth.”

Students should Learn

The student so trained should learn to distinguish between what may fairly be called matter of fact and what is certainly mere matter of opinion. He should be accustomed to distinguish issues, and to look at separate questions each on its own merits and without an eye to their bearings on some cherished theory. He should learn to state fairly, and even sympathetically the position of those to whose practical conclusions he is most stoutly opposed. He should become able to examine a suggested idea, and see what comes of it, before accepting it or rejecting it. Without necessarily becoming an original student he should gain an insight into the conditions under which original research is carried on. He should be able to weigh evidence, to follow and criticize argument and put his own value on authorities.” W. & S. Vol. 2-p-296 297

Character is More Important than Education

That education was a sword and being a double edged weapon, was dangerous to wield. An educated man without character and humility was more dangerous than a beast. If his education was detrimental to the welfare of the poor, the educated man was a curse to society. Fie upon such an educated man. Character is more important than education.” L.&M.— P-305

Though education is being given on a larger scale, it is not given to the right strata of Indian Society. If you give education to that stratum of Indian Society which has a vested interest in maintaining the Caste System for the advantages it gives them, then the Caste System will be strengthened. On the other hand, if you give education to the lowest strata of Indian Society, which is interested, in blowing up the Caste System, the Caste System will be blown up. At the moment the indiscriminate help given to education by the Indian Government and American Foundation is going to strengthen the Caste System. To make rich richer and poor poorer is not the way to abolish poverty. The same is true of using education as a means to end the Caste System. To give education to those who want to keep up the Caste System is not to improve the prospect of Democracy in India but to put our Democracy in India in greater jeopardy.”

Dr. B.R. Ambedkar"s believed that education would greatly contribute to the improvement of the untouchables. He always exhorted his followers to reach excellence in the field of knowledge. Knowledge is a liberating force. Education makes man enlightened, makes him aware of this self –respect and also helps him to lead a better life materially. One of the causes of the degradation of the untouchables was that they were denied the right to education. Ambedkar criticised the British Policy on education for not adequately encouraging education among the lower castes. He felt that even under the British rule education continued mainly to be an upper castes and untouchables and funded various centres of learning. While a labour member in the executive council of the Governor- General, he was instrumental in extending scholarships for education abroad to the untouchable students. Dr. B.R. Ambedkar wanted the untouchables to undergo both liberal education and technical education. He was particularly opposed to education under religious auspices. He warned that only secular in education could instil the values of liberty and equality among the student.

Dr. B.R. Ambedkar knew that Indian being a multilingual country has the possibility of problems for the unity of the country on account of regional pressures and pulls. When the ideas of linguistic states were mooted he favoured it for two reasons. Firstly it would facilitate functioning of democracy in the country; secondly, linguistic states would help in the removal of racial and cultural tensions. Expressing his views Dr.B.R.Ambedkar said, “In seeking to create linguistic states India is treading the right road. It is the road which all states have followed. In case of other linguistic states they have been so from the very beginning. In case of Indian she has to put herself in the reverse gear to reach the goal. But the road she proposes to travel is a well tried road” (Ambedkar, 145). According to Dr.B.R.Ambedkar"s, in the enthusiasm to accept the ideas of linguistic states India could commits the grave blunder of giving official status to regional Language. Therefore he warned that with regional languages as their official languages the states could aspire for Independent nationality and thus pose a threat to the national unity. To avoid this possibility in future he suggested that it should be laid down in the constitution that regional languages shall never be accepted as

official language so long as Hindi does not become fit for this status. He warned that linguistic states without proviso would be a peril. Indian should be Indians first and Indians last to keep India a united country. The ideas of linguistic states regional Languages as their official languages was contrary to this principle. Dr.B.R.Ambedkar"s said "one language can unite. Two languages are sure to divide people.

In order to promote education among untouchables Dr.B.R.Ambedkar"s set up hostels for untouchable students at different places like Panvel, Pune, Nasik, Sholapur, Thane and Dharwad with donations and grant from district and local authorities. Having free facility of boarding to the hostel inmates, these were open to untouchables students, apart from financial constraints social and cultural stigma also affected full development of their personality in the Hindu dominated colleges. Therefore, Dr.B.R.Ambedkar"s wanted to set up separate institutions for the untouchables.

With the constant struggle of Dr.B.R.Ambedkar"s, due to some of reasons education and literacy among the people belonging to these castes and classes is very low. The problem is likely to continue for quite some time, unless serious efforts are made to remove these hurdles and obstacles. Much attention is already being paid, but distance to be covered is very long. The government is giving scholarships liberally to these students. They are encouraged to go abroad for higher studies. Even in India for admission to professional and non- professional courses percentage of marks is kept low. Separate girl hostels have been opened for them. Book banks have been started and all hurdles which stand on the way of non-utilisation of educational facilities by them are removed.

Conclusion

Ambedkar has deliberately included Article 45 in the Directive Principles of State Policy that, "the state shall Endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years." The government of India has passed the bill of Right to Education Act 2008 and paid a great tribute to the contributions of Ambedkar to mass education. The policy of the Government of universalization of elementary education focusing particularly on marginalized groups, poorer sections and the girl child, enhancing enrollment in secondary education as well as its commitment to expand education facilities will empower and equip youth to face the future with hope and confidence.

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Comparative Study on Motor Components Urban Rural High School Boy's at Bellary Dist.

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ABSTRACT:

Introduction

The word "Physical Fitness", Refers to various Body characters such as physical strength physical improvement physical health and physical appearance. It refers to body contested to mind, physical education aim that increase the mass of body and it gives them much as health strength and stamina as possible. To physical education is process by which change the individual are brought through movement experience and it bring about some of the changes in individual causes by experience cantered in motor fitness. Motor fitness is the most important to everyone without motor fitness we cannot do any work properly, so that I started my subject experiment among comparative study on motor components urban rural high school boy's at Bellary dist.

Methodology

Purposes study the significant difference between Rural and Urban high school students with respect to speed, endurance, agility, strength and flexibility. It can helps to coaches and physical education teachers in selecting the good players. I used experimental method to compare the physical fitness to under the age of 15 to 17 years, 30 students from government high school Hoovin Hadagali and 30 students from Shri Kottureshwar high School Uttangi in Bellary district. The performance of the subjects (AAHPER) test 50 meter run and 10*4 shuttle run, sit and reach, standing broad jump, 1500 mtr run were taken as criterion measure for the study. After the result hypothesis analysis there is no deference between rural and urban high school students with respect to speed, endurance, agility, strength and flexibility within the limitation of this study justified as per the result obtained. To achieve this hypothesis, the t test was applied.

1. Introduction

The word "physical education", refers to various bodily characters such as physical strength, physical development, physical health and physical appearance.

Physical education refers to the body as a contested to mind physical education should aim to develop the students physical strength, health strength and body stamina as possible to physical education is the process by which changes on the individual care and brought about through movement exercise physical education bring about some of the individual caused by experience cantered inn motor components.

Physical education chief contributes are the attainment physical fitness. Means ability to do ones work load without struggle to participate in games with enjoyment and with all to reserve to energy to meet the emergencies of life.

Physical stress is a positive quality the word physical fitness is used in many similar test of batteries commonly used in the schools. To clarity the point out how this kind of misconception grows especially at the elementary school days.

Pull ups, sit ups and agility run and the 60 yard dash they are especially low in agility and speed at the age.

Objectives of the Study

1. To study the significant difference between rural and urban boys sportsman with respect to speed , endurance, agility, strength, and flexibility.

Hypotheses

1. There is no significant difference between sportsman with respect to speed , endurance, agility, strength, and flexibility.
2. There is no significant difference between rural and urban sportsman with respect to speed , endurance, agility, strength, and flexibility.

Significant of the Study

The study is significant are the following ways

1. This study helps to coaches and physical education teachers in selecting good player.
2. This study helps to coaches and physical education teachers in preparing players during the training.
3. This will helps to success in future planning.
4. With this we know which two groups possess better in physical education.
5. The result of this study will give clear picture about physical fitness of the rural and urban boys.

Testing Equipments

Stop watch, measuring tape, whistle, score card, pen

Collection of Data

30 male students from government high school, Huvina hadagali tq: dist: bellary are considered as urban students and 30 male students from shree kottureshwar high school Uttangi, Huvina Hadagali are considered as rural area students from the 8th to 10th classes and the age ranged 15 to 17 years

The performance of the students (AAHPER) test 50 meter run, shuttle run 10*4 meter, flexibility sit and reach, standing broad jump, 1500 meter run, endurance were taken as criterion measures for the study

Aahper Test

1. 50 meter run : To measure the speed capacity of the student.
2. Endurance 1500 meter run :To measure the endurance capacity of the student.
3. 10*4 meter shuttle run : To measure the agility of the student.
4. Standing broad jump : To measure the strength of the student
5. Sit and reach : To measure the flexibility of the student.

Statistical Technics, Analysis and Results

However valid, reliable and adequate the data may be it does not serve any useful purpose it is careful processed systematically classified and tabulated, scientifically analyzed, intelligently interpreted and rationally concluded.

After Completion of data collected, it was processed and tabulated using MS Excel 2000 Software, the data collected on speed 50m run, for endurance 1500m run, for agility 4*10m shuttle run, for strength standing broad jump and for flexibility sit and reach for sports boys of high schools. The main purpose of study was “A study on physical fitness of rural and urban high school students”. Then data were analyzed with the reference of the obects and hypotheses by using SPSS 21.0 statistical software and the results obtained thereby have been interpreted.

Results

Table no 1: Results of test between rural and urban of high school boys with respect to physical components

Variables	Locations	Mean	SD	T-Value	P- Value	Significance
Speed 50m run	Urban	7.4583	0.5378	-0.6930	0.4904	NS
	Rural	7.5395	0.5105			
Endurance 1500m run	Urban	7.4452	0.6043	0.4351	0.6647	NS
	Rural	7.3915	0.4946			
Agility 4*10m shuttle run	Urban	9.9375	0.9461	-0.2304	0.8184	NS
	Rural	9.9870	0.9754			
Strength standing broad jump	Urban	1.8938	0.2350	0.0598	0.9525	NS
	Rural	1.8908	0.2133			
Flexibility sit and reach	Urban	10.1500	3.5988	0.8678	0.3882	NS
	Rural	3.6158	3.3621			

Indipendent Sample Test

Variables	T-Value	P-value	Significance
Speed 50m run	-0.6930	0.4904	NS

Endurance 1500m	0.4351	0.6647	NS
Agility 4*10m shuttle run	-0.2304	0.8184	NS
Strength standing broad jump	0.0598	0.9525	NS
Flexibility sit and run	0.8678	0.3882	NS

- The rural and urban of high school boys do not differ statistically significant with respect to speed 50m run ($t=0.6930$, $p>0.05$), endurance 1500m run ($t=0.4351$, $p>0.05$), agility 4*10m shuttle run ($t=0.2304$, $p>0.05$), strength broad jump ($t=0.0598$, $p>0.05$) and flexibility sit and reach ($t=0.8678$, $p>0.05$) at 5% level significance hence null hypotheses is accepted and alternative hypotheses is rejected. That means the rural and urban of high school boys have similar physical components.

Conclusion

Within the limitation of this study the following conclusions justified as per the results obtained of the five physical components speed, Endurance, Agility, Strength, and flexibility were found to be the rural and urban sportsman boys of high school are equal in five physical components.

Recommendations

With the help of the results derived from the present study, the following recommendations can be made.

1. The results of this study can be very much useful and important for physical education teachers and coaches at early age.
2. The study may be repeated by selecting subjects belonging to different age group and gender
3. Similar study may be inducted taking different variable other than the variables chosen with particular games to compare these components

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Is Education Impacts on women Empowerment?

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ABSTRACT: *Women empowerment implies equality with men in education employment inheritance, marriage, politics and religion. Education is only the key which opens the windows of the life it develops humanity, provides knowledge and promotes development. Its builds up self confidence in every walk of life. Through the education women possessed all the post and responsibility which seems to challenging task. Finally we conclude that educating women brings about self esteem and confidence. It also promotes active participation in her society, more involved in educational policy decision making process.*

1. Introduction

“Women are the builder and molders of a nation’s destiny. Through delicate and soft as a lily she has a heart, far stronger and bolder than of man... she is the supreme inspiration for man’s onward march an embodiment of love, pity and compassion, she is no doubt, her commanding personality, never less is given by solemn”(Rabindranatha Tagore).

Yes, really Education Impacts on women empowerment. Empowerment is something that makes a person capable to perform or to act according to his or her own choice and value judgment. Women empowerment means the creation of a society where women can feel independent and equivalent to men in every field. Discrimination between women and men creates a perception that women are weaker and cannot live alone without the support of men. But women have potential and their initiative step can change the current states of the society. Women are playing wide role in present scenario. She is participating in every aspect of the society. She contributes more in social, economical, political field through development of a country.

Importance of women education:

“If you educate a man you educate an individual, however, if you educate a human you educate whole family. Women empowered means mother India empowered”. It was aptly said by Nehru.

An educated woman is a boon of family as well as society. She can take good decision regarding the management of the family as well as organization. She uses a right knowledge to deliver her work. She has high moral ethics discipline, self respect and good level of confidence. She played a key role in the developmental aspect of the nation she possesses various role and responsibilities in personal life as well as in society.

Significance of education to empower the women:

Education is a powerful tool of social transformation. Women empowerment is a global issue and discussion on women political write are at the fore front of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the international women conference at Nairobi in 1985. Education is the milestone of the women empowerment because it enables them to respond to challenges, to confront their traditional role and change their life.

Education liberates the mind by studying the science, history, literature, languages are social science we are gaining knowledge, and education enlightens the life. Education breaks down the barriers of religious, linguistic, cultural, political, gender and geographical. An educated woman will treat everyone same. She might also choose a husband neglecting such barriers, and can bring families from different backgrounds together. This can form a nice way of fostering both national and international integration.

Education allows the privilege of choice, it open education opens up new world to women, it will enables them to make their own choices, for example, in lifestyle carrier, life partner, dress, tradition etc, education intellectually enlightened the woman, she will fight against social evil like dowry, workplace harassment, rape, bride-burning marital rape, molestation and sexual harassment. She will fight also misogyny and patriarchy. Many incident like 2012 Delhi gang rape, Nirbarya most woman protested.

Education promotes independence; most of young educated women’s are autonomous. They live life on their own aspiration. Education helps choose a carrier and gets financial independence. at present scenario,

women step in beyond professions considered traditionally good for them for example medicine, nursing, teaching, librarian, etc. today women are becoming models, actors, fighter, player, pilots, gym instructors, cops, journalists, scientists, corporate, engineers, architects, law, film making what not.

Educated women contribute to more in reconstruction of economy also. Only a cultured, high ordered society can possess such a qualities, like educates empowers and respects its women. In this context we recall a saying in Veda.

“AiÄÄvÄæ ÉÁAiÄÄð,ÄÄÛ ¥ÄÆdâAvÉÄB gÄªÄÄAvÉÄB vÄvÄæ zÉÄªÄvÁB”

The divine are extremely happy where women are respected.

Conclusion

In present scenario, women gain the same amount of knowledge, power, that men have the participation of women in all the sector of society, proved the ability and uniqueness. she challenged for all the problems and finally overcomes it. Education brings all these desirable changes in the status of women it also leads the empowerment of women. It is really education impacts on women empowerment. Without education there is on empowerment. Without empowerment of women there is no progress. Aptly we quote the wordings of swami Vivekananda on this juncture, “There is no chance of welfare of the world unless the condition of women is improved. it is not possible for a bird to fly on one wing”.

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Customers Perception Towards E-Banking Technologies - An Empirical Study

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ABSTRACT: *Banks were considered as the backbone to the financial system and play an important role in economic development of a nation. They act as intermediaries in channelizing funds from surplus units to deficit units to the fully utilization of the funds. Banking system is planning a very important role in the development of our country. Banking has occupied an important position in our commercial world. Commercial banks are the oldest institution having a network of business. The innovative banking has changed drastically the way the banking transaction and service delivery is carried out by the banks in India. Information and communication technology has transformed the product delivery channels of banks in such a way that they sell their banking products to customer by using internet. Several innovative technologies include NEFT, RTGS, Online Marketing, ATM, Mobile banking, Fund transfer, etc. The present study mainly focuses on perception about e-banking technologies among customers of Public and Private sector banks in Shivamogga City.*

Keywords: *Banks, Innovation, Technologies and E-banking*

1. Introduction

Innovation represents the adoption of a new idea, process, product or service, developed internally or acquired from the external environment. Innovative banking is being viewed as a cost reduction and convenient channel by the customer and banks. India's banking system is a robust one and is classified into commercial banks and co-operative credit institutions. Commercial banks include: scheduled commercial bank (SCBs) and non-scheduled commercial banks. SCBs are further classified into public sector banks (PSBs), private banks, foreign banks and regional rural banks (RRBs). Co-operative credit institutions include the various co-operative banks. The use of technology in banking has brought the biggest paradigm change in their operations. In the present digital age and hyper-connected environment, banks have to improve their processes and procedures continuously and Indian banks are transforming from digital to truly digital.

Review of Literature

There are various studies carried out by researchers to examine the awareness level and perception about innovation in banking products and services. And most of the studies have conducted related to awareness, enrolment, and satisfaction level of people.

Sanchit (2017), the study relates to innovation in banking products and services. Now a day's customers require innovative product and services in banking. The banks may not be traditional and conservative anymore, they require innovation in bank products in order to retain and appeal to customers. Banks need to leverage technology to provide simple, easy to use, convenient and cost effective products and services to customers and improve productivity of their employees. The new products like mobile banking apps, new methods of client verification, card less payment, digital payment.

Mihir (2014), the study relates to innovative products in bank, several innovative technologies are there such as NEFT, RTGS, Online marketing, ATM, Online banking. Innovative technology provides convenience, fast transaction and transparency to the customer and offer less costly transaction, lower operating costs to banks. So innovative banking offers benefits to the customer as well as banks.

Yordanova (2013), the study relates to the business need innovation in bank products. In order to attract the banking customers, they should innovate their products. The innovative bank products will be grouped in new categories to support their future development and diversification. The research concludes that the business requires innovative bank products to respond its expanding need.

Statement of the problem

Innovative products in banking sector is necessary, but the major problem in the study is relates to high skills are required to doing banking activities and along with this customer are must aware about what are all the innovative products are developed in banking sector. Most customers who have adopted E-banking services believes that it has got lot of advantages while on the other side some believes that because of security and privacy issues innovative banking has disadvantages. In recent day’s hackers can stole (tackle) the banking information, it effects on the security of the banks and customer’s details. Innovation banking involves the E-banking activities. In this there are two significant difficulties that are stress and technical bottlenecks. The customers are facing too difficulty in understanding of E-banking technologies because of lack of knowledge and awareness about technologies. So, they do not know how to operate innovative banking products and services.

Objective of the Study

1. To assess the customers perception towards E-banking technologies.

Hypothesis of the Study

H1: There is no negative perception about E-banking technologies among customers of Public and Private sector banks.

Research Methodology

The Researcher adopted empirical, descriptive and analytical methods for the study. It consists of both primary and secondary data. Individual interviews have been conducted to get the information about the E-banking technologies among customers of public and private sector banks in Shivamogga city. The primary data collected through a sample survey method. The study will adopt simple random sampling method and the questionnaire will consist of likert scale and close- ended questions adopted according to the requirement of the research objective. For the purpose of collection of primary data 85 respondents selected. To analyze the primary data researcher used appropriate statistical techniques. To assess the performance of the variables tools and techniques like, Mean, Standard Deviation, and one sample t-test method used. To calculate the aggregates and statistical results, researcher used Statistical Package for Social Sciences (SPSS) software.

Data Analyses

The data has analyzed with the different factors of Perception about E-banking technologies among customers of public and private sector banks of Shivamogga city.

Perception of Customers towards E-Banking

(in Number and Percentage)

SI No	Factors	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
		(%)	(%)	(%)	(%)	(%)	
01	E-banking enables me to conduct banking transactions more quickly	07 (8.2)	13 (15.3)	05 (5.9)	42 (49.4)	18 (21.2)	85
02	E-banking is very useful in conducting my banking transactions	02 (2.4)	11 (12.9)	07 (8.2)	49 (57.6)	16 (18.8)	85
03	E-banking enables me to mange my bank account (s) more effectively	01 (1.2)	09 (10.6)	05 (5.9)	39 (45.9)	31 (36.5)	85
04	Interaction with the E-banking facility is clear and understandable	07 (8.2)	13 (15.3)	14 (16.5)	24 (28.2)	27 (31.8)	85
05	E-banking makes it easier for me to conduct banking transactions	04 (4.7)	17 (20.0)	15 (17.6)	30 (35.3)	19 (22.4)	85
06	Conducting banking transactions through the E-banking does not require a lot of mental effort	27 (31.8)	18 (21.2)	10 (11.8)	21 (24.7)	09 (10.6)	85

07	E-banking as a trusted medium of financial transactions	09 (10.6)	06 (7.1)	02 (2.4)	50 (58.8)	18 (21.2)	85
08	I feel assured that technological structures on the E-banking website make it safe for me to conduct banking transaction	13 (15.3)	16 (18.8)	02 (2.4)	38 (44.7)	16 (18.8)	85

Source: Survey Data

Descriptive Statistics - Perception about E-Banking Technologies

One Sample t test (n=85, df=84)

Perception about E-Banking Tecnologies						
Variables	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*
E-banking enables me to conduct banking transactions more quickly	3.60	.041	.882	.068	2.98	.000
E-banking is very useful in conducting my banking transactions	3.77	.067	.784	.065	2.11	.000
E-banking enables me to mänge my bank account (s) more effectively	4.05	.053	.951	.062	4.68	.000
Interaction with the E-banking facility is clear and understandable	3.60	.076	.992	.066	3.32	.000
E-banking makes it easier for me to conduct banking transactions	3.50	.166	.661	.071	4.20	.000
Conducting banking transactions through the E-banking require a lot of mental effort	2.61	-.099	.782	.089	-2.10	.067
E-banking as a trusted medium of financial transactions	3.72	.063	.930	.051	3.87	.001
I feel assured that technological structures on the E-banking website make it safe for me to conduct banking transaction	3.32	.095	.991	.082	2.98	.000

Test value = 3, *at 95 percent confidence interval

Source: Field study data

The table shows descriptive statistics for the variable "Perception about E-banking technologies among customers of public and private sector banks of Shivamogga City". The results show the variance in the individual perception variable analysis. Accordingly, if the mean score was high (>3), the result will be statistically significant and if the mean score was less (<3), the result will be statistically insignificant. Accordingly, the mean was high (>3) and statistical significant for perception about effectiveness (4.05), Very useful (3.77), Medium of financial transaction (3.72), quick transaction (3.60), Easier (3.50), and Safe and secure (3.32). However, mean score was less (<3) than test value for variables such as information about mental efforts required for e-banking transaction (2.61). Hence, the results of individual variable analysis highlight that there is positive opinion about E-banking technologies among customer of public and private sector banks in Shivamogga City.

Hypothesis Result

"There is a negative perception about innovative technologies in banking among customers"

One Sample t test (n=85, df =84)

Overall Perception							
Variable	Mean	Mean difference	Std. Deviation	Std. Error Mean	T	Sig. (2 tailed)*	Decision Made (Null)
PER_INO-	3.34	.052	.545	.076	.310	.000	Rejected

TECH							
Test value =3, *at 95 percent confidence interval							

Source: Survey data

The above table shows the output produced for 85 respondents who are customers of public and private sector banks. The table highlights descriptive statistics for the variable “Perception about E-banking technologies among customers of public and private sector banks of Shivamogga City” including number of cases (85), mean (3.34), standard deviation (0.545), and standard error mean (0.076). Along with descriptive statistics the result shows the significance test. Mean difference is the difference between the observed sample mean (3.34) and the test value (3). The result of the t-test shows that $t = .310$, with 85 (n-1) degrees of freedom (“df”). The two tailed p -value for this result is .000, and result is considered statistically significant, if p - value is less than the chose alpha level (0.05).

In this case, p – value is less than 0.05, so the result is considered to be t statistically significant. Thus, there is a positive perception about E-banking technologies among customers of public and private sector banks of Shivamogga City.

Findings

5. The survey results shows, majority of the respondents perceived that, E-banking technologies are very useful and it enables quick transaction.
6. The result shows, majority of the respondents perceived that, E-banking services are very effective and very useful for customers.
7. It was found from the survey that, majority of the respondents perceived that, conducting banking transactions through the E-banking required a lot of mental effort.

Suggestions

1. The customers are opinioned that, a lot of mental efforts needed for using e-banking services. So, banks should develop more easier way of technologies in e-banking. It can helps to the customers to use without any stress.
2. E-banking facilities should make easier for customer through upgrading new software’s.
3. Banks should create awareness regarding mobile banking services.

Conclusion

So it is clear that banks in India are operating in an increasingly competitive environment. Not only the banking market has seen a large number of players competing with one another, but also the new entrants have the advantage of starting with a strong capitalization, modern technology, lean network and, more importantly without any accumulated problem of the past. It is also fair to expect that the initial target of the new competitors will be the most profitable segment of the banking business, i.e., high value corporate customers, business relating to high net worth individuals, foreign trade related business and so on. Customers now have a real choice. Banks have become more customer responsive. The future of Indian banking therefore holds greater promise for those who are willing to accept the challenge.

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Impediments in the Implementation of Inclusive Education in India

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ABSTRACT: *Education is the right of every child, because it equips him/her to meet the challenges of life. Inclusive education specially concerned for improvement of school in all dimensions to address the educational needs of all children. Inclusive education is a strategy to make education universalized irrespective of any disability within the learner and to maintain equity in society.*

However for achieving success in inclusive education in India there are several hurdles such as lack of competent teachers, lack of awareness about children with disabilities among teachers, etc. are obstacles for inclusive education in India.

Present paper tries to highlight the scenario of inclusive education in India along with Obstacles ahead of inclusive education in India.

1. Introduction

UNICEF's Report on the status of disability in India 2000 states that there are around 30 million children in India suffering form of disability. The sixth All India Educational Survey (NCERT, 1998) report that out of India's 200 million school – aged children (6-14 years), 20 million require special needs education, while the national average for gross enrolment in school is over 85% less than 5% of children with disabilities are in schools.

According to the EFA Global Monitoring Report 2010, reaching the marginalized, children with disabilities remain one of the main groups being widely excluded from quality education.

Disability is recognized as one of the least visible yet most potent factors in educational marginalization. The United Nations' convention on the Rights of persons with disabilities (UNCRPD), which was entered into force in 2008, was ratified by India in Oct 2008. It can be assumed that achieving the education for all targets and Millennium Development Goals will be impossible without improving access to and quality of education for children with disabilities.

Inclusive Education

Inclusion is an educational approach and philosophy that provides all students greater opportunities for academic achievement. This includes opportunities to participate in the full range of social, recreational, arts, sports, music and curricular and extracurricular activities.

Meaning of Inclusive Education

Barton (1997): "Inclusive education is not merely about providing access into main stream school for pupils who have previously been excluded. It is not about closing down an unacceptable system of segregated provision and dumping those pupils in an unchanged mainstream system. Existing school systems in terms of physical factors, curriculum aspects, teaching expectations & styles, leadership roles will have to change. This is because inclusive education is about the participation of ALL children and young people and the removal of all forms of exclusionary practice".

Stain back and Stain back (1992): Inclusive school may be defined as "a place where everyone belongs, is accepted, supported and is supported by peers and other members of the school community in the course of having his/her educational needs met".

The Index for Inclusion' (Booth and Ainscow, 2011, 3rd edition) summarizes some of the ideas which make up the view of inclusion within the index as follows (CSIE, 2014).

Inclusion in education involves

- Putting inclusive values into action.
- Viewing every life and every death as of equal worth.
- Supporting everyone to feel that they belong.

- Increasing participation for children and adults in learning and teaching activities, relationship and communities of local schools.
- Reducing exclusion, discrimination, barriers to learning and participation.
- Restructuring cultures, policies & practices to respond to diversity in ways that value everyone equally.
- Linking education to local and global realities.
- Learning from the reduction of barriers for some children to benefit children more widely.
- Viewing differences between children and between adults as resources for learning.
- Acknowledging the right of children to an education of high quality in their locality.
- Improving schools for staff and parents cares as well as children.
- Emphasizing the development of school communities and as well as achievements.
- Fostering mutually sustaining relationships between schools and surrounding communities.
- Recognizing that inclusion in education is one aspect of inclusion in society.

Parents of children with disabilities are usually more in favor of inclusive education and have a deeper understanding and wider knowledge of terminology and specific legislation.

Inclusive Education in India

In India NCERT joined hands with UNICEF and launched project integrated education for disabled children in 1987 to strengthen the integration of learners with disabilities into regular schools.

(S.S.A) Sarva Shiksha Abhiyan frame work clearly states that “SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability is provided education in an appropriate environment.

National policy for person’s with disabilities (2006) states that, “Education is the most effective vehicle of social and economic empowerment. in keeping with the spirit of the Article 21 A of constitution guaranteeing education as a fundamental right and section 26 of the persons with disabilities Act, 1995; free and compulsory education has to be provided to all children with disabilities up to the minimum age of 18 years.

According to the census, “2001 fifty one percent persons with disabilities are illiterate. This is a large percentage there is a need for mainstreaming of the persons with disabilities in the general education system through inclusive education”

Thus, the government of India promises inclusive education to be implemented in all educational institutions at all sectors.

Impediments in the implementation of Inclusive Education in India

Inclusive education is a strategy to make education universalized irrespective of any disability within the learner and to maintain equity in society.

There are a number of obstacles that hinder proper practice of the in our country.

- a) Skills of teachers.
- b) Lack of competent teacher Educator.
- c) Lack of Infrastructure and Resources.
- d) Lack of proper curriculum with special reference to inclusive education during teacher preparation.
- e) Attitudes towards inclusion and disability among teachers, administrators, parents, peers and policy planners.
- f) Lack of awareness about children with disabilities among general teachers.
- g) Improper curriculum adaptation.
- h) Support services.
- i) Family collaboration.
- j) Insufficient and improper pre-service teacher education.
- k) Lack of continuous workshop, seminar, projects, internship for children.

“If a child can’t learn the way we teach, maybe we should teach the way that they learn”.

-Ignacio Esterada.

Suggestions to overcome the challenges of Inclusive Education

With Right to education elevated to the status of a fundamental Right, there is no justification in relegating the responsibilities of inclusive education upon special educators or a handful of special schools.

Teacher attitudes towards inclusive education could be formed and developed in the context of an educational system which can provide some specific conditions in order to have a good practice in this field. Those conditions refer to a restructure of the curricula, more help from support teachers, more time for preparing the educational activities, creating and developing opportunities for interactive partnership between teachers, students support teachers and parents and so on.

- Development of national norms for inclusive education.
- Review implementation of existing programs generating awareness in the general community.
- Ensure enrollment and intervention for all children with special needs.
- Facilitate free & compulsory elementary education for children with special needs in the age group of 6-14 in mainstream education.
- Appropriate resource service support.

Role of Teachers in Inclusive Education

The success of inclusive education depends on the quality of the teachers and their attitudes.

1. Identification of children with disabled in the classroom.
2. Referring the identified to the expert for further examination and treatment.
3. Accepting the children with disabilities.
4. Placing the children in the classroom in proper places so that they feel comfortable and benefit by the classroom interaction.
5. Encouraging the children with disabilities in all the classroom activities.
6. Providing remedial instructions and nurturing the talent among children with disabilities.
7. Implementation of suitable adoption in the curriculum transaction so that the children with disabilities learn according to their abilities.
8. Parental guidance and counseling and public awareness program through school activities.

If inclusion is to be successful, the following parameters need to be taken care of:

- Encouragement provided by the community for including children with disabilities in local schools.
- Readiness of the general education system to accept responsibility for education of children with disabilities.
- Willingness of parents of children with disabilities to send their wards to local schools.
- General classroom teachers to be equipped to manage the education of children with disabilities.
- Enrolment rate of children with disabilities at least on par with that of non-disabled children.
- Retention of children with disabilities in schools.
- Availability of support from peer group to children with disabilities and vice-versa in teaching learning processes.
- Availability of specialist teacher support, if possible to the regular classroom teachers.

Thus, we as teachers, parents, teacher-educators etc. have to facilitate the implementation of inclusive education not only as a program but also an ideology an ideology based on the principles of human rights approach wherein stress is laid on giving importance to the individual and respecting his/her potentiality in the teaching learning process.

Conclusion

Inclusion is more than a method of educating students with disabilities, is a valued member of society and is capable of participating in that society – A good inclusive education is one that allows all the students to participate in all classroom activities.

To meet the challenges the involvement and co-operation of educators, parents and community leaders is vital for creation of more inclusive schools we need to develop an inclusive design of learning to make the education joyful for all children so that the education for them is enthusiastic, learner friendly and beneficial.

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The Role of Information and Communication Technology in Teacher Education

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ABSTRACT: *Information and communication technologies (ICT) have become conventional units in all aspects of life. Across the past twenty years the use of ICT has been changed the practices and procedures of nearly all forms of efforts. Education is socially oriented activity and quality education has usually been related with strong teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more learner centered learning settings. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important. In this paper, a literature review regarding the use of ICTs in teacher education was provided and this study also highlighted the role of ICT in teacher education. Effective use of ICT in teaching learning process helps to maintain quality, accessibility of education and learning motivation.*

Keywords: *Information and communication technologies, Teacher Education*

1. Introduction

Information and communication technology (ICT) refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums. In recent years there has been a rise of interest in how computers and the Internet can best be attached to improve the efficiency and effectiveness of teacher education. But ICTs are more than just these technologies, older technologies such as the telephone, radio and television, although now given less attention, have a longer and richer history as instructional tools. For instance, radio and television have for over forty years been used for open and distance learning, although print remains the cheapest, most accessible and therefore most dominant delivery mechanism in both developed and developing countries. The use of computers and the Internet is still in its infancy in developing countries, if these are used at all, due to limited infrastructure and the attendant high costs of access.

ICT have become one of the basic building blocks of modern society. Many countries now look upon understanding ICT and mastering the basic skills and concepts of ICT as part of the core of Education. ICT is a very broad domain. It affects all aspects of life, the socio-cultural, the political and the economic. Since Education is concerned with preparing learners to become responsible citizens, there is a great need for student-teachers to acquire a basic understanding of ICT. Trainees should develop teaching materials employing the technologies that they will be using in their classrooms, design assignments and exercises, and participate in discussions about the sequencing of content. Trainees should also be guided to work in teams (Kader, 2008). It takes more than a course in a teacher education program for pre-service teachers to get well prepared as future teachers who can effectively integrate ICT into their course design and classroom teaching. (Zuochen Zhang, 2014)

The adoption and use of IT in teacher Education have a positive impact on teaching, learning, and research. It will increase flexibility so that teacher educators and pupil teachers can access the information regardless of time and geographical barriers. It can influence the way teaching in the classrooms. It would provide the rich environment and motivation for teaching learning process which seems to have a profound impact on activates of teacher education. So Information technology plays a vital role in developing various skills among teacher trainees and developing competency among teacher educators. (Somashekhara. M and Jagannath K. Dange, 2016)

There is Technological revolution in Teacher Education. There is a shift from e- Learning 1.0 (Online learning) to e-Learning 2.0 (Tweets, Face-book) to e-Learning 3.0 (Semantic Web), that is from content to community to Artificial Intelligence. There is a quick shift from web-1 to web-2 to web-3. We have initiated into Open Education, Open Course Ware, Open Source Sam are, Open Content and Open Research. There are proposals for e- Teacher Education. Smart Classrooms are emerging, where-in; we have e-learning and e-

testing. Terms like Wad, e-Book, E-Reader' E-News letter, Webinar is widely used Digital Lesson Designs and e-Port folios have become common features. (Jagannath K. Dange, 2016)

There are many open source applications which are great resource for educators not only because they are free, but many times we can find specific applications for our student's needs. Teachers in India now started using technology in the class room. Laptops, LCD projector, Desktop, EDUCOM, Smart classes, Memory sticks are becoming the common media for teacher education institutions. So we should use information & communication Technology in Teacher Education in 21st Century as because now teachers only can create a bright future for students (Baishakhi Bhattacharjee and Kamal Deb, 2016). The use of ICTs is most definitely not a cheap solution for teacher education, but by facilitating the creation of new types of learning environment, by supporting distance based models of teacher training, and by opening up a wealth of new educational resources, it has a very significant role to play. (Tim Unwin, 2004).

Role of ICT in Teacher Education

Based on various shifting needs of our society now emphasis is also given to the various educational theory and educational practices. According to Educational theories and practices changes also occur in teacher education. It is acceptable that teacher education must include new technology. Teachers should also know the right attitudes and values, besides being proficient in skills related to teaching. Now-a-days new trends in teacher education are Inter- disciplinary Approach, Correspondence courses, orientation courses etc. Simulated Teaching, Micro Teaching, Programmed Instruction, Team Teaching are also used in teacher education. Now-a-day Action Research also implemented in Teacher Education. ICT acts as the gateway to the world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development.

- ❖ According to Baishakhi Bhattacharjee and Kamal Deb (2010) ICT helps teachers in both pre-service and in-Service teachers training.
- ❖ ICT also helps teachers to access with institutions and Universities, NCERT, NAAC, NCTE and UGC etc.
- ❖ It also helps in effective use of ICT software and hardware for teaching – learning process.
- ❖ It helps in improve Teaching skill, helps in innovative Teaching.
- ❖ It helps in effectiveness of classroom.
- ❖ It also helps in improving professional Development and Educational management as well as enhances Active Learning of teacher Trainees.
- ❖ It is now replacing the ancient technology. As we know now-a day's students are always have competitive mind. So teacher must have the knowledge of the subject. This can be done through ICT.
- ❖ ICT helps teachers in preparation for teaching.
- ❖ In order to introduce ICT in pre-service teacher education different methods and strategies are applied. Different tools are used such as word processing, Database, Spreadsheet etc.
- ❖ Various technology based plans are used to help the teachers for their practice teaching.
- ❖ ICT prepares teacher for the use of their skills in the real classroom situation and also make students for their future occupation and social life. ICT used as an „assisting tool “ for example while making assignments, communicating, collecting data & documentation, and conducting research. Typically, ICT is used independently from the subject matter.
- ❖ ICT as a medium for teaching and learning. It is a tool for teaching and learning itself, the medium through which teachers can teach and learners can learn.
- ❖ It appears in many different forms, such as drill and practice exercises, in simulations and educational networks.
- ❖ ICT as a popular tool for organisation and management in Institutions. Teachers must provide technological support to learn using motion picture, animation, simulation training which helped student teachers to give model presentation.
- ❖ If the teacher is highly equipped with technology, the student will also be equipped with technology.
- ❖ It removes the traditional method of teaching and prepare teacher to apply modern method of teaching.
- ❖ ICT is plays an important role in student evaluation.
- ❖ ICT is store house of educational institution because all educational information can safely store through ICT.
- ❖ ICT helps Teacher to communicate properly with their students. So ICT bridge the gap between teacher and students.
- ❖ ICT helps Teacher to pass information to students within a very little time. ICT helps Teacher to design educational environment.

- ❖ ICT helps Teacher to identify creative child in educational institute.

Conclusion

Teaching occupies noble place in the society. ICT helps the teacher to bring up-to-date the new knowledge, skills to use the new digital tools and resources. By using and acquiring the knowledge of ICT, student teacher will become effective teachers. ICT is one of the major factors for producing the rapid changes in the field of Education. It can change the nature of education and roles of students and teacher in teaching learning process. Teachers in India now started using Laptops, LCD projector, Desktop, Smart classes, Memory sticks are becoming the common media for teacher education institutions. ICT is becoming the main media to deliver the information to the learners and it helps to reach more and more number of learners through web. Hence, ICT helps to reach the unreachable.

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Benefits of Yogic Practices for Students of Secondary School

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ABSTRACT: *Yoga is a spiritual science of self-realization. It comes from India and goes back over five thousand of Year's. The Indian sage Patanjali, in his yoga sutra defines yoga as the control of the activities of the Mind; yoga methods encompass the entire field of our existence, from the physical, emotional and mental to the spiritual. The philosophy of yoga is practical and applicable in our day -to-day living. One of the important by-products of yogic way of living is attainment of health and well being. Today many schools are offering mindfulness programs to help reduce stress, improve mood and promote physical fitness. Students are the jewels of the society. Through yoga education's, the students are introduced to the social norms of their social group with values. Asana's aimed at improving blood circulation and a healthy nervous system will help the body to extend and eventually fully relax. The practice of yoga matures and students learn how to accommodate the physical limitations with the healthy habits to strength, flexibility and balance.*

1. Introduction

Increased stress, depression and anxiety are the features of modern lifestyle. Practicing yoga is beneficial for students. Yoga is a system of training mind, body and spirit in a spiritual way with a supreme consciousness. Adolescence is an important time for the development of mental health, including healthy coping response to stress. Several types of school-based stress management and wellness programs have been developed. Practicing yoga strengthen and elasticizes the muscles and also massages the internal organs. There by the metabolic system is balanced by improving the physical and mental alertness, emotional balance. Research's suggest that yoga as an intellectual and mental exercise, improves health feeling. With the regular practice of yoga students learn how to accommodate the physical limitations. Yoga education can enhance all the activities of the students, be it academic or sports or social. Yoga techniques provides improved attention in studies, better stamina for sports and balanced attitude and awareness for society.

Role of Yoga in Education:

Yoga is basically the most important ancient art that aims towards building the healthy mind within the healthy body and also consider in harmonizing the system which rejuvenates healthy mind as well as healthy body . The great saint Pathanjali have mentioned that , yoga to be a universal attribute of mind which enhances the physical , mental and spiritual status of human body. The balanced development of these factors led the condition where an individual enhances the positive feeling towards the life . Many schools were implemented yoga education . The basic advantage of yoga education are it helps the students to deal with difficulties , stress , distraction , conflicts faced by the students. The yoga education also results in the growth of psychology of an individual.

Importance of Yoga for Students:

The concept of yoga revolves around the practical aspects of philosophy which helps the students to perform their daily duties in the day to day lives . The main features of yoga which helps to establish positive impact on the students :

1. To enhance the self awareness within the individual.
2. Yoga provides ease to respiratory system , cardio-vascular system, neuro-muscular system, skeletal system , endocrinal system to enhance the determination within the individual.
3. It promotes will power within the individual.
4. It promotes uniqueness within the individual.
5. Yoga helps to the individual to enhance the stress managing disorders.
6. It unfold the physical, mental and spiritual attribute to inculcate the social as well as the ecological awareness within the individual.
7. Yoga helps the students in treating the physical disorders and make them active.

8. Yoga helps to improve concentration which helps the individual academic growth .

Benefits of Yogasana for Secondary School Students:

It is even more challenging to cope with health conditions. On a psychological level, “yoga helps to cultivate mindfulness by shifting your awareness to the sensations, thoughts and emotions that accompany a given pose. “Yogic asana is beneficial in following ways,

❖ Complete massage to the body.

Yogasana helps to increase the blood circulation from head to foot areas. yoga postures stimulate the nervous system, bring more oxygen to the different cells of the body.

❖ Enhances the endocrine glands.

Yoga poses stimulates and balances endocrine function. Asanas like Chakrasana, Dhanurasana, Sarvangasana, stimulates endocrine glands which helps to maintain mental growth, mineral balance, heart rate regulation, muscular and skeletal growth, sexual development and metabolism.

❖ Helps to adjust reproductive organs.

Yoga workout to relax, better align your pelvis and increases the blood flow to the reproductive organs. Yogasana like Ustrasana, Baddakonasana, Padahastasana has beneficial effects on reproductive organs.

❖ Increases metabolism activities.

Metabolism refers to all the chemical and physical process in the body that either utilizes or convert the energy. Asana like Vrikshasana, Bhujangasana, Sarvangasna are the perfect poses for metabolism activities.

❖ To reduce stress and anger.

Oxytocin hormone is a great way to build relationship where as Cortisol hormone reduces stress. Yogasanas like Naukasana , Padahastasana , Baddakonasana stimulates these hormones . Reducing stress also enables the immune system to perform more effectively.

❖ Improves flexibility and strength the muscles.

Practicing yoga can strength the bones, muscles and also promotes flexibility. Asana’s like Suryanamaskara , Vakrasana , Trikonasana are helpful to enhances the flexibility and strengthening the muscles .

❖ Develops discipline and self-regulation.

Yoga is taught with mindfulness over traditional physical activities and also provides skills to navigate challenges well beyond teenage years. Meditation helps to develop individual’s discipline.

Educational Implications

Yoga helps them to lead a better life style as they grow up. Here are some of the benefits of yoga for the secondary students:

- Students are very stressed individuals. Regular practice of yoga lowers the stress and anxiety and subsequently improved academic performance.
- Yoga helps to improve the memory function in both adult and children, a direct benefit of which would be a better academic performance in students.
- As the students were sitting down for long hours at a time. The poor postures lead to major anatomic problems. The practice of yoga enhances flexibility and improves balance to the whole body.
- Yoga promotes healing from the inside rather than looking good on the outside. It teaches the students how to respect and love their bodies.
- By practicing pranayama, students learn to the anxiety and manage the different aspects of life. the peace of mind stimulates to release good hormones.
- Through the controlled breathing, yoga teaches the students, self-control. As a result, they do not react impulsively and make rational decisions when required.
- Regular practice of yoga maintains good health, students are less likely to remain absent from school. Students actively participate in the learning activities which helps to develop good relationship between the students and the teacher.
- Through asana students build strength, confidence and also concentration for better academics and for social where they grow up.

Conclusion

A yoga practice can provide students with both obvious and unexpected benefits for mind, body and spirit. Adolescence shapes the entire life time of a child to undergo major changes of the body and mind. Hence regular practice of yoga not only helps to develop a healthy body but also deal with the psychological

changes. Yoga aids in developing muscular strength. avoids obesity, balancing hormones. Practicing Pranayama and meditation during menopause helps to balance the hormones. The benefits of yoga are like tip of an ice berg in the sea but help to live healthy .Finally, yoga helps to achieve peace of mind.

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The Role of Social and Emotional Learning in Academic Success

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ABSTRACT: *Education is a life-long process of receiving or giving systematic instruction, especially at a school or college. "Education is the process of facilitating learning or the acquisition of knowledge skills, values, beliefs and habits in this process Socially& Emotionally feelings helps students to acquire knowledge, competences or values. The role of the Social and emotional learning is a paramount importance in the education system. Social and Emotional Learning (SEL) is an educational movement that is gaining ground throughout the world. We can define SEL as the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others. And School will be most successful in their educational mission when they integrate efforts to promote children's academic, Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. In this paper demonstrated the significant role of SEL in promoting healthy student development and academic achievement. A number of SEL instructional approaches can be used to promote school achievement&five keys to successful SEL. That they promote positive development and reduce problem behaviors, and that they improve students' academic achievement&teachers SEL for application to daily life.*

Keywords: *Social and Emotional learning, Academic, Approaches.*

1. Introduction

Schools will be most successful in their educational mission when they integrate efforts to promote children's academic, social, and emotional learning (Elias et al., [1997](#)). Social and emotional learning has a critical role in improving children's academic performance and lifelong learning. Today's schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. Educators and community agencies serve students with different motivation for engaging in learning, behaving positively, and performing academically. There is general agreement that it is important for schools to foster children's social emotional development but all too often educators think about his focus in a fragmented manner either as an important end in-itself or as a contributor to enhancing children's health, safety, citizenship. Although Social and emotional learning plays important role in influencing these non-academic outcomes SEL also has a critical role in improving children's academic performance & life-long learning. This subjects make a compelling conceptual & empirical case for linking SEL to improved school attitudes, behavior & performance. Innately schools are social process student do not alone but rather in collaboration with their teachers in the company of their peers, & with the support of their families. Emotions can facilitate their learning & their ultimate success in school. Because Social & Emotional factors play such an important role, schools must attend to this aspect of the educational process for the benefit of all students. There are a long history of schools focusing on areas such as social responsibility & moral character & learning behaving responsibly in the classroom have been seen as causally related with positive intellectual outcomes. SEL is the process through which we learn to recognize & manage emotions, care about others make good decisions behave ethically and develop positive relationships & avoid negative behaviors.

Defining Social and Emotional learning

The concept of Social and Emotional learning derives from the work of **Goleman (1995)** & others (**Salovey & Mayer**) on emotional intelligence. It generally refers to learning those skills involved in being self-confident & motivated, knowing what behaviors are expected, curbing impulses to misbehave being able to wait, following directions, knowing how to ask for help expressing needs & getting along with others.

According to Daniel Goleman: Multiple research studies reported social emotional learning programs pay the way for better academic learning. They teach children social & emotional skills that are intimately linked with cognitive development. In the deal learning environment, children are focused fully attentive, motivated, and engaged, & enjoy their work. Such a class room climate can be one benefit of SEL. Similarly

caring relationships with teachers & other students increase students desire to learn, school family partnerships help students to do better and students who are more confident in their abilities try harder.

Social emotional learning is integral element of education in an increasing no of schools. And such instruction is consistent with teacher education standards SEL is the process through which we learn to recognize & manage emotions , care about others make good decisions, behave ethically , and develop positive relationships, & negative behaviors. These characteristics need to be developed for our children to be successful not only in school but in life. Those who do not possess these skills are less likely to succeed. They are particularly important for them to become responsible, contributing citizens, they are ideal settings in which to promote children social emotional as well as academic development.

The need to address the social emotional challenges that interfere with student connecting to and performance in school is critical. Issues such as discipline disaffection lack of commitment alienation & dropping out of frequently limit success in school. Related to the need for instruction the many new professional entering the teaching force classroom more effectively, to teacher their student better & cope of successfully with students who are challenging. Moreover such skill likely will help these teachers to manage their own stress more effectively & to engage in problem solving more skill fully in their own lives.

Social &emotional education involves teaching children to be self – aware, socially cognizant, able to make responsible decisions & competent in self -management so as foster their academic success. Social skills that enable them to carry out solution effectively with others feel motivated to succeed, to believe in their success, to communicate well with teachers, to set academic goals to organize themselves to achieve these goals to overcome obstacles & so forth. In sum, their attachment to school & commitment to academic can be fostered so that they lead to effective school performance.

Five Keys to Successful SEL

SEL not only improves achievement by an average of 11 percentile points, but it also increases pro social behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students. Effective social and emotional learning programming involves coordinated classroom, school wide, family, and community practices that help students develop the following skills. These competencies provide the foundation for maintaining high-quality social relationships and for responding to the challenges of life.

1. Self-Awareness

- What causes those thoughts and feelings?
- How can I express my thoughts and feelings respectfully?
- Self-awareness involves understanding one's own emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having positive mindsets, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

2. Self-Management

- What different responses can I have to an event?
 - How can I respond to an event as constructively as possible?
- Self-management requires skills and attitudes that facilitate the ability to regulate one's own emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through challenges in order to achieve personal and educational goals.

3. Social Awareness

- How can I better understand other people's thoughts and feelings?
 - How can I better understand why people feel and think the way they do?
- Social awareness involves the ability to understand, empathize, and feel compassion for those with different backgrounds or cultures. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports.

4. Relationship Skills

- How can I adjust my actions so that my interactions with different people turn out well?
- How can I communicate my expectations to other people?

Relationship skills help students establish and maintain healthy and rewarding relationships, and to act in accordance with social norms. These skills involve communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.

5. Responsible Decision Making

- What consequences will my actions have on myself and others?
- How do my choices align with my values?
- How can I solve problems creatively?

Responsible decision making involves learning how to make constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to consider ethical standards, safety concerns, accurate behavioral norms for risky behaviors, the health and well-being of self and others, and to make realistic evaluation of various actions' consequences.

A number of SEL instructional approaches can be used to promote school achievement,

The intentions of social-emotional learning (SEL) programs are good—and so are the results. With outcomes like increased academic success, improved relationships with peers and teachers, and decreased risky behavior, few could deny that implementing SEL in schools is a win-win situation.

- First, there are specific SEL curricula that address content areas such as substance abuse or bullying.
- Second social emotional skill also can be infused into the regular academic curriculum so that academic & SEL skills are coordinated & reinforce one another.
- A Third approach students thus may be more engaged , feel more attachment, & exert greater effort, closer relationship & better communication with teacher may result, and students may be able to seek help when they need it, which can lead to better discipline and a more orderly . Environment in which students may be better able to seek help when they need it. Which can lead to better discipline & a more orderly. Environment in which students can learn better.
- Fourth approach cooperating learning , within not only academic learning but they also develop important skills in negotiation & conflict resolution & peer culture for supporting academic achievement is developed.
- Fifth approach is the informal curriculum such as the learning that takes place in morning meeting playground or in extra-curricular activities is used as a basis for improving behaviors so students are better able to participate in the classroom in the classroom and thus become more effective learners.
- Sixth approach is partnership between parents & teachers such efforts to create good social relationships can help make expectations clearer & also provide additional support and encouragement for student learning.
- Finally engaging students actively & experientially in the learning process can be highly beneficial.

The SEL approach defends that, as with academic skills, the development of social and emotional competencies must be accomplished through explicit instruction. According to Weissberg et al. (2015) one of the most prevalent SEL approaches “involves training teachers to deliver explicit lessons that teach social and emotional skills, then finding opportunities for students to reinforce their use throughout the day” (2015, p. 8). The development of social and emotional competences in the SEL approach occurs within and outside the classroom in a school context, but also at the family, community, and political levels (Weissberg et al., 2015). Teachers must be the engine that drives SEL programs. The success of SEL programs is directly related to teachers' beliefs and their well-being. Hence the importance of teacher training in SEL and the importance of explicitly promoting SEL in initial teacher training

Teachers SEL for Application to Daily Life

- Instruction in broad range of social emotional skills knowledge & attitudes provided in developmentally and socioculturally appropriate ways .
- Personal and social applications encourage generalization to multiple problem areas & settings .
- Helps develop positive respectful , ethical , attitudes & values about self others work , & citizenship.
- Skills include recognizing & managing emotions appreciating perspectives of others , setting positive goals making responsible decisions & handling interpersonal interactions effectively.

Conclusion

Totally social and emotional learning boost-school success to students. A clear evidence supported case is made that SEL as an enabling component fosters academic learning. The content offer educators policy makers, university trainers, & practitioners important guidance & useful tools that can be applied to improve the lives of today's students & tomorrow's leader. Our goal is to share the knowledge base regarding how SEL can improve children's academic performance. Similarly, other important outcomes that we want for children. The success of SEL programs is directly related to teachers' beliefs and their well-being. Hence the importance of teacher training in SEL and the importance of explicitly promoting SEL in initial teacher training.

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Distance Education: A Bird View

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ABSTRACT: *Distance Education, or distance learning, is a field of education that focuses on the pedagogy and andragogy, technology, and instructional systems design that aims to deliver education to students who are not physically "on site". The present study talks about the nature of Distance Education. It shows the main attributes which recognize distance from conventional education. It shows the need and significance of distance education. It talks about the new technologies by which this type of education is actualized. The study also summarizes the advantages and disadvantages of distance education.*

1. Introduction

Distance Education "is a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both." In other words, distance learning is the process of creating an educational experience of equal qualitative value for the learner to best suit their needs outside the classroom. Transaction of the curriculum is effected by means of specially prepared materials (self-study (learning) materials) which are delivered to the learners at their doorstep through various media such as print, television, radio, satellite, audio/video tapes, CD-ROMs, Internet and World Wide Web etc. Also a technological medium replaces the inter-personal communication of conventional classroom based education that takes place between the teacher and the learners. Communication between the institution, teacher and learners is mainly through electronic media (telephone, interactive radio counseling, teleconferencing, videoconferencing, chat sessions, email, website etc) and also through postal correspondence and limited face to face contact sessions held at Study Centres that are set up by the DE institutions as close to the learners' homes as possible.

Distance Education is an educational innovation to meet the ever increasing and diversified educational needs and demands of the society which are sequel to changing social, economic, and other conditions on one hand and technological developments on the other. Communication technology has widened the scope of educational technology and enhanced the efficiency of educational communication coupled with accuracy and speed of feedback. As a result of this, it has become possible to offer a variety of educational programmes to different sections or groups of people through various media of communication. Alternatively, we can even offer the same in one medium only or in each of the available media to a particular target group or to different groups.

History of Distance Education

The idea of distance education originates from the nineteenth century. Distance education used available communication technologies in these years – correspondence via mail. The mail services were inexpensive way of communication and they were at the root of distance education. Teachers sent materials such as lectures, instructions, assignments to learners by mail. The learners returned completed assignments to the teacher. He corrected, evaluated and sent them back to the participants in the course.

In 1840 in Great Britain Isaak Pitman implemented distance education shorthand via correspondence. During the same time language courses were carried out in Germany via correspondence. In 1873 in the USA Anna Ticknor created a society, which provided learning opportunities to women in their homes.

The introduction of new technologies such as radio and TV set a new stage for the development of distance education. Audio and video materials became part of education along with printed materials. This allowed for visualization of education and increased its effectiveness.

The development of distance education is based on the development of digital technologies and usage of Internet as an educational environment. The interaction and communication among participants in education are widely used and as a result we observe more effective learning.

Nature and Characteristics of Distance Learning

Distance education is a form of education in which the participants in educational process– teacher and learners are physically separated and communicate by different means and at different times. From this definition we can differentiate the main characteristics of distance education:

- Separation of teacher and student
- Influence of an educational organization
- Use of technical media
- Provision of two way communication
- Absence of group learning
- Participation in the most industrialized form of education.
- Characteristics of Distance Learning

Examining the nature of distance education we can indicate its special features, which distinguish it from traditional education

- **Sociability:** distance education satisfies the continuously changing needs of society for educated staff in different fields of human activities;
- **Flexibility factor:** Flexible education is what everyone wants and distance learning offers you the same.
- **Explosion of knowledge:** There is explosion of knowledge because of rapid scientific and technological developments. The formal system of education on account of its rigidity and high cost, finds it difficult to incorporate new changes speedily as desired.

Need & Importance of Distance Education

Distance Education has become most popular today. There were a lot of boundaries in the formal education system, which a lot of students are not able to undertake. And hence they are getting enticed towards distance education. Convenient education, study from home, high quality & less cost is included, earning while learning are some of the most advance benefits of distance learning. Following are needs and importance of quality distance education:

- **Explosion of knowledge:** There is explosion of knowledge because of rapid scientific and technological developments. The formal system of education on account of its rigidity and high cost, finds it difficult to incorporate new changes speedily as desired.
- **Rapid growth of education:** With the advancement of education & technology, it is almost impossible to incorporate new changes through formal education.
- **Education for all ages:** Distance education is for people of any ages.
- **Financial Circumstances:** Distance learning is also highly accepted in India because of financial & family responsibilities of many young candidates.
- **Earning while Learning:** Distance education is especially needed for those who want to learn while learning.
- **Desire to Improve Qualifications:** There are many people who want to improve their education qualification while they are in jobs. Distance learning provides opportunities to such people to improve their qualifications.
- **Universal Education:** Distance learning is needed to achieve the cherished goal of the nation for universalization of education.
- **Self – Improvement:** Distance learning is needed from the point of view of self-learning and self-improvement of an individual who, otherwise is deprived of receiving proper education.

Distance Education Technologies

The improvement of Distance education is identified with the advancement of new information and communication technology. A portion of the current technologies are an expansion to customary training, while others can substitute it altogether. A few technologies don't give communication between students, others do in different structures. Another perspective is that a few technologies accentuate synchronous education – learning and communication continuously, others – asynchronous education – self-pace learning. The different technologies utilized in distance education can be partitioned into four classes: print, audio, video and computer. However, many of the technologies overlap into more than one category.

Print Technologies

In the opening phases of distance education correspondence via mail was the fundamental conveyance strategy to students. The print materials included books, course readings, and manuals. The advantages of the print materials are identified with the open door for adaptability to learn in helpful time and spot for students who can get familiar with claim pace. Most learners are very comfortable using print materials, which are easy to use. The disadvantages result from slow speed of delivery of materials, and the lack of communication and feedback between the participants in the educational process. The print materials are static and they don't utilize sight and sound items.

Audio Technologies

This gathering incorporates sound tapes, radio, phone, and audio conference. With sound materials we can exhibit diverse approaches to learn specific skill by students. A portion of the sound materials give two-way association and this expands communication between the members in the training procedure. The majority of the sound advancements are moderately reasonable. They are effectively open and simple to utilize. The principle drawback of sound advancements is that theoretical and progressively convoluted ideas are hard to comprehend without video materials and visual contact with the educator. Then again, sound meetings require synchronization between the instructor and students and now and then this is badly designed.

Video technologies

This group contains video tapes, satellite and link projects, and video conferences. Video materials permit audio and video communications which make distance education similar to traditional education. Video technologies empower eye to eye collaboration among educator and students and among students. Video technologies consolidate pictures, advanced and simple information. They are costly and require a lot of arranging, readiness and must be planned.

Computer technologies

The utilization of computer technologies in education gives an open door for computer information stockpiling of learning materials and availability around the globe. Computer materials can contain content, illustrations, sound, and video. Computer technologies permit high level of interactivity and quick feedback. In end we could state that there are numerous technologies for conveying of learning content. Technology is an imperative factor in accomplishing effective learning. The deciding operators when we pick the technology to actualize distance education are the objectives, goals, the points of interest of education and the planned instructive group.

Advantages of Distance Education

Here given are the some **advantages** of distance learning:

- **Lots of flexibility:** With distance learning courses, students can complete their course work from just about anywhere, provided there's a computer and internet connection. This allows students to work when and where it is more convenient for them without having to squeeze in scheduled classes to an already busy life.
- **Cost Factor:** Distance education cuts down expenses for learners and for the institution which organizes this form of education.
- **Easy availability:** Majority of Educational institutes generally have Directorate Distance Education. These facilitate the organization and the process a Distance Learning a viable option.
- **Technological Facilitation:** the increase use of the internet has facilitated Distance Education in more than one way. Through internet one can not only get study material but they can also apply and get admission in their choice of institutes. Online software and programs are to some extent replicating the classroom setting.

Disadvantages of Distance Education

Distance education has some disadvantages

- **Lack of social interaction:** If the classroom environment is what you love most about learning you may want to take a step back and reconsider distance learning. You'll likely get some interaction on chat rooms, discussion boards and through email, but the experience will be quite different than traditional courses.

- Lack Interaction: Distance Education suffers from a major shortcoming and that is the lack or loss of interaction with other students in the classroom.
- Lack of Motivation: Many find Distance Education program don't motivate them as they don't have to attend a class every day.
- Technology problem: Many distances learning program are entirely online, or students simply submit assignment through email. Any technical problem on either the given part or receiving party can result in loss of time and energy. It can also lead to unnecessary botheration on account of technological errors.

Conclusion

Distance education turns out to be increasingly more pervasive in contemporary society. It is a fundamental piece of education regardless of its form and technologies used. In the focal point of the aim of the teachers are the necessities of the learners and their particular highlights. Numerous different methodologies for displaying the learning substance and technologies for conveying it to learners exist. Distance Education courses are viable when they are cautiously arranged in thought with learners needs and profile. The learning substance ought to be intended to be valuable to them. The suitable technologies for usage of distance education courses are chosen after that. The teacher's endeavors ought to be swung to defeating the current risk of moving the accentuation from the substance of the learning substance to the technologies for its introduction and conveying.

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Improving Reading Comprehension of Students in Primary Schools

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ABSTRACT: *We review the body of research on reading comprehension for students. First, we describe the factors that lead to the comprehension difficulties of these students. Next we describe our procedures for reviewing the literature on effective instructional methods for this population. Next we review the body of studies involving instructional methods for improving the comprehension of narrative text. This is followed by the research on techniques for improving the comprehension of expository text. We conclude with a discussion of ongoing issues in the field—in particular, (a) the increased use of socially mediated instruction, (b) the need to teach multiple strategies to students to improve comprehension, and (c) controversies in how important it is to explicitly teach specific strategies versus merely providing flexible frameworks to structure dialogue on texts read. In this article, we provide a comprehensive review of intervention research conducted over the past 20 years on comprehension instruction for students. We begin with a brief overview of current understandings of the difficulties experienced by students related to comprehending text. We then briefly outline our literature search procedures. Next we review studies investigating the efficacy of an array of teaching strategies for improving comprehension of narrative text, followed by an analysis of studies examining benefits associated with teaching strategies for understanding expository text. We conclude with a discussion of unresolved issues and directions for future research. In 1977, the term learning disabilities was included as a category of exceptionality in the Education for All Handicapped Children Act (P.L. 94-142). Since then, the percentage of students has increased steadily so that these students now constitute 7% of the school-age population and more than half of all children receiving special education services.*

Keywords: *reading comprehension, special education services, vocabulary knowledge, textual organization*

1. Introduction

Strategic Processing and Metacognition Over the years, several different conceptions of the nature of learning disabilities have influenced research and practice (Wixson & Lipson, 1991). The older idea that some deficiency in one or more of the basic components of cognitive processing causes disabilities has given way to the current view that inefficiency rather than deficiency most accurately characterizes the problems experienced by students with learning disabilities. In other words, while students with learning disabilities possess the necessary cognitive tools to effectively process information, for some reason they do so very inefficiently. Most researchers suspect that the breakdowns occur in the domain of strategic processing and metacognition (i.e., students' ability to control and manage their cognitive activities in a reflective, purposeful fashion). Many problems can arise in the strategic processing of text. For example, students may not possess appropriate strategies for problem situations. They might not realize that they should actively monitor their comprehension and consequently do not go back and reread passages that are confusing, as proficient readers do. In addition, they may not know when to use a strategy they, in fact, do possess. In fact, some comprehension strategies can be daunting to employ, especially for young children. During the 1980s, researchers focused on the metacognitive problems many students with learning disabilities experience while reading. Metacognitive ability refers to the ability to manage and control one's cognitive activities and evaluate whether or not they are performing successfully. Several instructional interventions were developed to build metacognitive awareness in students by attempting to teach them how to monitor their comprehension, thereby improving their strategic processing of material and making them more active readers.

Can failure to read strategically and to spontaneously monitor understanding of textual material be overcome by interventions that teach children successful reading strategies or other cognitive skills? Wong and Wilson (1984) demonstrated that when provided with appropriate opportunity, students with learning disabilities can learn to sort disorganized sentences into coherent clusters around subtopics. Moreover, with instruction, they seem to understand what constitutes an organized paragraph. This study was seminal in demonstrating that instruction can improve strategic processing for students with learning disabilities. Since 1984, a good deal of research has been devoted to instructional approaches that focus on the acquisition, generalization, and monitoring of the cognitive and metacognitive abilities needed for successful reading. At

the same time, theorists such as Kolligian and Sternberg (1987) note that cognitive psychologists have tended to focus too heavily on cognitive and metacognitive aspects of higher-level tasks such as reading and devote too little attention to other factors crucial to comprehension. Those factors are (a) knowledge of text structures, (b) vocabulary knowledge, (c) using background knowledge while reading, (d) the role of fluent reading in comprehension, and (e) the importance of task persistence. In the following sections we provide a brief overview of research supporting the importance of each of these factors in fostering comprehension.

Objective

This paper seeks to explore the present scenario in imparting education through reading comprehension and various methods with which this can be improved

Knowledge of Common Text Structures

Descriptive research of the 1980s helped us understand that students with learning disabilities possess limited knowledge of the different types of textual organization and structure. In particular, they displayed a limited knowledge of the differences between narrative text structure (stories) and expository text structure (designed to inform or explain).

Narrative Text Structure Children without disabilities develop a sense of how stories are typically structured, which aids in their comprehension. Much of this knowledge is developed before students learn to read, and once they begin reading on their own, they expect stories to unfold in certain ways. When they begin to read expository material, they more easily develop a set of expectations for what the structure might be like than do students with learning disabilities. Research suggests that knowledge of text structures leads students to ask relevant questions about the material they are reading as they are reading it. For example, when students know story grammar, the basic text structure for narrative texts, they recall more of the information representing major story-grammar categories than other information in the story (Hansen, 1978; Weaver & Dickinson, 1982; Williams, 1993). They also recognize which story events are closely related to the basic causal chain in a story (Wolman, 1991). In other words, story grammar knowledge helps students discern what is likely to be most relevant for understanding the story. Students with learning disabilities typically develop this knowledge of narrative text structure at a much slower rate than their peers. Using a story-production task, Cain (1996) found that students with learning disabilities showed less knowledge of story structure than did younger children matched on comprehension skill. Many interventions addressing comprehension of narrative text have been devoted to (a) building this structural knowledge of stories and then (b) teaching students how to use their knowledge of text structure to analyze the stories they read (e.g., Gurney, Gersten, Dimino, & Carnine, 1990; Idol & Croll, 1987). We discuss these studies further in the section of this article regarding interventions for narrative text.

Expository Text Structure the comprehension difficulties of students with learning disabilities may be explained, in part, by their limited knowledge of expository text structures. Seminal research by Meyer, Brandt, and Bluth (1980) found that readers who are unaware of text structure do not approach text with any particular plan of action. Consequently, they tend to retrieve information from the text in a seemingly random way. Students aware of text structure, on the other hand, tend to “chunk” or organize the text as they read. When examined by researchers, the chunks retold by proficient readers reveal the text structures used to organize the text. They differ dramatically from the rather idiosyncratic retellings of less proficient readers. Anderson and Armbruster (1984) identified six major structures for organizing expository material: (1) description (of characteristics, traits, properties or functions), (2) temporal sequence of events, (3) explanation (of concepts or terminology), (4) definition-example), (5) compare-contrast, and (6) problem-solution-effect. It is important to realize that few texts are written exactly according to any one of these six formats. Most chapters in content area texts, for example, would be considered a hybrid of several of these structures (Armbruster, Anderson, & Meyer, 1991; Dimino & Kolar, 1990). However, authors do rely on these structures as they develop passages or segments in chapters in books. Proficient readers are aware of them as they approach expository text. They use these structures for “building internal connections” or making “logical connections among ideas from the text” (Mayer, 1984, p. 32). The empirical literature provides the basis for three major conclusions concerning text structure and comprehension of expository text. First, awareness of text structure is acquired developmentally (Brown & Smiley, 1977; Danner, 1976; Englert & Hiebert, 1984). Second, some text structures are more obvious and easier for readers to comprehend (Englert & Hiebert, 1984). Third, skill at discerning text structure and then using it seems to be important for comprehension of expository text (Hiebert, Englert, & Brennan, 1983; Taylor, 1980; Taylor & Beach, 1984; Taylor & Samuels, 1983).

Reading comprehension: an appraisal

Research shows clearly that students with learning disabilities have little awareness of narrative or expository text structures, or both, and consequently experience difficulties using them as aids in comprehending text (Taylor & Williams, 1983; Wong & Wilson, 1984). For example, Wong and Wilson showed that, compared to normally developing children, students with learning disabilities were less aware of passage organization (i.e., text structure) and had more difficulty reorganizing disorganized passages than were students without learning disabilities. Both Englert and Thomas (1987) and Taylor and Williams (1983) demonstrated that children with learning disabilities have more difficulty comprehending what they read than do children without disabilities, even when the level of decoding ability is controlled. These students could not distinguish between essential and nonessential material and tended to have difficulties formulating reasonable hypotheses based on what they read (Englert & Thomas, 1987). Often their hypotheses did not show comprehension of the interrelationships communicated by a text, (i.e., the text structure). Corroborating evidence suggests that capacity to comprehend expository text may be related to the complexity of the text structures used by the authors, as well as students' capacity for using text structure to generate questions and hypotheses (Wilson & Rupley, 1997). In extending this work, Englert and Thomas (1987) demonstrated that students with learning disabilities not only lacked sensitivity to basic text structures, but also that this unawareness affected their capacity to understand expository material. Students with learning disabilities performed less well in formulating hypotheses about upcoming details based on interrelationships communicated by the text; they could not distinguish between essential and nonessential material, as Taylor and Williams (1983) had earlier found. Furthermore, the students with learning disabilities in both of these studies seemed unaware of their inability to comprehend. These effects were replicated even when the text was read aloud to the students with learning disabilities, in an effort to forestall comprehension problems stemming from decoding difficulties. Wong (1980) also demonstrated the limited abilities of students with learning disabilities to organize information on their own. She found that they recalled as many main ideas as their peers did when questions were used to prompt responses. However, they performed significantly more poorly when not provided with prompting questions. Hansen (1978) found that, compared with their normal achieving peers, students with learning disabilities did not recall as much main idea information (although the two groups performed comparably well in the amount of detail information they recalled). Both studies provide important insights that have helped guide instructional research. These studies help illuminate the relationship between knowledge of text structures and ability to read strategically. Importance of Vocabulary Knowledge Students with learning disabilities also have difficulty with much of the vocabulary used to communicate academic concepts. Understandably, comprehension depends not only on the readers' general background knowledge regarding the topic at hand, but also on their familiarity with the terminology and vocabulary used in the text (Anderson & Pearson, 1984; Bos & Anders, 1990). Students with learning disabilities typically bring less of this knowledge to the reading task than do those without disabilities, and their comprehension suffers accordingly. The relationship between reading comprehension and vocabulary knowledge is strong and unequivocal (Baumann & Kameenui, 1991; Paul & O'Rourke, 1988; Stanovich, 1986); and although the precise causal nature of the relationship is not completely understood, it does seem to be largely reciprocal. In other words, vocabulary knowledge contributes to reading comprehension (Stanovich, 1986) and grows through reading experiences (Cunningham & Stanovich, 1998). It is important to note that this relationship holds true for readers at all skill levels. Even weak readers' vocabulary knowledge is strongly correlated with the amount of reading they do (Cunningham & Stanovich, 1998). It may be somewhat surprising to learn that most researchers agree that although students do learn word meanings in the course of reading connected text, the process seems to be fairly inefficient and not especially effective (Beck & McKeown, 1991). Beck and McKeown state that "research spanning several decades has failed to uncover strong evidence that word meanings are routinely acquired from context" (p. 799). A few studies have helped illuminate the effects of learning the meaning of words through normal reading activities. For example, Jenkins, Stein, and Wysocki (1984) found that students learned the meaning of words after encountering them six or 10 times within a text. However, if students were told the definitions before reading the passage, two encounters were sufficient to produce positive effects. Jenkins and colleagues also investigated the impact of various vocabulary interventions on both word knowledge and comprehension of passages among students with learning disabilities. Pany, Jenkins, and Schreck (1982) compared several treatments that varied in the amount of direct instruction provided. Students read sentences containing target words and synonyms, read definitions of target words, and practiced using target words in sentences. Results indicated that practice was critical to optimum learning. When students practiced using the target words, they learned

more synonyms and their sentence comprehension improved, demonstrating transfer of learning. However, Pany et al. (1982) found that on two general measures of passage comprehension (a cloze test and a story-retell test), vocabulary instruction had no effect. Attempting to explain these discrepancies, the authors raised an interesting possibility. They noted that if the content of the passage is familiar to the student, knowing the meaning of every word may not be crucial. General understanding of the topic and knowledge of the text structure used in the story may help compensate for limited vocabulary knowledge.

Appropriate Use of Background Knowledge While Reading

Williams (1993) has proposed another source of difficulty for students with disabilities. In interviews geared toward understanding students' comprehension of stories that had been adapted from a natural text and their ability to identify story themes, it was found that adolescents with learning disabilities performed below the level of same-age students without learning disabilities. These adolescents performed at the same level as younger students without learning disabilities matched on scores of standardized reading comprehension. However, on one sensitive measure of theme identification (incipient awareness of theme), students with learning disabilities scored below the younger students without learning disabilities. Also, the students with learning disabilities had greater difficulty in identifying the important information during their summarization and discussion of the story than did students without disabilities, and such difficulty was associated with poorer theme identification. The findings suggest that students with learning disabilities have specific difficulty getting the point—perhaps because they build up less effective text representations through the inappropriate use of background knowledge or the intrusion of personal points of view. Another study involving adolescents with learning (Williams, 1991) drew the same conclusion. This study also involved narrative text. The frequency of idiosyncratically identifying important points of the story correlated negatively with the number of appropriate predictions (based on text information) of what the main character would do to solve a particular problem. That is, students who tended idiosyncratically to introduce into stories inaccurate or irrelevant information also had more difficulty making accurate predictions based on story content. This difficulty is sometimes called cognitive inhibition and directly relates to difficulties in monitoring cognitive processes. Bos and Anders (1990) have also stressed how limited or fragmented knowledge of the topics covered in readings, especially expository readings, has a detrimental effect on students' comprehension. They argue that teachers need to spend time building students' knowledge of the topics before reading.

Improving Comprehension of Expository Text

Obviously, as readers progress through school, the demands and expectations placed on them change. For students in the early grades, teachers rely heavily on stories for reading instruction (Nichols, 1995; Wilson & Rupley, 1997). However, when children enter the fourth grade, they are increasingly expected to work with expository material—i.e., material about history, science, geography, social studies, and other disciplines (Wilson & Rupley, 1997). In fact, most reading beyond the primary grades involves expository text, as does most reading that adults find necessary to succeed at work and everyday life (Stanovich & Siegel, 1994). Science, technological knowledge, and information about basic economic and social science principles are acquired, for the most part, by reading expository material. Such written material becomes increasingly important as American society becomes technologically more advanced (Lapp, Flood, & Ranck-Buhr, 1995). Unfortunately, however, expository text often is so dense with information and unfamiliar technical vocabulary that students must perform fairly complex cognitive tasks to extract, summarize, and synthesize its content (Lapp et al., 1995). Indeed, research shows that the comprehension of expository material, more often than not, poses greater challenges for readers than narrative material does (Hidi & Hildyard, 1983; McCutchen & Perfetti, 1982). This is true for at least three reasons. First, as Bereiter and Scardamalia (1987) note, expository text involves reading long passages without prompts from a conversational partner. This contrasts not only with narrative text, wherein dialogue is interspersed frequently throughout the text, but also with children's oral language experiences. Second, as Stein and Trabasso (1981) suggest, the logical-causal arguments typical of expository text structure are more abstract than are the events that characterize narratives. The third reason, which receives the most attention in the field of reading comprehension, is that expository texts use more complicated and varied structures than do narratives (Kucan & Beck, 1997). Although it is clear that students with learning disabilities require careful guidance when learning how to extract relevant information from expository texts, conventional instruction rarely provides such guidance (Englert & Thomas, 1987). In the following section, we explore and evaluate interventions designed to improve students' strategic reading skills. The major method investigated for enhancing student

comprehension of expository text is strategy instruction, which is based on the assumption that readers must cope with a broad range of texts. Rather than circumvent, modify, or supplement text, the focus of strategy instruction is to improve how readers attack expository material, to become more deliberate and active in processing it. In discussing research on this method, we first present investigations of single strategies and then examine studies of multiple strategies. The studies to be discussed in this section appear in Table 2. Before proceeding, however, we want to clarify the scope of our discussion. Text structure and readers' strategic behavior are only two factors associated with the comprehension of expository text. Two other major contributors to students' understanding of expository text (a) prior knowledge, that is, the general knowledge and pertinent topic information they bring to the material, and (b) decoding—have been addressed earlier.

Recurring Problems and Issues in Comprehension Research

Even during the earliest years of research, concerns quickly emerged that text structures (e.g., story grammar, compare–contrast, problem–solution, cause–effect, and explanation) would be able to form the core of instructional interventions. In fact, some of the intervention studies we reviewed, especially for narrative text, relied on explicit teaching of text-structure knowledge to students with learning disabilities. As described in this literature review, results were promising. Yet, it is important to note that many texts do not easily fit into one of the text structures. The situation for expository text is far more problematic. As Dimino and Kolar (1990) and Armbruster et al. (1987) have noted, many of the expository texts that students read tended to have a mixed text structure (e.g., some cause-effect, but a good deal of explanation or description or sequence). Also, the most prevalent text structures—explanation, description, and sequence—do not easily promote deep levels of analysis. In contrast, work with text structures, such as cause–effect, problem– solution, or compare–contrast, force students to review, reorganize, and integrate the information in the passage to answer the types of questions that promote deeper levels of processing. Examples of these kinds of question might be “What really is the major problem that African Americans faced in the South in the 1950s?” and “What does this passage tell me about similarities between the Serbs and the Kosavars?” For example, Armbruster et al. (1991) noted that when teachers developed text structure maps for descriptive or explanatory passages, “They seemed to offer few major conceptual understandings or overarching principles” (p. 413). On the other hand, when the problem–solution, cause–effect, or compare–contrast text structure was the appropriate one for the passage, there was the potential to accomplish an array of important cognitive activities. Activities included separating out essential from inessential details, deciding on the most important concepts in the passage, organizing material into a coherent mental structure, and thinking through and articulating “the logical relations between the ideas in the text” (p.411). Another major concern was determining the best means for conveying to less proficient readers the strategies used by more proficient readers. From the onset, it seemed awkward to formally teach these extracted strategies to students in a didactic way. At best, the strategies represented crude approximations of steps used occasionally by some expert readers. Some researchers have argued that these formulations of what competent readers do were a good starting point for research but ultimately became stifling. In essence, they were too contrived.

Directions for Future Research

Other key questions for exploration include the following: How much teacher modeling is needed, as a function of text type, to ensure mastery of different strategies? What student characteristics predict the amount of modeling required? How much teacher feedback and monitoring is required, again as a function of text type, to ensure mastery of different strategies, and what student characteristics predict the required amount of teacher feedback and modeling? Does the use of multiple strategies enhance transfer effects beyond effects achieved through the use of single strategies? How does treatment duration mediate the extent to which effects are maintained? .Other directions for future research can be gleaned from a recent meta-analysis conducted by Swanson and Hoskyn (1998). They looked at all instructional intervention research in the field of learning disabilities. Using multiple regression, Swanson and Hoskyn concluded that a trio of instructional variables (out of 20 possible instructional components) explained virtually all of the common variance in outcomes. The three instructional components consistently linked to the highest effect sizes were controlling task difficulty, use of small interactive groups, and directed response questioning (e.g., teachers directing students to ask questions using a specified language or format). These three instructional variables seemed to work in concert to produce the largest degree of student learning, regardless of domain. Two cornerstones of the reading comprehension research seem to be (a) use of small, interactive groups and

(b) teaching of specific formats for students' generation of questions about the text. Yet, rarely do researchers attempt to separate out the relative impact of these two factors.

Conclusion

It is possible that this combination of approaches also has a positive effect on the critical issue of task persistence, especially in the comprehension of expository text. Increasingly, theorists such as Sternberg (see Kolligian & Sternberg, 1987) and De Witz (1997) and empirical researchers such as McKinney et al. (1993) are suggesting that the role of task persistence may be at least as important as knowledge of cognitive and metacognitive strategies in making sense out of complex expository text. Techniques or instructional arrangements, such as peer-mediated instruction, increase students' opportunities to verbalize what they are learning and to receive feedback, encouragement, or both, from peers. This may have a salutary effect on comprehension performance and students' determination to persevere in the face of a difficult task. So, too, the various scaffolds and organizers described in the preceding sections may help students persevere in the sometimes arduous, often nebulous task of text comprehension. These scaffolds and organizers allow students who see the big picture to see how the pieces fit together, and they may simply see that there is an end in sight.

Another important question is whether comprehension instruction should ever be broken down into a series of steps. Some prominent comprehension researchers (e.g., Beck, 1997) argue that a more fluid discussion of text, whereby the teacher models the wide array of strategies important for making sense of text, is a potentially better method than using direct or explicit instruction in well-defined strategies. But these recommendations have not been made in the context of best practice for students with learning disabilities. After more research has been done, we may conclude that these recommendations are appropriate for many or even most children; yet, the special needs of students with learning disabilities may demand a more explicit instructional focus. Indeed, the intervention studies reviewed in the article suggest that for this population, more structured, explicit instruction in well-defined strategies will be desirable. Clearly, a rich and ambitious research program will give practitioners needed guidance about how to further improve the comprehension of expository and narrative text among students with learning disabilities. Research is also needed to determine the nature of professional development strategies that support teachers in their implementation of these relatively complex reading comprehension interventions. Assessment of transfer effects is a critical area for further research. We need more information about how often and how long treatments must be implemented to promote transfer and routine use—either through students' continued conscious use of strategies or by students' internalizing their use. In this regard, the year-long interventions of contemporary researchers (Englert & Tarrant, 1995; D. Fuchs et al., 1997) seem to be a step in the right direction.

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Best Innovative Practices in Teaching Learning Process

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ABSTRACT: *As we are forced to live in the world of hybrid-values enduring the onslaughts of 'enculturation', one has to be necessarily up to date with the changing phenomenon of our existence. Truly it is a time of rapid change. Within a context of rapid technological change and shifting marketing conditions, the education system is challenged with providing increased educational opportunities without increased budgets. Many educational institutions are answering this challenge by developing distance education programmes. These types of programs can provide adults with a second chance at a college education, reach those disadvantages by limited time, distance or physical disability, and update the knowledge base of workers at their places of employment.*

Many predictions have been made about the future of education, the demise of the classroom-based teacher, and an information technology lead revolution in schools, universities and organizations. This paper will look into the strategic role of interactive educational models those are designed to exploit current technological opportunities by placing the issues in context and challenging both new and traditional models.

Keywords: *Computer Assisted Instruction, Computer Managed Instruction, Computer Mediated Communication*

1. Introduction

Computers have now taken various new shapes affecting each and every walk of our life. Its' latest area of monopoly is in the spheres concerning teaching and learning. In recent years, educators have witnessed the rapid development of computer networks, dramatic improvements in the processing power of personal computers and striking advances in magnetic storage technology. These developments have made the computer a dynamic force in education, providing a new and interactive means of overcoming time and distance to reach learners. Computers affect educational organization in two ways. Firstly as a subject of study and secondly as an effective tool to be used for educational process. The present paper purposes to deal with the scope of latter. In addition it deals with the contribution of Artificial Intelligence (AI). Computer applications for education fall into four broad categories;

- ❖ **Computer Assisted Instruction (CAI)** – uses the computer as a self-contained teaching machine to present discrete lessons to achieve specific but limited education objectives. There are several CAI modes, including: drill and practice, tutorial, simulations and games, and problem-solving.
- ❖ **Computer Managed Instruction (CMI)** – uses the computer's branching, storage, and retrieval capabilities to organize instruction and track student records and progress. The instruction need not be delivered via computer although often CAI (the instructional component) is combined with CMI.
- ❖ **Computer Mediated Communication (CMC)** – describes computer applications that facilitate communication. Examples include electronic mail, computer conferencing, and electronic bulletin boards.
- ❖ **Computer-Based Multimedia**-Hyper Card, hypermedia, and a still-developing generation of powerful, sophisticated, and flexible computing tools have gained the attention of distance educators in recent years. The goal of computer-based multimedia is to integrate various voice, video, and computer technologies into a single, easily accessible delivery system.

It would be logic to present the theoretical information as it is hoped to provide sufficient background and confidence to develop a model program for Computer Assisted/Aided Instruction (CAI).

Instructional Methods and Technologies have always gone hand in hand

For Example

1. Oral tradition for centuries:

- i) Teacher was the only source of information, "teacher talk."
- ii) Teacher served as a role model
- iii) Teacher was the primary resource to meet individual learning needs.

2. Printing Press Discovered in 16th century:

i) Books provided more role models and multiple perspectives. ii) Exposure to books demanded that learners use critical thinking to resolve conflicting interpretations. (iii) Teachers helped learners identify books, develop critical thinking skills, interpret multiple “voices” etc. iv) Books empowered those who could read and had access to books to learn on their own, rather than be dependent on a teacher to “tell” them.

3. Photo and Video were discovered in the 19th Century:

i) Visuals transcended language and literacy problems. ii) They enabled distance education. iii) They improved learning where verbal description was not adequate. iv) Learners used a new type of critical thinking to evaluate visual information such as advertising and photojournalism. v) Teachers could select print, photo, video or some combination to best to teach content.

4. Digital and Interactive Media has been developed in 20th century:

i) New media enhances visual and verbal content. ii) It doesn't replace earlier media. iii) New media allows dynamic alteration of instruction based on learner responses. iv) The teacher's role can shift to “guide on the side” from the traditional “sage on the stage”. v) Active learners create; integrate ideas, approach learning according to their interests and learning styles.

Interactive multimedia

Interactive multimedia has been called a “hybrid technology”. It combines the storage and retrieval capabilities of computer database technology with advanced tools for viewing and manipulating these materials. Multimedia has a lot of different connotations, and definitions vary depending on the context. For the purpose of this Guide, in the context of upper secondary and post secondary education, interactive multimedia is defined by three criteria;

- ❖ Interactive Multimedia is any package of materials that includes some combination of texts, graphics, still images, animation, video, and audio;
- ❖ These materials are packaged, integrated, and linked together in some way that offers users the ability to browse, navigate and analyze these materials through various searching and indexing features, as well as the capacity to annotate or personalize these materials;
- ❖ Interactive multimedia is always “reader-centered”. In interactive multimedia, the reader controls the experience of reading the material by being able to select among multiple choices, choosing unique paths and sequences through the materials. One of the key features of interactive multimedia is the ability to navigate through material in whatever ways are most meaningful for individual users.

Interactive multimedia is synonymous with another frequently used term; hypermedia. Hypermedia is the multimedia version of the term hypertext. A hypertext is defined as any non-sequential, electronic text, assembled not as a seamless sequence of material with a beginning, middle and end, but as a web of interrelated chunks' of text. In a hypertext, the reader controls the sequence of reading by choosing how to navigate among these chunks of text by various electronic links.

The term hypermedia” was coined to mean a hypertext that uses multiple media. In other words, hypermedia is a collection of multimedia materials with multiple possible arrangements and sequences. Hypertext and hypermedia are “electronic” concepts that can only exist in a computer-based environment. Only in a computer - based environment materials can be linked and organized in multiple ways simultaneously, and searched, sorted and navigated in hundreds of possible combinations by different users. These new kinds of multimedia resources consequently can serve multiple purposes for many different users. Teachers could use such a text as a resource tool, gathering background information for class lectures and discovering primary documents to enrich assignments; similarly, students, at all levels of capability could use such a resource to begin the discovery process.

Use of Interactive Multimedia in Education

1. Interactive tutorials that teach content by selecting appropriate sequencing of material based on the ongoing entry of student responses, while keeping track of student performance.
2. Electronic presentations via re-proposing videodiscs or other electronic presentation formats.
3. Computer simulations of things too dangerous, expensive, offensive, or time sensitive to experience directly.
4. Virtual reality, where 3- dimensional experiential training can simulate real situation.

5. Exploratory hypertext software (i.e., encyclopedias, databases) used for independent exploration by learners to complete research for a paper, project, or product development. They may use IMM resources to collect information on the topic or use multimedia components to create a product that melds visual, auditory, or textual information effectively to communicate a message.

Interactive Multimedia in Educational Environment

Multimedia programs being to education the extraordinary storage and delivery capabilities of computerized material. This is especially important for schools, libraries, and learning institutions where books are difficult to obtain and update. Multimedia is a powerful and efficient source for acquiring learning resources. Multimedia can also provide educational institutions access to other kinds of inaccessible materials. Interactive multimedia programs enable the user to utilize the materials through a wide variety of powerful linking, sorting, searching and interpreting activities. Each of these activities can be made to reinforce and inculcate various intellectual skills, in addition to satisfying certain cognitive needs for quality learning, such as the ability to follow through links at the immediate moment when curiosity is aroused, and the ability to view different forms of the same information side-by-side.

Although “revolutionize” may be a bit optimistic, interactive multimedia is a promising medium for reinforcing, extending and “supplementing” what goes on in the classroom with print materials, lectures and classroom discussions.

Building a Library-Based Multimedia Resource for Teachers

As a teachers’ resource most directly it can be a resource for teachers who are gathering background and contextual material for their courses. With multimedia resources, teachers can efficiently research and design lectures and assignments, as well as generate ideas and texts for clusters of materials. Multimedia can also serve as a teachers’ resource by providing a tools for enhancing lecture and classroom presentations.

Building a Library-Based Multimedia Resource for Students

In addition to interactive reference tools, multimedia programs such as electronic texts, as well as general and focused educational packages, can provide valuable enhancements to the library collection. Even before teachers begin incorporating the use of multimedia into classroom contexts, their students can begin using library-based multimedia for research papers and writing assignments, or as tools in preparing for examinations, or even for pleasure and curiosity.

Using Multimedia Texts as Supplementary Curricular Materials for Particular Courses

The level of impact that necessitates the least amount of revision in teaching style and classroom materials is the implementation of multimedia as a supplementary curriculum to the one covered in class. In this scenario, students are using multimedia programs to extend discussions and assignments in class on an informal basis.

Using Electronic Texts as Tools for Teaching and Reinforcing Analytic and Reading Skills

Teachers can also work with students, using electronic texts, to reinforce close reading skills, using search and find functions to trace thematic and formal patterns in literature, or to engage in rhetorical analysis of sophisticated political and philosophical documents.

Multimedia packages become more common, some teachers are looking to multimedia as a major structuring device for their classes. It is at this level of integration that one would consider using an historical simulation, structuring at least a whole unit, if not a whole course, around the materials provided in a information rich multimedia package.

Conclusion

The future of interactive media in education, it is separated from the issues of technology that tend to mystify discussion and place it firmly in the sole grasp of those that are highly technologically capable, is that of communication tool. Its dimensions and capabilities will evolve and expand at the same time as the potential to author becomes more widely accessible. The potential for students of all ages to author as part of a creative educational programme that is based on achievement of goals and competencies that is based on achievement of goals and competencies rather than time served will assist educators to shift from teacher to facilitator and mentor. Interactive communication tools will transform our capability to embraces an

educational paradigm that deals with learning as a vital, fulfilling, and continuing part of life at home and in the workplace as well as within educational institutions.

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Trends in Distance Education

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ABSTRACT: *It is only a education which can bring the change of good on one's life and inn present scenario, avenues of formal education are not sufficient to meet the ever accelerating population. We cannot increase the country resource but we can generate options to make them available.*

Distance learning is a boon and serves as best solution to come out of the various circle. Distance learning has gained the momentous rise in the field of higher education over the years. Distance education is prone to continuous change in line with developments in technology and learning sciences ,a situation that opens the field up to new research areas in every short time spans. This paper intends to explore the current trends in the field of distance education.

1. Introduction

This article provides decision makers with some trends that affect distance learning.

Distance education has been in existence for centuries. Earlier distance learning programmes were typically in the form of corespondance,requiring learners to read study materials ,complete assignments and tests, submit assignments and tests via postal mail, and await results.Todays distance learning options are more often available via the internet ,making them much more flexible ,convenient ,and timely options for learners worldwide, wherever internet access is available. There has been profound change globally, particular in terms of scientific development and social changes. . While identifying trends does not offer solutions to distance-learning challenges, decision makers will benefit by carefully considering each trend as it affects institution and goals.

Student/Enrolment Trends

- The current higher education infrastructure cannot accommodate the growing college-age Population and enrolments, making more distance education programs necessary.
- Students are shopping for courses that meet their schedules and circumstances.
- Higher-education learner profiles, including online, information-age, and adult learners, are changing.
- The percentage of adult, female, and minority learners is increasing.
- Retention rates concern administrators and faculty members.

Faculty Trends

- Traditional faculty roles are shifting or “unbundling.”
- The need for faculty development, support, and training is growing.
- Faculty tenure is being challenged, allowing for more non-traditional faculty roles in distance Education.
- Some faculty members are resisting technological course delivery.
- Faculty members who participate in distance education courses develop better attitudes toward distance education and technology.
- Instructors of distance courses can feel isolated.
- Faculty members demand reduced workload and increased compensation for distance courses.

Academic Trends

- Knowledge and information are growing exponentially.
- The institutional landscape of higher education is changing: traditional campuses are

Declining, for-profit institutions are growing and public and private institutions are merging.

- There is a shift in organizational structure toward decentralization.
- Instruction is becoming more learner-centered, non-linear, and self-directed.

- There is a growing emphasis on academic accountability.
- Academic emphasis is shifting from course-completion to competency.
- Education is becoming more seamless between high school, college, and further studies.
- Higher education outsourcing and partnerships are increasing.
- Some advocate standardizing content in learning objects.

Technology Trends

- Technological devices are becoming more versatile and ubiquitous
- There is a huge growth in Internet usage.
- Technological fluency is becoming a graduation requirement.

Economic Trends

- With the economy in recession, there are fewer resources for higher education and higher Education, initiatives, such as distance education.
- Funding challenges are the top IT concern for many.
- Lifelong learning is becoming a competitive necessity.

Distance Learning Trends

- More courses, degrees, and universities are becoming available through distance-education Programs.
- The Internet is becoming dominant among other distance-education media.
- The distinction between distance and local education is disappearing.
- The need for effective course-management systems and Web services is growing.
- There is an increasing need for learning and teaching strategies that exploit the capabilities of technology.

Conclusion

Student enrolments are growing to surpass the capacity of traditional infrastructures, learner Profiles are changing, and students are shopping for education that meets their needs. Traditional faculty roles, motivation, and training needs are shifting while workload, compensation, and instructional issues continue to deter them from distance learning participation. The institutional and organizational structure of higher education is changing to emphasize academic accountability, competency outcomes, outsourcing, content standardizing, and adaptation to learner-consumer demands. The Internet and other information technology devices are becoming more ubiquitous while technological fluency is becoming a common expectation. Funding challenges are increasing with fewer resources to meet expanding, lifelong-learning demands. Distance education is becoming more abundant, especially online, and location independent, increasing the need for effective course-management systems and teaching strategies that utilize technology. In response to these trends, distance learning may rise to meet student needs and overcome funding challenges that traditional institutions cannot. Distance education administrators must resolve concerns with faculty and university administrators to ensure adequate support, as well as to develop the needed course management systems and teaching strategies. Technological advances and increased fluency will continue to open opportunities for distance education. Although higher education institutions are changing to favor distance education, the complexities of major transformations will require patience.

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Empowerment of Women Through Education in India – An Analysis

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ABSTRACT: *It is universal accepted that education plays a pivotal role in the overall development of any country. It plays a predominant role in women empowerment by providing various opportunities for their survival and minimizing the exploitation. Right from the independence both central and state governments have been undertaken various educational measures, policies to minimize the gender gap between men and women. Despite the efforts made by both the governments the educational status women was worsen as compared to men. In this context the present study focuses on Empowerment of Women through Education in India – An Analysis. The objectives of the present study are to access the educational status of women and to know the significance of education on women empowerment in India. The intended study is based on secondary sources of data gathered from various books, journals, census reports, articles and economic survey of Karnataka. The study found that, the literacy rate of women gradually increasing trends over the census period but as compared to men there is widening gap between men and women, education provides various opportunities, skill development, employment opportunities and reduces the poverty, infant mortality rate and enhance the socio economic and political participation in decision making of women it plays pivotal role empowering the women in the India*

Keywords: *Education, women empowerment, India*

1. Introduction

Education plays an important role in the process of development of any country and it essential role in every individual's life. Education is a human right and a requisite instrument for attaining equality. The one of the most recommendation of the National Policy on education is that to encourage endorse Empowerment of Women through education. Empowerment is defined as individual governance, individual capability to preservation individually of their own life. The term of Women Empowerment was initially introduced at the International Women's Conference at Nairobi in the year 1985. Which means a process which includes, equivalent access to opportunities for using society's resources and prohibition of gender inequalities, liberty from aggression and economic self-determination, participation in all verdict making bodies and further freedom of option in matters concerning to one's their life.

In reality, education is helps to women by providing several opportunities and meets all the necessities in the society. It also helps to women to ensure that women enhance their knowledge in the globalised era and enhance the ability for critical thinking and realistic skills which lead to individual confidence and self-respect and self reliance. Hence education is an indicator for Women Empowerment because it ensures them to react to opportunities, to challenge the conventional roles and to modify their lives in the society. Education plays a predominant role in improving living standard of their families and combat against violence, it leads to development of the nation. Enhancing the literacy rate of women improves the quality of life both at home and outside of home, by the way of hopeful and inducing the education of female children, results in declining mortality rate. Suppose lower level of literacy rate of women consequences in upper levels of fertility and child mortality, malnutrition, lower level of earning potential of income and the inefficiency ability to make decisions with in the family. Hence providing appropriate education to women is essential for both the society and family. Since beginning from the independence both central and state government have been taken several steps for the empowerment of women through education and enhancing the literacy rate. Despite the programmes and policy the literacy rate of women in India gradually increasing trends over the census period but as compared to men there is widening gap between men and women. Hence considered the above pertinent issues the present study attempt at Empowerment of Women through Education in India is the need for the study.

2. The Concept of women empowerment

Empowerment can be defined as a process it helps the people to their have a power to over the factors which influence their survival. The empowerment of women means that, developing them individually more

aware about individual participation in politically, economically and decision making. The concept of women empowerment was introduced at the International Conference in the year 1985 at Nairobi, Accordingly women empowerment defined as redistribution of social and economic and political and decision making power and control of resources in favour of women. As per the United Nations Development Fund for Women (UNDFW) identified the following factors are includes in its definition of women empowerment such are:

- Obtaining knowledge and perceptive of femininity relationships and the means in which these relations can be changed.
- To developing a sense of their own self –worth and ability to belief secure their desired changes and the right to control individual life.

3. Review of Literature

There are many studies under taken about role of education on women empowerment some of the past studies have been reviewed to get insight about the topic.

Rouf Ahmad Bhat (2015) in his study on *Role of Education in the Empowerment of Women in India* opined that, there is increasing trend of literacy rate of women over the 65 years independence but as compare to man there is a gender gap between men and women. The literacy rate was registered about 74.04 per cent in India as per the census 2011 of which 82.1 per cent male and 65.46 per cent female. Education plays a pivotal role empowering the women through enhancing skill and politically, economically, socially decision making women.

Another one study made by Arpan Singh (2016) *Women Empowerment through Education* found that, women is considered as most vital part of a family, and she is the fundamental base on which a relations stands. Thereby women become the very base of the society and country. The contribution of women in the national level is found a crucial and forms half of the workforce. Ever since from the independence and in the ancient period she has faced several sort of problems such are exploitations, and made them even more vulnerable, the main reason was illiteracy .But now increasing trend of Education status among women leads to their empowerment and now it leads them to better life as good as male- folk and even performing better than them in many aspects of life.

Nabanita Bera (2016) in her study on *Women Empowerment through Education* traced out that, education is brings about upliftment of women in social, economic and political point of view and they are able to equal position on par with the men in the society. Further education is considered as the foundation stone of women empowerment which could be achieved through vigorous and helpful efforts of the Government and NGO"s and also eradicating the traditional attitude, norms and practices through appropriate education and direction.

Meera K.P. and M.K. Jumana (2015) in their study on *Empowering Women through Education*, opined that education is an important role for empowerment of women in recent days.

4. Objectives

The following objectives have been set for the study:

1. To access the literacy rate of women during the census period from 1951 to 2011 in India.
2. To know the role of education on empowerment of women in India.

5. Methodology

The present study mainly is descriptive and analytical in nature. The intended study is based on secondary sources of data gathered from various books, journals, census reports, articles and internet sources.

6. Indicators of Empowerment

Understanding the concept of empowerment is a multifaceted issue by way of changeable interpretations in dissimilar social, national and cultural contexts, some of the indicators of empowerment are given below such are:

- Participation of women vital decision- making process and extent of sharing household work by men.
- Power of women about control her reproductive functions and decide on family.
- Ability to decide the woman where she has earned income will be challenged to;
- Sensation and face of arrogance and worth in her occupation;

- Self assurance, self-worth and capability to put off about violence and augmented number of women in leadership quality at village, district, state and National levels and also involvement of women in the design, development and application of technology.
- More participation of women in community development programmes and productive enterprises, politics and arts. Further other indicators such are more involvement of women in non-traditional works and enhanced training programmes for women and exercising her lawful rights when it is necessary.

At the national level:

Awareness should be provide to women about social and political privileges and assimilation of women in the general national development plan and survival of women's networks and publications and extent to which women are formally able to be seen and familiar further the scale to which the media take pay attention to of women's issues.

7. Importance of women education in India

A well known definition given by Swami Vivekananda about the importance of women education according to him "Educate your women first and leave them to themselves: then they will tell you what reforms are necessary for them. Another one definition given by first prime minister of India, PT. JAWAHARLAL NEHRU, to them "If you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Women empowered means mother India empowered". In India women education plays a pivotal role on the entire development of the country. Education is not only helps in the process of development half of the human resource but also in enhancing the quality and standard of life at home and outside. It is considered that solution to all problems, thinkers have given a number of definitions of education but out of these definitions, the most vital definition is that which was put forth by M. Phule.

According to M. Phule, "Education is that which demonstrates the difference between what is good and what is evil". Education means alteration of manners in every aspect, such as frame of mind, viewpoint, opinion etc. Right from the independence together Central and State governments have been designed several sorts of educational schemes, policies for betterment of women education in India. Despite the policies and programmes the educational status of women as compared men is worsening it is proved from the statistical information. The details of literacy rate of women since 1951 to 2011 is shown in the following table below.

Literacy Rate of Male and Female in India

Year	Males	Females	Persons
1951	24.9	7.9	16.7
1961	34.4	13.0	24.0
1971	39.5	18.7	29.5
1981	46.9	24.8	36.2
1991	63.9	39.2	52.1
2001	76.0	54.0	65.38
2011	82.1	65.46	74.

Source: Rouf Ahmad Bhat (2015) Role of Education in the Empowerment of Women in India Journal of Education and Practice, Vol.6, No.10, 2015.p.189.2. Provisional Census 2011.p.103

It has been observed from the table that, details of literacy rate of male and female in India during the census period from 1951 to 2011. The literacy rate of female increased to 65.46 per cent from 7.9 per cent during the period from 1951 to 2011. But as compared to man there is widening gap between men and women. This indicates there is gender gap between men and women about literacy rate in India. It may be the reason the educational programmes have not been effectively reached in the rural parts of India.

8. Role of Education in Women Empowerment

According to International Convention in all forms of Discrimination against Women (ICDAW) in 1993 stated that education is considered as one of the primarily vital way of empowering the women by the way of familiarity, skills and self-assurance, essential to partake entirely in the process of development. Educating the women its effects more on benefits of the entire society it leads development of a country. So education

is more noteworthy impact on reducing poverty and development rather than men's education in the country. It is also one of the mainly dominant factors improving the child health status by declining Infant mortality rate in the society. The educated women's responsibility in the society is more fabulous. Further the role of educated women in the behavior and shaping of the children is very significant and they make up the growing younger generation. The primary responsibility of women is that nurturing the shaping of the children and make them leader of future. Most of the educated women are forever careful about the significant of health care and they know how to look for themselves and their kids. Educating women they able to about their rights and self-assurance. Well educated parents are influence their children to guide good thought about educational attainment. The educated mother will be more influence in children's rather than fathers education. The empowered women can stand with men without any hesitance to men and they can do anything the men can do, every so often enhanced than that of a man.

9. Conclusion

Based on the discussion it may be concluded that in the present globalised era and in the context of Indian scenario education is the foremost tool for women empowerment. It could be achieved through co-operation efforts of both Central and state governments, concerned authorities and NGOs by the creating the awareness about education in the rural areas of excluding girls and women. Hence there is urgent need to effectively and efficiently implementation of educational schemes for minimizing the literacy gap between men and women for more sustained and empowerment of women in the future.

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Ethics Sensitivity and Reaction among Student – Teachers of B.Ed. Colleges

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ABSTRACT: *Moral awareness underpins moral reasoning and ethical decision making. This mixed methods study investigates a critical feature of these phenomena among entrepreneurs, namely the influence of social cognitive self-regulation on moral awareness. Results suggest that entrepreneurs with stronger self-regulatory characteristics are more morally aware and relate such awareness to maintaining personal integrity and building inter-personal trust. In contrast, entrepreneurs with weaker self regulatory characteristics appear less morally aware overall, and focus primarily on moral issues relating to failure and loss. As Almond (1999) contends that if morality is judging what is good and right then ethics is the reasoning behind such Judgment.*

1. Introduction

Ethics are regarded desirable, essential and are apprehended with high esteem by the society in which a person lives. Ethics reflect one's personal attitude and Judgments, decisions and choices, behavior and relationships, dreams and visions. Ethics may vary from one society to another and from time to time. But, every society abides by certain moral Ethics and these Ethics and accepted by all the societies as "Global Ethics". "Ethics are to be inculcated in the minds ad cultivated as practice and not taught" is a very old saying. It was perhaps true in days gone by when parent at home and leaders in community in various walks of life were all value based people. Therefore younger children and growing adolescents could catch Ethics of elderly people are either by Imitation or by special efforts developed appropriate Ethics accepted and respected in society. Now we are living in the modern century. If we use science and technology in the proper way it is not difficult for us to solve all the problems of the non-moral and value things. The main object of the study is to inculcate moral and value based education in B.Ed., colleges and to know the awareness on moral Ethics.

Need for the Study

Value is closely related with aims of education. Education enables people to know meaning reasons and Ethics. Although there has been great advancement in science and technology, Ethics is reflected in day-to-day life of large section of our present society. The teachers plan is an important role in making their students a good man to this world. The minds, hearts and hands of children are to be engaged in forming their own character to know what is good, love and doing good thing. So, it is important that the B.Ed Student- Teachers must have an adequate knowledge of absolute Ethics. As the investigator formerly serving as a Principal, he was intended to know the Ethics education of the Student – Teachers. Hence he was motivated to take up the study "Awareness on Ethics among B.Ed., Student- Teachers in Chitradurga District"

Methodology

The study belongs to Survey type. Survey study is possible even if the sample is heterogeneous. The population from which sample is drawn did not constitute a homogeneous one. So the investigators have stratified the population and the required sample is selected randomly. The study was confined to 300 student-teachers. The investigators randomly selected the Student-Teachers of B.Ed., Colleges in Chitradurga District. Different statistical measures such as Mean, Standard Deviation and 't' test to analyze the Significant Difference.

Objectives of the Study

- To find out the level of Awareness on Ethics among B.Ed., Student-Teachers.
- To find out the Awareness on Ethics among B.Ed., Student-Teachers with respect to Gender, Age, UG Degree, Place of Residence and Marital Status.

Hypotheses of Study

- 1) The levels of awareness on Ethics among B.Ed., Student-Teacher are high.
- 2) There is a significant difference between the Awareness on Ethics among B.Ed., Student –Teachers with respect to Gender, age, UG Decree, place of residence and Marital status

Data Analysis : The collected data were analysed and the results are presented in the following tables.

Sl. No	Category	Type of samples	N	Mean	SD	't' value
1	Gender	Male	80	185.05	17.24	0.30
		Female	220	184.3	17.06	
2	Age	Below 25	171	185.00	16.57	0.79
		Above 25	129	186.46	18.10	
3	UG Degree	Science	233	185.11	16.19	0.52
		Arts	67	187.1	20.54	
4	Place of residence	Male	121	184.98	17.65	0.93
		Female	179	185.94	16.9	
5	Married Status	Unmarried	250	30.06	4.789	0.17
		Married	50	30.18	3.916	

The above table reveals that the calculated t-ethics are less than the tabulated value which are not significant, it confirms that there are no significant differences of Ethics among B.Ed., Students – Teachers on the basis of Gender, Age, UG Degree, place of residence and Marital status. Hence the stated hypothesis are rejected.

Findings

- 1) The Awareness on Ethics among B.Ed., Students-Teachers are high.
- 2) There is no significant difference between the Awareness on Ethics among B.Ed., Students- Teachers with respect to Gender, Age, UG Degree, Place of Residence and Marital Status

Conclusion

The trainees must be trained in such a way that they should show not only academic excellence but also practical applications in their life. The Trainees must be admitted not only on the basis of academic record but also on the basis of their Ethics. Further it can be concluded that the Ethics is effective when compared with the conventional method of teaching.

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A Study of Human Rights Awareness of Post- Graduate Students and the Effect of Selected Biographical Variables

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ABSTRACT: *A Study of Human Rights Awareness of Post- Graduate Students and the Effect of Selected Biographical Variables has been dealt with in this paper. In the present study descriptive survey method was adopted. Random sampling technique was used to select samples of 200 Post- Graduate students studying different colleges in Bangalore city. A standardized Human Rights Awareness Test by Vishal Sood & Arti Anand,(2012) was used to collect the data Human Rights Awareness Test (HRAT) used for study and 't-test' technique was adopted for data analysis. Government College students have higher level than of Human Right Awareness of students studying in Private Unaided College and students from Nuclear family background have higher level Human Right Awareness than students from joint family background, students from Science stream higher level than Human Right Awareness of Arts stream.*

Keywords: *Human Rights Awareness and Post -Graduate students.*

1. Introduction

Education is a never ending process of inner growth and development. Education is holistic in character. It makes our life progressive, cultured and civilized. Education is a power which imbibes the values of tolerance, solidarity and cooperation. Education liberates mind from the thralldom of obscurantism, bigotry and narrowness and nurtures democratic values and promotes a societal transformation based on human rights culture.

Human rights education is education about and for human rights which focuses on imparting knowledge of human rights, developing skills necessary to exercise these rights and right attitudes and values to protect other's rights. Therefore, it requires participation of all human beings of all age groups from all walks of life. Human rights education develops essential qualities and accord respect and protection to the inherent dignity and worth of each human being. The all-round development of individual's personality and universal peace and harmony can be promoted through suitable human rights education.

Concept of Human Rights

Human rights are the rights a person has simply because he or she is a human being. They are the basic entitlements or minimum standards to be met for individual to live with dignity.

The united Nations Decade for human rights education(1995-2004) has defined human right education as "training , dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to:

1. The strengthening of respect for human rights and fundamental freedoms;
2. The full development of the human personality and the sense of its dignity;
3. The promotion of understanding, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
4. The enabling of all persons to participate effectively in a free society.

Need and importance of the study:

Human rights education is an integral part of the right to education and is increasingly gaining recognition as a human right in itself. Knowledge of rights and freedoms is considered fundamental tool to guarantee respect for the rights of all.

Action on human rights develops out ideas about the kind of society we want to live in. such action can include community discussions incorporation by administrators of human rights ideas into practical programs, activism on issues of concern and legislation by governments, among many other things. Human rights are a prominent part of how people interact with others at all levels in society –in the family, the community, in educational institutions, the work place, in politics and in international relations. It is vital

therefore that people everywhere should strive to understand what human rights are. When people better understand human rights, it will be easier for them to promote justice and the well-being of society.

Today, all over the world, human rights are being violated each day. Not only are the oppressed deprived of their right but they are also unaware that they have certain rights. Laws alone cannot protect rights. Since rights are values of high stature that need to be protected, the United Nations felt the need to promote it as a value, progressing beyond laws. It formulated plans in such a way that various sections of the society attain rights perspective.

It is therefore necessary for students to have awareness of human rights. The most important event of the modern times is perhaps, the students, concern about the Human Rights Awareness. Students are the future citizens of the country. Every student should be aware of fundamental freedoms and the inherent rights of all human being. These rights apply to every student, irrespective of their parent's or legal guardian's race, colour, sex, creed or other status. As human values are at stake, respecting the elders, showing kindness to others and helping the poor and the needy can be rarely seen in the society. In the age of technology, man has become totally another machine. Schools and Colleges have a vital role in the promotion of human rights. By considering the above point, the investigator felt that this study is a needful one. Human rights and their awareness among the high school and college students are essential. Therefore the study is considered and a humble attempt has been made to study the Human Rights Awareness of Post- Graduate students.

Objectives of the Study

1. To find out whether differences in gender of Post- Graduate students would accounts for significant difference in human rights awareness.
2. To find out whether differences in Type of management (Government and unaided) of Post- Graduate students would accounts for significant difference in human rights awareness.
3. To find out whether differences in Type of family of Post- Graduate students would accounts for significant difference in human rights awareness.
4. To find out whether differences in streams of courses (Arts, science) of Post- Graduate students would accounts for significant difference in human rights awareness.

Hypotheses of the Study

1. There is no significant difference in the human rights awareness of male and female Post-Graduate students.
2. There is no significant difference in the human rights awareness of Government and Private unaided College Post-Graduate students.
3. There is no significant difference in the human rights awareness of Nuclear and Joint family Post-Graduate students.
4. There is no significant difference in the human rights awareness of Arts and science Post- Graduate students.

Sampling of the Study

All the students of Post -Graduate Colleges belonging to Government and Private Unaided affiliated to Bangalore Central University constituted the population of the study. The sample was drawn by employing random sampling technique. The sample consists of 200 Post-Graduate students drawn from Government and Private Un-aided Post-Graduate colleges of Bangalore city.

Tools for the Study

A standardized Human Rights Awareness Test developed by Vishal Sood &Arti Anand, (2012) was used to measure the awareness level of post graduate students. There are 50 statements with three alternatives i.e., true, undecided and false. For positive statements a score of 2 marks was given for true, 1 mark for undecided and zero was given for false options and for negative statements the scoring procedure was completely reversed.

Statistical Technique

t test was calculated to find out whether differences in the biographical variables namely gender, types of management, type of family and Streams of courses would account for significant differences in human rights awareness of Post- Graduate students.

Analysis and Interpretation of the Data

Table 1: Showing the (N), Mean, SD and ‘t’ values of Human Right Awareness of Post-Graduate students as per difference in Gender

	Gender	N	Mean	SD	‘t’	Sig
Human Rights Awareness	Male	65	123.91	12.28	1.567	NS
	Female	135	119.04	14.69		

The table-1 reveals that the t- 1.567 are far below the table value 1.97 at 0.05 level therefore, the null hypotheses are accepted that there is no significant differences in the Human Rights Awareness of Post-Graduate male and female students.

Table 2: Showing the (N), Mean, SD and ‘t’ - values of Human Right Awareness of Graduate students studying in Government and Private Unaided Colleges

	Type of College	N	Mean	SD	‘t’	Sig.
Human Rights Awareness	Government	115	128.75	7.735	2.609	S*
	Private Unaided	85	121.80	12.411		

* Significant at 0.05 level

From the table -2 reveals that the t-value 2.609 is more than the table value 2.56 at 0.05 levels hence the null hypothesis is rejected and the alternate hypothesis is accepted that there is a significant difference in Human Right Awareness of students studying in Government and Private unaided colleges. The table further reveals that students studying in Government College (M=128.75) have higher level of Human Right Awareness than students studying in Private Unaided College (M=121.80)

Table 3: Showing the (N), Mean, SD and ‘t’ values of Human Right Awareness of Post-Graduate students of Joint and Nuclear Family

	Type of Family	N	Mean	S D	‘t’	Sig.
Human Rights Awareness(total)	Joint	111	9.86	2.71	3.923	S**
	Nuclear	89	11.50	3.19		

*Significant at 0.05 and ** Significant at 0.01

From the table -3 reveals that the t-value 3.923 is more than the table value 2.60 at 0.01 levels hence the null hypothesis is rejected and the alternate hypothesis is accepted that there is a significant difference in Human Right Awareness of students belongs to Family of Joint and Nuclear. The table further reveals that students of Nuclear family (M=11.50) have higher level of Human Right Awareness than students of Joint family (M=9.86).

Table 4: Showing the (N), Mean, SD and ‘t’ values of Human Right Awareness of Post-Graduate students of Arts and science stream

	Stream of courses	N	Mean	S D	‘t’	Sig.
Human Rights Awareness	Science (M.Sc.)	127	11.93	2.51	3.749	S**
	Arts (M.A)	73	9.79	3.43		

*Significant at 0.05 and ** Significant at 0.01

From the table -4 reveals that the t-value 3.749 is more than the table value 2.60 at 0.01 levels hence the null hypothesis is rejected and the alternate hypothesis is accepted that there is a significant difference in Human Right Awareness of students belongs to streams of science and arts courses. The table further reveals that students of Science stream (M=11.50) have higher level of Human Right Awareness than students of Arts stream (M=9.86).

Conclusion

From this investigation it can be referred that the human rights awareness of Post-Graduate students Government College Post- Graduate Students has higher level of Human Rights Awareness than Private unaided Post- Graduate college students. This implies that Private unaided Post- Graduate colleges must take steps to improve Human Right awareness among Private unaided Post- Graduate college students arranging conference, seminars, workshop and lecture by experts on Human Rights. Attendance to all these programmes should be made compulsory. The study revealed that students from Nuclear family background have higher level Human Right Awareness than students from joint family background nuclear family is small in size interaction among the members is higher so joint family members should create understanding and awareness among the children and members in the family by spending quality time and providing opportunities to each and every member to claim human rights. The study revealed that students from Science Stream courses students have higher level Human Right Awareness than students Arts stream courses. In the Arts stream colleges conduct more awareness programmes to students. The State should seek to consciously promote fundamental human rights awareness, by making the study of subjects which contains elements of the constitution as core, especially for those in the primary and secondary level of education. Teachers should periodically be given orientation through seminars and workshops on human right and what constitutes their violation, with emphasis on international acceptable best practices on the subject matter.

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Strategies of Skill Education Policies and Implementations in India.

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ABSTRACT: *Skills and knowledge are the driving forces of economic growth and social development for any country. Budget 2015-2016 provided the Modi government the opportunity to show case its real intent in terms of bolstering investment sentiment & human resource quality for realizing hyperboles like Make in India, Skill India, Beti Bachao, Beti Padhao and JAM. Education is a critical lever to provide the aspirational young India with the scaffolding for meaningful and skill based jobs both within the country and globally. While we use the term “implementation”, as it is the most widely used by policy makers who are the focus of our analysis, the paper aims to give it a more comprehensive meaning. It aims to provide an understanding of what education policy implementation entails that can then be used to define its determinants. This paper consists of structure strategies of skill Education policies and implementation through government and other agencies in India. Through key determinants of education policy implementation need improve the quality education in India.*

Keywords: *Strategies, Skill, Education, Policies, Implementation, India*

Concept of Education policy & Implementation

Education policy can be formally understood as the actions taken by governments in relation with educational practices, and how governments address the production and delivery of education in a given system. Admittedly, some promote a wider understanding of education policy –i.e. acknowledging the fact that private actors or others institutions such as international and non-governmental organisations can originate educational policies (Espinoza, 2009).

The concept of implementation in education is not clear, as it can take on a range of meanings that include the strict concept of implementation or a much broader conceptualisation that refers not only to the process but embraces those factors that surround it. .

Introduction

Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. As India moves progressively towards becoming a ‘knowledge economy’ it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment. In order to achieve the twin targets of economic growth and inclusive development, India’s Gross Domestic Product (GDP) has to grow consistently at 8% to 9% per annum. This requires significant progress in several areas, including infrastructure development, agricultural growth coupled with productivity improvements, financial sector growth, a healthy business environment, ably supported by a skilled workforce. The agriculture sector accounts for about 20% of the economy. The secondary and tertiary sectors account for about 25% and 55% respectively.

For the economy to grow at 8% to 9%, it is required that the secondary and tertiary sectors grow at 10% to 11%, assuming agriculture grows at 4%. In such a scenario, it is obvious that a large portion of the workforce would migrate from the primary sector (agriculture) to the secondary and tertiary sectors. However, the skill sets that are required in the manufacturing and service sectors are quite different from those in the agriculture sector. This implies that there is/will be a large skill gap when such a migration occurs, as evidenced by a shrinking employment in the agriculture sector. This scenario necessitates skill development in the workforce.

Life skills based education in Indian schools

Math, Languages, Science, Social Sciences and further detailed specializations emerging from these ‘core’ subjects are the most common responses in skills and knowledge. Placed at the pinnacle of hierarchy, these subjects are discrete with well-defined boundaries. Student learning outcomes for them can be measured easily using quantifiable assessment tools. Knowledge however, is a continuously evolving process that cannot be compartmentalized, since subject domains are bound to overlap and co-exist. Thus, it is essential

International Conference on REACHING THE UNREACHED THROUGH EDUCATION

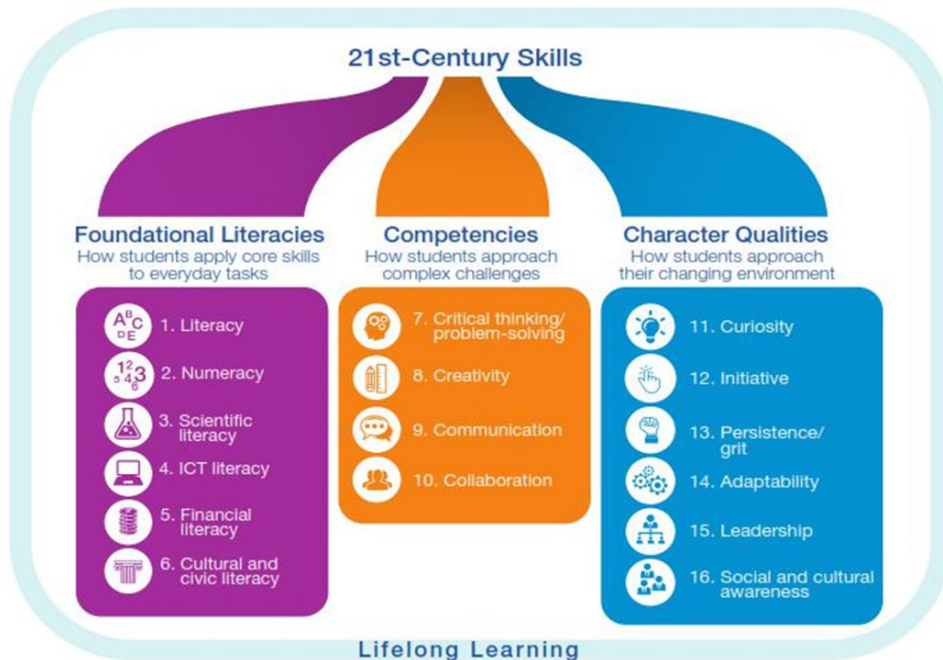
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to discuss 'Life-Skills' and map the global definitions vis-a-vis the national agenda for integrating it in education. The sections below give an overview of Life-Skills and their categorization by different agencies:

World Health Organization	Partnership for 21st Century Skills		Hilton-Pallegrino Framework			
<ul style="list-style-type: none"> ➔ Decision Making ➔ Problem-Solving ➔ Creative Thinking ➔ Critical Thinking ➔ Communication ➔ Interpersonal Skills ➔ Self-Awareness ➔ Empathy ➔ Coping with Emotions ➔ Coping with Stress 	Learning Skills	<ul style="list-style-type: none"> ❖ Critical Thinking ❖ Creative Thinking ❖ Collaborating ❖ Communicating 	Cognitive Competencies	<ul style="list-style-type: none"> ⊕ Cognitive Processes ⊕ Knowledge ⊕ Creativity and Innovation 		
		Literacy Skills		<ul style="list-style-type: none"> ↔ Information Literacy ↔ Media Literacy ↔ Technology Literacy 	Intra-personal Competencies	<ul style="list-style-type: none"> ○ Work Ethic ○ Positive Self-Evaluation ○ Intellectual Openness
						Life Skills	→ Flexibility → Initiative → Social Skills → Productivity → Leadership	Inter-personal Competencies	❖ Teamwork and Collaboration ❖ Leadership

Though the international standards for life skills seem to have a holistic development approach, it is essential to contextualize them in the Indian education scenario. Education experts highlight that large-scale implementation of the National Curriculum Framework struggles with ill-equipped leaders to spearhead the movement of education transformation.

Certain exemplary student learning outcomes and local context realities being taken into consideration either remain miniscule or are confined to specific communities with a limited reach.



Source: world economic forum report, new vision for education, March 2016

Above the diagram is expressing use of 21st century skills is needed to coming generation for human being necessary.

In the Indian education context of achieving the necessary ‘scale’ and ‘speed’, the following solutions could be the way ahead in providing a conducive environment for India to meet its skill development goals:

- Ensuring Quality in Delivery
- Employing technology to achieve scale
- Implementing Vocational Education in schools
- Creating a large talent pool through Modular Employable Skills
- Targeting skill development at all levels of the ‘skill pyramid’
- Formulation of institutional mechanisms for content formation, delivery, and assessment
- Expediting the formulation of Sector Skill Councils
- Setting up of a National Human Resource Market Information System (a National Skill Exchange).

Current Supply :- The current education and skill development capacity in India is as revealed by the following table:

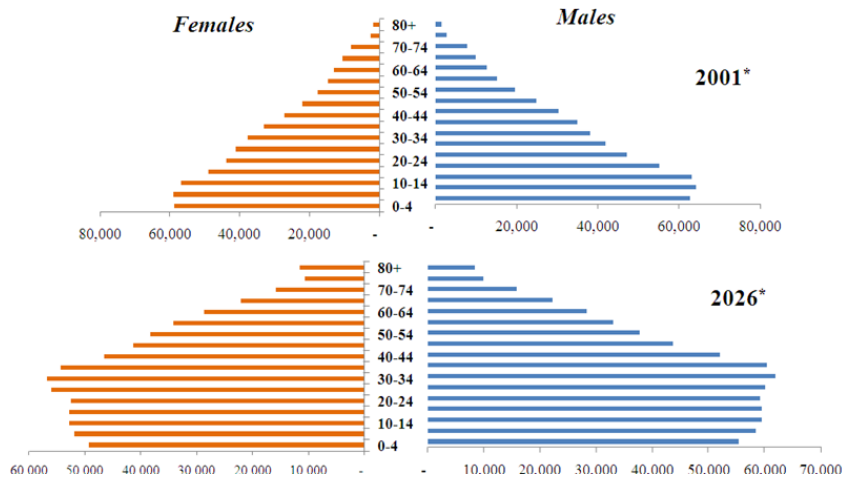
Category	Sub-Category	No. of such institutions
School Education	Pre-Primary Schools	67,157
	Primary Schools	7,72,568
	Middle Schools	2,88,493
	High and Higher Secondary	1,59,708
Vocational Training	Government ITI	2,076
	Private ITC	5,529
College Education	Central University	20
	State University	216
	Deemed University	101
	Institutions of National Importance	13
	Research Institutions	140
	Arts, Science & Commerce Colleges	11,698
Technical & Professional	Engg., Tech., & Arch., Colleges	1,562
Education	Medical Colleges (Allo/ Ayur/ Homeo/ Unani/ Nurs./ Pharm., etc.)	2,053
	Teacher Training Colleges	1,669
	Polytechnics	1,274
	Others (Includes Law, Management, MCA/IT, Agriculture etc.)	2,513
Source: Select Educational Statistics 2005-06, Annual Report 2009-10 of Ministry of Labour and Employment		

The following table presents the share of employment in various sectors for various growth scenarios Till 2022. We do not see the proportion of employment to change significantly between 2017 and 2022.

Year	GDP growth rate	Agriculture	Industry	Services	Total
2007-08	Actual	51%	20%	29%	100%
2011-12	9%	47%	22%	31%	100%
	7%	47%	21%	31%	100%
	5%	48%	21%	31%	100%
2016-17	9%	43%	23%	34%	100%
	7%	44%	22%	33%	100%
	5%	45%	22%	33%	100%
2022	7 to 9%	41%	23%	31%	100%

Source: 'The Challenge of Employment in India – An Informal Economy Perspective' (April, 2009) and IMaCS analysis

While observing the demographic patterns that are expected to emerge, about 860 million persons would be in the age group of 15 to 59 by 2022 (as compared to about 725 million currently).



Source: Census Projection Report and IMaCS analysis

Figure 3: Projected Population till 2026

Initiatives under the National Skill Development Policy

The National Skill Development Policy is aimed at empowering all individuals through improved skills, knowledge and internationally recognised qualifications to enable them to access decent employment, to promote inclusive national growth and to ensure India’s competitiveness in the global market. The key elements of the Policy are as illustrated in the figure below.

Key elements of the National Skill Development Policy

Mission: National Skill Development Initiative will empower all individuals through improved skills, knowledge, nationally and internationally recognized qualifications to gain access to decent employment and ensure India’s competitiveness in the global market.

Aims

1. Enhancing individuals’ employability (wage/ self employment) and ability to adapt to changing technologies and labour market demands.
2. Improving productivity and living standards of the people.
3. Strengthening competitiveness of the country.
4. Attracting investment in skill development

Objectives

1. Create opportunities for all to acquire skills throughout life, and especially for youth, women and disadvantaged groups.
2. Promote commitment by all stakeholders
3. Develop a high-quality skilled workforce/entrepreneur
4. Enable the establishment of flexible delivery mechanisms
5. Enable effective coordination between different ministries, the Centre and the States and public and private providers.

The coverage of the National Skill Development Policy is as follows:

- ❖ Institution-based skill development including ITIs / ITCs / vocational schools / technical schools / Polytechnics / Professional colleges, etc.
- ❖ Learning initiatives of sectoral skill development organised by different ministries/departments.
- ❖ Formal and informal apprenticeships and other types of training by enterprises
- ❖ Training for self-employment/entrepreneurial development
- ❖ Adult learning, retraining of retired or retiring employees and lifelong learning
- ❖ Non-formal training including training by civil society organisations
- ❖ E-learning, web-based learning and distance learning.

Skill Development Initiatives of the Government

- ↔ Establishment of 1,500 new ITIs through the DGET
- ↔ Establishment of 50,000 Skill Development Centres through the DGET
- ↔ Setting up of PM National Council on Skill Development (already operational)
- ↔ Setting up of National Skill Development Coordination Board (already operational).

Skill Development Initiatives by Other Ministries/Departments:

Apart from the initiatives mentioned earlier and initiatives of the Ministry of Labour and Employment and DGET, about 17 Ministries of the Government of India are also engaged in skill development activities. These include the following ministries/department:

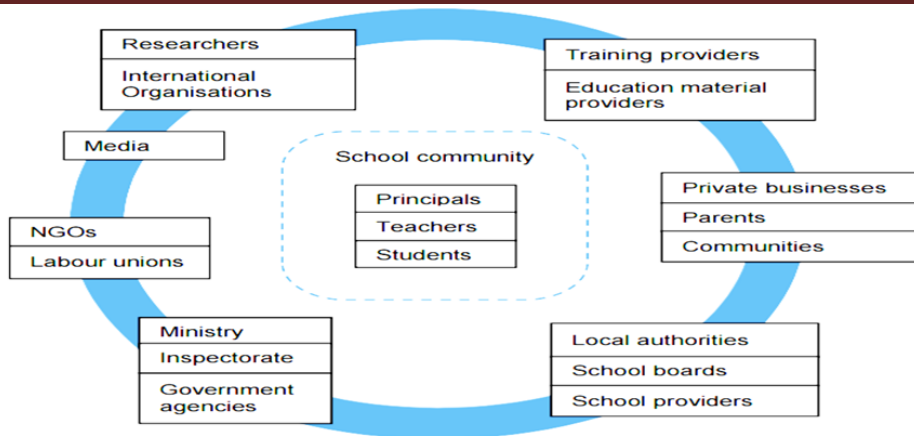
- Ministry of Textiles
- Ministry of Rural Development
- Ministry of Human Resource Development (for Higher and Technical Education) including the setting up and up gradation of polytechnics
- Ministry of Urban Development and Poverty Alleviation
- Ministry of MSME
- Ministry of Food Processing Industries.

Key determinants of education policy implementation

This Section presents and reviews the key determinants of education policy implementation for clearer understanding of the process. The aim of the analysis is to have the elements to develop a determinant framework on education policy implementation. In determinant frameworks, “each type of determinant typically comprises a number of individual barriers (hinders, impediments) and/or enablers (facilitators), which are seen as independent variables that have an impact on implementation outcomes, Four dimensions are crucial to take into account when approaching education policy implementation:

- ❖ The policy design:
- ❖ The stakeholders and their engagement:
- ❖ The institutional, policy and societal context:
- ❖ The implementation strategy:

Potential stakeholders in education to skill implementation



Source: Burns, T. and F. Köster (eds.) (2016), *Governing Education in a Complex World*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264255364-en>.

What is education policy implementation?

In the field of education, “implementation” is a complex term which has different meaning for different people. The lack of consensus on the definition is noticeable among scholars. The term “implementation” itself may convey a limited approach to the concept. Education policy implementation does not only refer to the strict implementation process but needs to be seen in its broader context. Following an analysis of the range of definitions and frameworks on the topic, this paper defines education policy implementation as a purposeful and multidirectional change process aiming to put specific policy into practice and which may affect an education system on several levels:

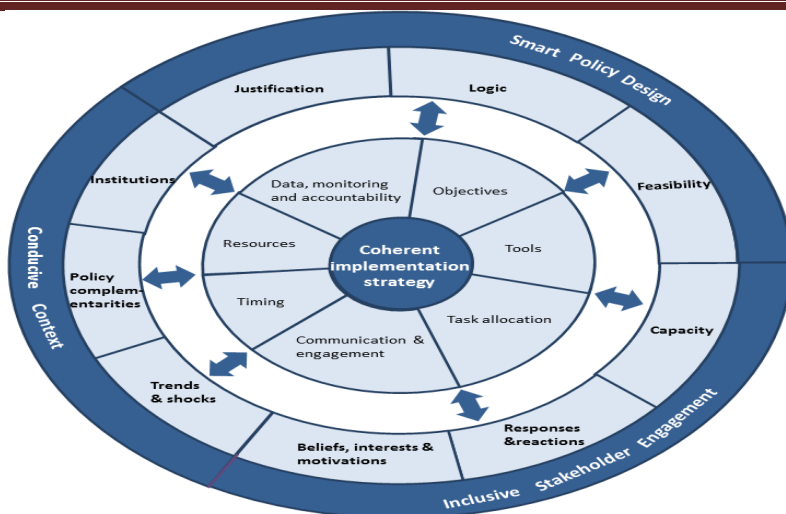
- Implementation is purposeful to the extent that the process is supposed to change education according to some policy objectives.
- It is multidirectional because it can be influenced by actors at various points of the education system.
- It is contextualised in that institutions and societal shocks and trends –i.e.in culture, demography, politics and economy- affect the education system and the ways in which a policy is shaped and translates in the education sector.

Education policy implementation effectiveness through

- Smart policy design:
- Inclusive stakeholder engagement:
- A conducive institutional, policy and societal context:
- A coherent implementation strategy to reach schools:

This framework is translated into a set of questions and principles for action to guide policy makers to think through, design and analyse their education policy implementation process.

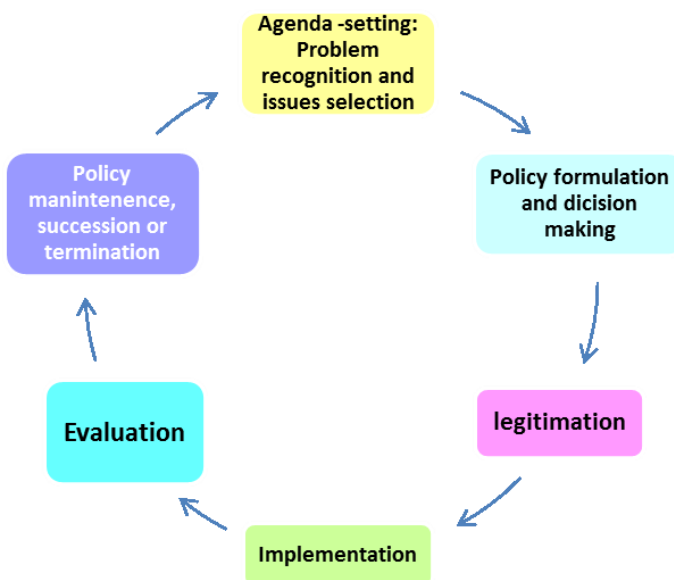
Education policy implementation: A visual framework



A range of perspectives on implementation

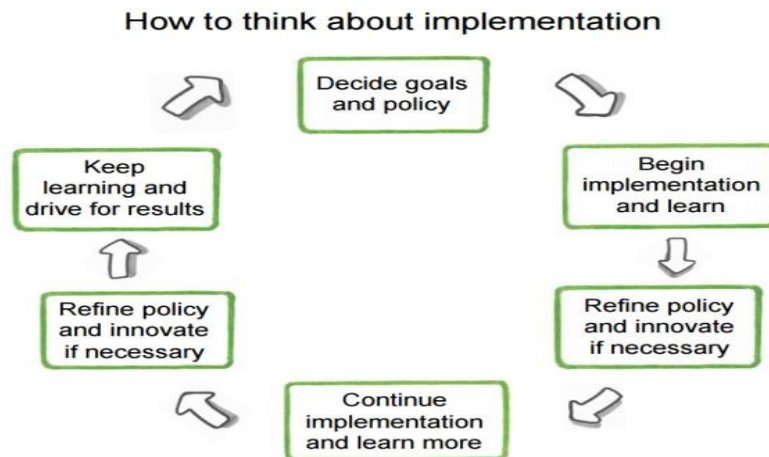
The idea that implementation refers to the execution of a policy conveys a specific view of the policymaking process, where a policy is first formulated and designed by a central authority, then implemented across the system under this same authority. This perspective has dominated the literature on implementation, but is contested by other approaches for which implementation refers to a much less linear process. Looking at both perspectives can contribute to a comprehensive analysis of education policy implementation.

- 1. The policy cycle approach :-** One of the most influential approaches among analysts is the policy cycle approach, which splits the policy process into discrete and chronological stages, with one of them being implementation (see Figure)



Source; Adaopted fro the warner J and K wegrich(2006)'theories of Policy cycle" in fischer,F, G miller and Sidney(eds). Handbook of Public policy analysis and carney, P(2013) Policy concepts in thousand words. The policy cycle and stages

2. Deliver ology: How to think about implementation



Source: Barber, M. (2015), “How to run a government so that citizens benefit and taxpayers don’t go crazy”, Conference at Stanford University, 09 April 2015,

Important initiatives like:-

Five clear imperatives are given in the following paras.

- Skilling must be deeply aligned to the formal education system at both high school and under-graduate studies. We have significant learning’s from the past twenty years in this direction. PMO (Prime Minister’s office) & NITI Aayog, jointly with MHRD and MSDE (Ministry of Skill Development and Entrepreneurship), needs to work on a mission mode to re-calibrate & re-design the schemes and create appropriate institutional mechanisms for its execution and implementation in a National Mission mode.
- Adequate emphasis and mechanisms need to be devised and set up for the common pool of expert soft infrastructure resources. Some of the components include, teacher training, curriculum development, content creation, pedagogy, industry interfaces, and forward looking research.
- Proper orientation of the people involved in academics needs to be done. This would include in the case of high schools, principals, block & district level education officers, state education boards, SCERTs, and NCERT. In higher education, it needs to start right at the top with Vice Chancellors, curriculum designers and college principals. A broad-based team of experts needs to be created along with a well formulated milestone based plan.
- Adequate funding from government, both centre and states, along with participation of large business houses through the CSR route is needed.
- An empowered task force within PMO or NITI Aayog to ensure the execution of these plans and schemes in a time bound manner with quality, is a necessity.

If, we as a country miss this boat again, there may not be a second chance. And let’s apply these words from Martin Luther King Jr while we embark on multiple exercises to introspect and integrate various initiatives in vocational education and skilling space in India. “There comes a time when one must take a position that is neither safe, nor politic, nor popular, but he must take it because conscience tells him it is right.” Martin Luther King Jr.

Coming issues under the following headings:

1. Education and development
2. Equity considerations
3. Quality of education
4. Structure, administration and management of education
5. Curriculum
6. Cost and financing of education
7. Planning techniques and approaches
8. Information systems, monitoring and evaluation

Planning policy implementation: the following is the rule rather than the exception:

- Circumstances related to implementation constraints cause policy modifications to take place;
- feedback obtained during implementation causes reassessment of aspects of the policy decision and subsequent modifications by policymakers;
- the mere translation of abstract policy intentions into concrete implementation causes re-assessment and re-design. These changes occur with great frequency because, unfortunately, implementation problems are often greatly under-estimated during the stage of policy planning.

Misjudging case of implementation is, perhaps, the most frequent error in policy planning. No matter how deeply the various groups affected by a new initiative have been involved in reviewing and shaping plans, the concreteness of the first day of a new programme, often casts it in a new light. Implementation is the time when one discovers that schedules are unrealistic and that programmes are over-ambitious; it is the time when the ravages of inflation cause the teachers' union to demand a pay increase prior to using the new texts; it is the time when parents conclude that the certification offered by the new programme may not guarantee their children the jobs they hoped for; and it is the time when local politicians decide that they should block the initiative since it will be so successful that it will prove that the politicians in the capital are better providers than they. Such problems are often replays of issues raised during the stages of evaluating policy options or of planning, and need to be solved by taking a flexible approach to the stage of policy implementation.

Conclusion

Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. As India moves progressively towards becoming a 'knowledge economy' it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment. The National Skill Development Policy is aimed at empowering all individuals through improved skills, knowledge and internationally recognised qualifications to enable them to access decent employment, to promote inclusive national growth and to ensure India's competitiveness in the global market. The idea that implementation refers to the execution of a policy conveys a specific view of the policymaking process, where a policy is first formulated and designed by a central authority, then implemented across the system under this same authority. The Government and its policies play seminal role in transforming and Improving the education sector of any country. The Central Government and the State Governments are responsible for development of an educational ecosystem and skill policies with implementation at national and state level. The Government is also in the process of formulating the new education policy which is supposed to incorporate the latest and best practices of education sector along with a vision for future.

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Comprehensive School Based Assessment at Elementary Level: An Critical Analysis

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ABSTRACT: *An educational examination may be defined as the assessment of a person's performance, when confronted with series of questions, problems or tasks set in order to ascertain the amount of knowledge that he has acquired and the extent to which he is able to utilize or the quality and the effectiveness of the skills he has developed. Assessment has become an indispensable part of educational process which helps in channelizing, speeding up and inspires the entire education process. In order to bring out the improvement in the quality of the education, assessment is a form of communication and should be seen as an integral part of teaching and learning. Assessment also provides information about students learning through a number of procedures and these procedures is used to retain information about students' performance assessment can focus on individual learner or group of learners, an institution or the educational system as a whole. Assessment for learning can be recognized as central to classroom practices, being a central point, teacher becomes the heart of whole assessment. Teachers need to be sensitive and empathetic as all assessments can contribute to learner motivation. Therefore it is necessary to discuss with teachers and convince them that assessing child is not a separate activity nor it is burden which requires additional effort or time. It needs to be woven into the teaching - learning process as an integral part. This study was conducted to study the notion of the teachers regarding school based assessment and different means of assessment used by teachers and purpose for which school based assessment at elementary level is done.*

1. Introduction

As teachers usually when we meet new students each year we engage in some form of evaluation, some of the description we might apply to people we meet include; funny, intelligent, arrogant, witty, rude etc. and we made some impression from our interaction and /or observations. These impressions are form of evaluations or assessment of characteristics we observe or determine from our interactions. Most of us use assessment unthinkingly since it has become a naturalized and inevitable part of teaching. More often than not assessments are also used to evaluate students and grade them or sort them as being more able or less able in some given domains or some set of skills. . In common parlance, assessment and evaluation are used synonymously indicating our general tendency as teachers to categorize students and label them.

A range of assessment and evaluation tools are routinely used by teachers and, although they are designed to test performance in specific areas, the reports about these performances connote other meanings as well. Students themselves tend to read a great deal more than warranted into performance assessment which is usually reported in the form of marks or grades.

In order to find out how children are doing in schools teachers spend a lot of time in assessing children. But many of them do not give importance to what they do (interact or observe) on a daily basis informally. Surprisingly teachers often come to similar conclusions about students based on test performances. This leads to students being labelled as high or low achievers according to perceptions that have little objective basis.

It can be simply defined as a process of making a judgement about an individual or an educational programme through careful examination of evidence.

What is Assessment?

Assessments are important as evaluation tools because they can help answer fundamental questions about educational processes and their outcomes – what are we teaching in classrooms, how are students engaging with learning materials, what knowledge is transacted in school settings, how do students internalize and apply these learnings, how are students developing as concerned and informed citizens of the world?

What Should be Assessed?

- Children's learning in subject areas.

- Children's skills, interests, attitudes and motivation.
- Children's participation in social activities.
- Children's responses to different situations and or opportunities both in and out of school.
- Children's participation in co-curricular activities.

Objectives of the Study

1. To study the notion of teachers regarding school based assessment at elementary level
2. To study different means of school based assessment used by teachers at elementary level
3. To study the purpose for which school based assessment is done.

Rationale

The present evaluation does not reflect the qualitative improvement. The contribution of present day evaluation is in terms of the students passed in schools and the number of students getting high percentages. Examinations is being treated as certification process in which certificates indicating divisions, percentages of marks/grades have become more important than the actual behavioural changes occurring in the learners. Therefore there is a need to study what the teachers actually understand of the term assessment ,why and how do they assess learners.

Methodology

Sample: The sample comprised 15 Public schools. The schools were selected on the basis of convenience. The investigator selected 2 teachers from each of the selected schools. In all, 30 teachers were selected for the study. The teachers were selected on the basis of random selection method. Tools used was an interview schedule prepared for the teachers of each of the schools. The study is delimited to the public schools teacher of Bangalore.

Findings

- Most of the teachers said that the purpose of assessment is to improve teaching learning process.
- To find out what learning and changes takes place in the child over a period of time.
- To identify the individual needs and requirements.
- To plan teaching learning process in a more suitable way.
- To help the child understand about what s/he knows or can do.
- To find out the extent to which the objectives of the syllabi have been achieved.
- To improve teaching learning process.
- To communicate the children's progress to parents.
- To do away with the fear of assessment among children.
- To encourage and support children to learn together
- Some teachers agree that the present assessment system is able to give authentic results but on the other times they don't get authentic results, the problem they faced according to them is the fluctuation of students' interest in attempting tests.
- They also said that students are not serious when the assignments are given to them and usually some of them fail to complete the assignments.
- It was found that the current practices of evaluation of pupils learning usually employ teacher made and standardized tests using multiple choice or other objective type items. These practices are too used in measuring complex problem solving skills, divergent thinking, collaborative efforts among students .
- They strongly feel the need of some alternative methods of assessing the learners and these strategies are based upon constructivist principles of knowledge construction
- Teachers also said that assessment does not have to be limited to only paper and pencil test. Assessment can be done through projects, experiments, Role playing, creative writing etc. They also said that when children are given a chance for creative expression they learn effectively.
- Teachers suggested the technique of Rubrics to assess students authentically, so what a rubric is: Rubrics are set of criteria and standards related to learning objectives that is used to assess student's performance/assignments in both curricular and co-curricular areas and socio-personal qualities. Rubrics allow for standardized evaluation according to specified criteria, making grading simpler and more transparent.
- Rubrics can be analytic or holistic, and they can create for any content area including Math, Science, History, Writing, Drama, Art, Music etc. It is a formative type of assessment because it becomes an

ongoing part of the whole teaching and learning process. As students become familiar with rubrics, they can assist their teachers in the rubric design process.

- Besides using the above techniques the teachers also used classroom discussion for classroom assessment sometimes.
- Other techniques which they use were: Assignments, Club Activities, class tests on weekly basis, Surprise tests Hands On experiences, Projects, Debate, Demonstration (practical skill).

Suggestions

- Use a variety of tool (oral, projects, presentations)
- Understand different learning styles and abilities.
- Share the assessment criteria with the students
- Allow peer and self-assessment
- Give an opportunity to the students to improve.
- There is a need of more awareness programmes and workshops for teachers in relation to assessment.
- The class size should be reduced.

The assessment should not be done to

- Encourage children to compete with each other of marks.
- Identify what the child does not know or cannot do.
- Label children as slow learners, or bright students or 'problem children'.
- Identify children who need remediation.
- Diagnose learning difficulties and problem areas.
- Help children to score more marks in exams.
- Encourage children to get position (first/second) in exams.

Conclusion

The basic purpose of assessment is to improve the teaching learning process and ultimately to gauge the extent to which the capabilities of learners have been developed. Well designed assessment and regular reporting provide learners with feedback and encourage them to learn further. They also serve to inform parents about the quality of learning and progress of their wards. This is not a means to encourage competition among learners. A good evaluation can become an integral part of the learning process and benefit both the learners themselves and the teachers by giving feedback. It is obvious that teachers use to observe the progress of their children regularly on informal basis. These informal observation no doubt, have immense implications for improving teaching-learning process and thereby children's learning. There is, however, need for some new alternative assessment techniques and periodicity in evaluation so that it can help teachers to reflect upon the information collected about learners.

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'Education as A Means of Social Mobility for the Primitive Tribe of Karnataka: Issues and Challenges'

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ABSTRACT: A tribe is a collection of families or group of families bearing a common name members of which occupy the same territory speak the same language and observe certain taboos regarding marriage, profession or occupation and have developed a well assessed system of reciprocity and mutuality of obligations' by D N Manjundar. In India seventy five tribes have been identified as "Primitive Tribal Group"(PTG now called Particularly Vulnerable Tribal Group). The Koraga and Jenu Kuruba are the two primitive tribes residing in the western ghats of the Karnataka. Koraga an aboriginal tribes of Udupi and Dakshina Kannada district which is notified as a primitive tribe in 1986. Their population is about 11000 according to the 2011 census report. A great majority of them led a hard life and good proportion of them is engaged in their traditional occupation like basket making, coir making and are scavenging in the village panchayath. In this study we made an attempt to evaluate the role of education and its impact on community. And also reveals how the challenges faced by koraga tribal children in schools and public life.

Keywords: Koraga, Primitive Tribe, Mobility, Education.

1. Introduction

In India tribal communities are listed as Scheduled Tribe as per clause (1) of Article 342 of the Constitution of India. The notification of tribe is state specific. The identification of Scheduled Tribe is done on the basis of different characteristics, like: Primitive traits, Distinctive culture and Geographical isolation, Shyness of contact with the community at large and Socio-Economic Backwardness. In India, 705 ethnic groups are recognized as Scheduled Tribes (STs), and these 'tribal's' are considered India's indigenous people. The Scheduled Tribes are usually referred to as Adivasi's, which literally means indigenous peoples. According to the census 2011, the tribal people constitute 8.6 per cent of the total population of over 104 million people. They represent an enormous diversity in terms of size, language and linguistic traits, ecological situations, physical features, extent of acculturation, modes of making a living and level of development.

The Government of Karnataka has identified (i) JenuKuruba; and (ii) Koraga tribes as Particularly Vulnerable Tribal Groups (PVTGs). JenuKuruba tribes are originally from Mysore, Chamara Nagar and Kodagu district and Koraga tribes are from Udupi and Dakshina Kannada District.

Particularly Vulnerable Tribal Groups (PVTGs)

India is one of the major countries having larger concentration of tribal groups in the world. In 1961, the Scheduled Areas and Scheduled Tribes commission was formed- popularly known as the Dhedar Commission. Then the study team on tribal development programmes, known as ShiluAo team, discerned in 1969 conspicuous imbalance in the conditions of the tribal communities. The observations, made by the study team, advocated categorically for the identification of the most backward tribes known as Primitive Tribal Groups (PTGs). In 2006, the government of India renamed the PTGs as particularly vulnerable tribal groups (PVTGs), among the tribal's, primitive/vulnerable tribal groups are highly susceptible these groups are still isolated from the main stream of civilized society. They are small in number and having pre-agricultural technology. Literacy rate is extremely low. That group of tribes who have following characteristic features can be classified in to particularly vulnerable tribal groups: 1). Still practicing pre-agricultural level of technology 2). Extremely low level of literacy 3). Near stagnant or diminishing populations. Till today 75 groups have been identified as PVTGs in 17 states and UTs in India. PVTGs are scattered in different geographical areas of the country. According to the 2001 census, the PVTGs population is approximately 32, 62,322. There are

12 PVTGs having a population above 50,000 and the remaining groups have a population of 1000 or less. The PVTGs of Sahariyas has the highest population of 4, 50,217 while the PVTGs of Sentinelets and Andamanese has a very small population of only 39 and 43 respectively.

During the fifth five year plan 1974-79 periods 52 PTGs were identified in various states. Then during the Six Five year plan and the first three years of the seventh Five year plan, 22 more such tribal groups were added

to the existing list. Recently another one has been added making the total number 75(R.M.Sarkar 2008) according to the 1981 Census, the population of PVTGs was 20.43lakh; as per the 1991 census it is 24.13lakh;and as per the 2001 census, it is 32.62lakh. These are spread across 17 states/UTs living very close to the natural surroundings and use their respective ecological setting to maintain their livelihood. They think very seriously of safeguarding various elements of nature, maintain systematic relation with value and practice taboos and norms against indiscriminate collection of natural wealth. These people prove themselves to be very good observers of nature and the extent of plant growth and animal movement within their respective ecological zone. Among The 75 Tribes some vulnerable Tribes Need Immediate Attention. The most Vulnerable are: Andaman Tribes Onge, Jarwa, Shampen, Andamanese And Sentinel Thoti, Kadar, Koraga, Kurumba, Birhor, Man Kirdia, Raji, Toto, Cholanaicken, Asur, Birjia, Savar, Kathodi, Bondo, Didayi, Lodha, Saura, Kattunaicken, Paniya, Bharia.

Table 1: Growth of Tribal Population in India 1961-2011

Sl. No	Year of Census	Total Indian Population	ST Population in India	ST Percentage
1.	1961	439.2	30.1	6.85
2.	1971	548.2	38.0	6.93
3.	1981	685.2	51.6	7.53
4.	1991	846.3	67.8	8.10
5.	2001	1028.6	84.3	8.19
6.	2011	1210.5	104.2	8.61

Source: Census of India 2011

Scheduled Tribe Population in Karnataka

In Karnataka State according to the recent Census Report, 49 communities have been included in the list of Scheduled Tribes and very recently Siddi Community of Uttara Kannada has been listed in the list of Scheduled Tribes. At present officially there are 50 Scheduled Tribe communities in Karnataka. There are some other tribal communities which have tribal characteristics but they have not been officially listed in the list of Scheduled Tribes, due to identity crisis. According to 2011 census tribes constitute 6.95% of the total population of the state.

The highest proportion of Scheduled Tribe population is returned from Raichur District (19.03 per cent) and the least proportion is returned from Mandya District (1.24 per cent). The proportion of Scheduled Tribe population is less than 5 per cent in 12 districts, between 5 to 9 per cent in 7 districts and above 10 per cent in the remaining 11 districts.

Objectives

- To study the historical background of the Koraga Particularly Vulnerable Tribal Group (PVTG'S) of Karnataka.
- To study the education as a means of social mobility among Koraga community.
- To suggest the recommendations for development of Koraga (PVTG'S).

Methodology

The study shall be undertaken in the Udupi and D.K district of Karnataka State in India for an in depth analysis of educational issues relate to Koraga Tribe. To investigate the above objectives, the study will be based on primary data which will be supported by other analytical and empirical studies concerning the topic. The secondary data for the analysis would be collected from the ITDP, NGO'S, Census of India and Local bodies' documents. The collected data from both primary and secondary sources will be compiled and presented in the form of tables and charts making the presentation of the study results impressive.

Results and Discussion

Koraga is an aboriginal tribes of Udupi and Dakshina Kannada District which is notified as a Primitive Tribe in 1986. In Udupi district they are found in Udupi, Kundapura and Karkalataluks. From 1956 to 1986 they were listed in the category of Scheduled Tribes. In 2006, the government of India renamed the PTGs as particularly vulnerable tribal groups (PVTGs), though the Koragas are tribal's they are regarded as

ceremonially impure and unclean in the local Hindu Society. Koraga tribe is regarded as one of the most untouchable tribal community in India.

Their population is about 14794, according to the 2011 census report. A great majority of them led a hard life and good proportion of them is engaged in their traditional occupation like basket weaving, coir making and are scavenging in the Village Panchayath. Today the Koragas are facing the serious threat in their existence because of wide spread of the fatal diseases, malnutrition and unhygienic living condition. They are experiencing even negative population growth due to rising of mortality rates. If their degenerating conditions are not addressed and programmes are not initiated to increase their welfare they may go out of existence in the next few decades. The waves of the modernization and the industrial growth have not touched the Koragas. Marathi tribes are engaged agriculture and other allied activities. Malekudi tribes are at an intermediate stage of transition. A large proportion of them own or arable land and have started settled cultivation, producing even commercial crops. Tribes of these taluks have typical social structure and they are culturally different from each other.

Scheduled Tribe Population of Udupi and Dakshina Kannada Districts.

Total population of the D.K district is 20, 83,625, Scheduled Tribe population is 82,268 therefore Scheduled Tribes constitute 3.95% of the total population of the district. Among the tribals of this district numerically, Marathi Tribes are 84.75 per cent, Malekudi Tribes are 9.34 per cent and Koraga Tribes are 5.90 per cent of the population.

Communities in Dakshina Kannada (DK) District

Taluk	Scheduled Tribes		
	Marathi	Malekudi	Koraga (PVTGs)
Mangalore	12782	58	3406
Bantwal	19916	424	572
Puttur	16759	472	396
Sullia	10760	980	101
Belthangadi	9509	5750	383
Total	69726 (84.75)	7684 (9.34)	4858 (5.90)

Source: ITDP report D.K district (2015)

Table 3: Taluk wise Population of Koragas

Sl. No	Particulars	Udupi	Kundapura	Karkala	Total
1	Families	1250	842	426	2518
2	Total population	6200	3154	1779	11133

Source: Census as Per 2011

Table 4: Basic Information about Koraga Community in Udupi District

Sl.No	Particulars	Udupi	Kundapura	Karkala	Total
1.	Colonies	147	129	87	363
2.	Families	1250	746	392	2388
3.	Total population	6200	3154	1779	11133
4.	Men	3104	1580	882	5566
5.	Women	3096	1574	897	5567
6.	School going children	1070	608	345	2023
7.	School drop outs	78	132	19	229
8.	Literates	2697	248	1041	3986
9.	Basket weavers	332	155	160	647
10.	Coolie workers	1090	813	754	2657
11.	Sanitary workers	1203	99	36	1338
12.	Agriculturists	-	32	-	32
13.	Government Employees	94	43	3	140

14	Village Panchayath members	29	34	4	67
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Source: Survey conducted by I.T.D.P., Udupi and N.G.O- Samagra Gramina Ashrama Udupi

Education and Social Mobility among Koraga Tribe:

Education is a basic right for every individual for their development and empowerment. It is influencing other human development factors like health, standard of living, income and freedom. Udupi district has made remarkable progress in literacy since independence, as per 2011 census it ranks third in literacy rate in the state (86.24%), but the literacy rate among the Koraga community is low compared to other communities in the district. There is no educational policy to the School and Ashram school for the tribal's in Karnataka. Despite being the part of most literate district in Karnataka there is wide disparity in access to education. More over an account of many social cultural barriers, the given facilities have not been proper utilised. The census data of 2011 also shows that dropout rate is very high due to their depressed socio-economic condition.

Ajalu Practice and health status

The different sets of inhuman, discriminatory practices forced against koragas are called 'Ajalu'. This includes offering 'Dhana' to Koragas of food mixed with cut hair strands and pieces of nails of sick persons or of those experiencing financial or other problems with the belief that the koragas are via media for Paapa (sin) and Anishta (Impurities) of a 'civilized' community. Koragas were hence believed to be carriers of evil spirit. According to the 2001 census ,the total population of the koraga tribe in Karnataka district is 11,566. Decline in koraga population is not only due to pressure of family planning exerted by the state agencies, but also due to nutritional deficiencies and health problems which are taking a very high toll on the community. In fact very few of their men survive beyond the age of 40 years. Studies show that there is a high prevalence of anemia among women of reproductive age (15-49) which is almost 80%(Kamath et al 2014) and which is much higher than the WHO criteria (NNMB report-2006). Also, another significant issue that is alarming is the infant mortality rate (IMR), the incidence is 43 out of every 400 deliveries in the year 2004 -2005. According to welfare community, koraga population is facing serious medical problems such as Tuberculosis, leprosy, malaria etc (Kamath et al 2013). These phenomena indicate the health status of the population and also in particular the status of women of reproductive age which need to be studied in detail. In Karnataka, while the decade growth rate for the ST in Dakshina Kannada has shown a negative growth of 2.9%. this is an alarming situation and it needs to be studied further. 26% of women and 71% of men use tobacco in some form or the other and 14% of women and 50% of men use alcohol in ST. 46% of ST women experience some form of spousal violence (physical, emotional or sexual). only 50% of children are registered. Further, the population is shrinking in the koraga community (Nalinum, 2013). It becomes stringent when comes to animal conversation, displacement is the major issue in their habitat, as tribal life is associated with nature, including their religion, values, relationship and family structure. At present, koragas only untouchable tribe in Karnataka. The endogamous practices of this community have a high risk in genetic predisposal or susceptibility for the disease prevalence in the population. Unpublished studies showed that the ratio between the birth rate and death rate is not static in this population. Further, infant mortality. Apart from the economic factors we hypothesize that health factors like infant mortality, prevalence of frequent infectious diseases like malaria and tuberculosis with related genetic diseases are leading cause for the koraga population.

Issues and Challenges of Koragas

- Koraga people are living with a high degree of social guilt as a result of inhuman practice of Ajalu system and negative attitude of upper caste people towards them.
- It has been found that there was 80 percent school dropout among primary school children's.
- Diseases like Animea, T.B, Alcoholism, and Malnutrition and under nutrition problems are very common among Koraga Community.
- Population is gradually declining in koraga people; it was 25,000 in 1981 and drastically came down to less than 11,000.
- Because of rapid industrialisation, unavailability of raw material and prohibition to enter into the forest area they lost their income source and natural life.
- There is purposeful negligence by the state and state agency to make and provide basic necessities such as land, home and other facilities to them.
- As a result of acculturation the Koraga Tribe losing their unique ethnicity, culture and dialects.

- The gap has been widened between place where Koraga is dwelled and opportunities placed.

Conclusion

Particularly Vulnerable Tribal Groups (PVTGs) are in transition today. Koraga though they are an aboriginal of the costal Karnataka and Kerala, but their livelihood and dignity is being spoiled by the vicious practice of Ajar and untouchability. The main reasons for the failure of welfare schemes meant for koragas is due to the inadequate knowledge of their problems, requirements, and social cultural values. No clear documents have been made till today about their history. Majority of them are facing nomadic way of life, distinct cultural identity, geographical isolation and social and educational backwardness. Added to this, the koraga are not yet fully aware of the development of schemes and are not implemented properly, lack of awareness, low self-motivation and isolation had made them thoroughly inward looking and led to their socio-cultural segregation.

Hence, the state with welfare motto should take an immediate action to lift the human dignity of Koraga Tribe and need to incorporate the human right values within its programme and plan. Development of the community is possible only through the self-realization; self-assimilation and self-organisation Along with that effort should be made to protect the rights of Koraga Tribe and must empower them to grab the constitutional provisions which are meant for their benefit and mainstream development.

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Benefits of Government Health Insurance Schemes in Karnataka – A Study

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ABSTRACT: *The health insurance schemes are very necessary to everyone organized and unorganized employees with regards improve their life styles even insurance companies are majorly help to the employees their health and family members. Insurance Corporation is a sector of Health Insurance that has emerged as a major growth driver and as the most prominent segment in the expansion of insurances space. The study highlighted that health insurance and health insurance schemes is one of the largest Social Security Schemes of the world where no upper limit on medical expenditure has been fixed for beneficiaries. The study was made on the overview of health insurance Corporation of India and tries to bring out the details of provisions available to insured persons and their dependents both in and outpatient's hospital facilities under the Employees of karnataka state.*

Keywords: *ESI- hospitals, Medical Benefit, Benefits of health insurance schemes.*

1. Introduction

The government health schemes are generally understood as health insurance schemes provided by governments to its citizens, especially to low and middle income populations. Most government health insurance schemes combine different sources of funds, with government often contributing on behalf of people who cannot afford to pay themselves. Government health insurance differs from 'tax based financing' which typically entitles all citizens (and sometimes residents) to services thereby giving universal coverage. However, government health insurance entitlement is linked to a contribution made by, or on behalf of, specific individuals in the population. Government health insurance pools both the health risks of its members, on the one hand, and the contributions of enterprises, households and government, on the other, and is generally organized by national governments.

The government is committed to provide 'Health for all' and adequate financing is critical to ensure it. Universal Health Coverage (UHC) which has subsequently replaced the "Health for All" agenda defines "ensuring that all people can use the promotive, preventive, curative and rehabilitative health services they need, of sufficient quality to be effective, while also ensuring that the use of these services does not expose the user to financial hardship". The government of India has decided to increase its health spending to increase demand for healthcare and ensure equity in access to healthcare. To accomplish this in the wake of high out of pocket health spending is a challenging task. This in turn requires alternative security measures for those who cannot pay for healthcare. Coverage by other public and private health insurance is limited in India. Hence, to provide universal health coverage in a country like India, where most people are either unemployed, or employed informally in the unorganized sector, is not only challenging but also expensive. These challenges are further intensified due to the disparity in health systems across states and between rural and urban areas.

Litarature Review

Gopinath et. al. (2017) the study analyzed benefits of this act extend to employees whether working inside the factory or establishment or elsewhere or they are directly employed by the principal employee or through an intermediate agency, if the employment is incidental or in connection with the factory or establishment.

Dilshad begum(2018) the study highlighted that Employees State Insurance Corporation symbolizes with lighted lamp which indicates the spirit of the Scheme, lighting up the lives of innumerable families of workers by replacing despair with hope and providing help in times of distress, both physical and financial conditions. Employees State Insurance Corporation Act 1948 has designed to protect the employees' against the impact incidences of insured persons and beneficiaries health through the Employees State Insurance Hospitals.

Geetha (2018): the study has found that in India there are 30 states and 5 union territories. Major cause for common health issues in India is the pollution. The rapid industrialization emits huge carbon. The motor vehicles in the country have polluted the air. Pollution of air, water and soil has affected the health of many citizens.

Need for the Study

The major portions of the people who have enrolled under the employee government health insurance schemes are unorganized and organized sector workers. This implies that the workers of unorganized and organized sector were still falling back in receiving the benefit of health insurance.

Objectives of the study

1. To study the standard infrastructural facilities available in beneficiaries.
2. To identify and describe the infrastructural facilities to be available to the insured persons and their dependents.

Research methodology

The research methodology of the study is presented as below:

The study is conducted using descriptive type of methodology. The study depends on secondary data and to confirm the feasibility of the study.

Data Source

Secondary data

The Secondary data are collected from Journals, Articles, published data, Reports, Books, Periodicals, Research Papers, Websites, Manuals etc.

Scope of the study

The secondary data was used to highlight the conceptual framework of ESIC and health insurance schemes in karnataka. The sources of secondary data for the study were collected from the Employees' State Insurance Corporation, theoretical issues in relation to books, committee reports, annual reports, journals, articles, thesis, internet sources and published papers/ data.

Employees' state insurance (ESI) scheme

The ESI Corporation is a body corporate having perpetual succession and a common seal, set up by the Government of India on 24th February 1952, under the provisions of the ESI Act, 1948 to administer and execute the Scheme of Employees' State Insurance.

Coverage

The Employees' State Insurance Act, 1948 applies to non-seasonal factories employing 10 or more persons. The provisions of the Act are being extended area-wise in phased manner. The Act contains an enabling provision under which the "appropriate government" is empowered to extend the provisions of the Act to any other establishment or class of establishments industrial, commercial and agricultural. State Governments have extended the provisions of the Act to shops, hotels, restaurants, cinemas including preview theatres, road motor transport undertakings, newspaper establishments, educational (23 States) and medical institutions (24 States) employing 20 or more employees. Employees of the factories and establishments covered under the Act drawing monthly wages up to Rs. 15,000/- per month are covered under the scheme. The ceiling for persons with Disabilities is Rs. 25,000/- per month.

Finance and contribution

ESI Scheme is a self-financing health insurance scheme. Contributions are raised from covered employees and their employers as a fixed percentage of wages. As of now, covered employees contribute 1.75% of the wages, whereas, the employers contribute 4.75% of the wages, payable to their employees. Employees earning up to Rs.100/- a day are exempted from payment of their share of contribution. The State Governments, as per provisions of the Act, contribute 1/8th of the expenditure of medical benefit within a per capita ceiling of Rs. 1500/- per Insured Person per annum.

The employees' state insurance (ESI) benefits

As per the ESI Act, Under Section 46, the ESI Corporation is providing the social security benefits to the insured persons and their dependents under the Employees' State Insurance Scheme as follows:

1. Medical benefit

Medical Benefit is available to an Insured Person and his / her family from the day he /she enters insurable employment. There is a huge infrastructure comprising of Hospitals, Dispensaries, Annexes, Specialist Centre, IMP Clinics and arrangements with other institutions to provide medical care to beneficiaries. The range of services provided covers preventive, primitive, curative and rehabilitative services. Besides the out-patient services through Dispensaries of IMP Clinics, the in-patient services are provided through ESI Hospitals and private Hospitals. The provision of Super Specialty Services for beneficiaries is mainly through tie-up arrangements with reputed institutions, including services on Public Private Partnership

(a) Outpatient medical care

1. Insurance medical practitioner
2. Service dispensary
3. Hospital opd

1. Insurance medical practitioner

Private Medical Practitioners are appointed as panel doctors. A panel doctor is expected to have his own consulting room and dispensary. Each panel doctor is allowed to register up to 2000 Insured Persons family units. The IMP shall collect specified medicines from the designated earnest ESIS Dispensary for supplying the same to the beneficiaries and also provide the investigation facilities of Urine (albumin & sugar) Hemoglobin and Blood Sugar.

2. Service dispensary

The out-patient medical care including essential laboratory investigations in relatively heavy Dispensaries under the ESI Scheme is provided through the service system i.e., through Dispensaries established under the Scheme for the exclusive use of the Insured Persons and their dependents manned largely by full-time Medical Officers. There are 1418 service Dispensaries under ESI scheme all over the country.

3. Hospital opd

Outpatient services under various specialties and super specialties like Medicine, Surgery, Pediatrics, Gynecology, & Obstetrics, ENT, Eye, Cardiology, Nephrology, Neurology, Urology, CTVS etc. are being provided through ESI hospital OPDs all over the country and also in house laboratory, CT, MRI scans through Public Private Partnership.

Universal health insurance scheme (UHS):

The four public sector general insurance companies have been implementing UHS for improving the access to health care to poor families especially the ones living under the poverty line (BPL families). This scheme not only provides coverage to individuals but to the groups or families as well.

- **Eligibility** – The Universal Health Insurance Scheme (UHS) has been redesigned targeting only the BPL families. The scheme is applicable to all individuals from 5 Years to 70 Years of age.
- **Cost** – The premium subsidy has been enhanced from Rs.100 to Rs.200 for an individual, Rs.300 for a family of five and Rs.400 for a family of seven, without any reduction in benefits.
- **Benefits** – The scheme provides for reimbursement of medical expenses up to Rs.30,000/- towards hospitalization floated amongst the entire family, death cover due to an accident @ Rs.25,000/- to the earning head of the family and compensation due to loss of earning of the earning member @ Rs.50/- per day up to maximum of 15 days.

Aam Aadmi Bima Yojana (AABY):

A Social Security Scheme was initiated and excellently administered by the Government of India in the form of the Aam Aadmi Bima Yojana for the citizens settled under 48 identified vocational/ occupational groups /rural areas with landless households. This group insurance scheme was introduced on 2nd October, 2007.

It is also administered under the Life Insurance Corporation of India (LIC). The Aam Aadmi Bima Yojana offers insurance coverage to one earning member of the family or the family head.

Under the supervision of the Government of India, the Ministry of Finance made a proposal to merge both the Social Security Schemes, 'Aam Aadmi Bima Yojana (AABY) and Janashree Bima Yojana (JBY). Post-merger, since January 1, 2013, the scheme was newly named as 'Aam Aadmi Bima Yojana.'

Explanatory memorandum to the revised estimates for the year 2017-18 and the budget estimates for the year 2018-19

The Budget Estimates of receipts and expenditure of the Employees' State Insurance Corporation for the financial year 2017-18 were approved by the Budget & Accounts Sub-Committee and Standing Committee on 30.01.2017 and 31.01.2017 respectively. These estimates were adopted by the Corporation in its meeting held on 18.02.2017. The Central Government approved the Budget vide their letter No. G-20017/01/2016-SS.I dated 29.03.2017. The Revised Estimates for the year 2017-18 and Budget Estimates for the financial year 2018-19 have been prepared. "Budget at a Glance" indicates these estimates under broad major heads of revenue and expenditure. According to estimates Income from contribution is sufficient to cover the expenditure on medical benefits, cash Benefits and the administrative expenses. 2. The Revised Estimates for 2017-2018 and Budget Estimates for 2018-19 have been prepared taking into account the following :-

Contributions

The income from Contributions for the year 2018-19 has been estimated at 20,900.00 Crore showing an increase of 1,900.00 Crore over the Revised Estimates 2017-18 keeping in view (a) anticipated additional coverage of about 9.44 lakhs employees during 2018-2019 in new areas as per the implementation programme (Appendix-I); and (b) the trends of contribution income. The weighted average number of employees in 2018-2019 is estimated at 307.07 lakhs.

The table shows the per capita income from contribution since 2012-2018:

2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals
5,679	6025	6054	6.127.3	6.380	6.806

Findings and Suggestions

Insurance sector in India are major contributing in India have registered considerable development and how it is growing panel wise with the onset of health care and health insurance sector reforms starting in the pre and post independence. It is beneficiaries to note that the development in these markets has been in a gradual and calibrated manner, sequenced in line with the reforms in the real sector. The impact of these reforms has been evident in the process discovery process, the easing of restrictions and the higher and lowering of transaction costs. Apart from these, there has been evidence of greater domestic educational system. The development of Higher education system is an on-going process and should not be considered as an event. It is important, therefore, that the authorities and participants should play proactive and complementary roles to sustain the future large deeds and needs of a growing country such as India.

Conclusion

Realization of the importance of social security in the country led to the promulgation of the Employees' State Insurance Act, 1948. It was a major legislation on social security for workers in independent India. The legislation on creation and development of a foolproof multidimensional social security system, when the country's economy was in a very fledgling state, was obviously a remarkable gesture towards the socio-economic amelioration of a workforce though limited in number and geographic distribution. As the administrator of the ESI Scheme, the ESI Corporation provides social protection to employees in the organized sector and their dependents in contingencies such as sickness, maternity or death and disablement due to an employment injury or occupational disease.

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A Study on Reading Difficulties in English Language and Its Components of 8th Standard Secondary School Students

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ABSTRACT: *The present study is aimed to know the reading difficulties in English language along with its components viz. vocabulary, spelling, phonics, phonemic awareness and fluency of 8th standard secondary school students. The study consists of 500 students of 8th standard secondary school in and around Tumkur city. These samples are drawn using random sampling technique. The knowledge of reading and understanding English is very essential for secondary school students. Reading English enables them to gain vast knowledge. Problems regarding reading English are complex and misunderstood. Diagnosis and diagnostic procedures, therefore, must be broad and flexible in order to discover what reading is for each student and when each student does it well.*

1. Introduction

English language has become essential in the lives of young people, who wish to reach the heights either in their academics or in their careers anywhere on this globe. The proficiency in English language opens more avenues for individuals to develop. English language acts as 'link' to bind people at inter-state level and international level. The ability to communicate in English earns a par amounting significance to individuals to expose their identity and to empower them. The knowledge of English is essential in higher education as prosperity in future careers depends more on the communication skills in English language. Among the four skills of language, listening and speaking are the corner stones of any language. Reading and writing are very much needed for students not only to reach academic heights but also to enrich their personality and to empower them.

It is observed by the researcher that those students who are good in language reasoning, good in English language attitude, less anxiety and found less learning difficulties. Such differences may generally affect the reading, speaking and writing in English at school level. Research in the area of reading, writing and speaking English language which is in terms of English language difficulties at secondary school level is quite lacking in India. Hence, the problem for the study is chosen and hope that finding of the study would help the system to minimize reading difficulties in English language.

Reading is receiving ideas, experiences, feelings, emotions, and concepts. It is an activity that permits one to gain vast knowledge. Reading creates for us mental maps of events so that ideas can be transmitted from the mind of one, the author, to the mind of another – the receiver/reader.

Humans read even before encountering print. They read faces and sound vibrations; they read the thrust of the wind on their skin; they read the intriguing language of animals. It was not until humans invented a symbol system to record, in words, the ideas that emanate from human minds and souls that reading problems began. Interpreting the written "squiggles" that represent thoughts seems to create difficulties for some people. These difficulties, we believe, are not "reading problems," but rather, they may represent problems with the coding system itself or with the pedagogy designed to help students learn to read. Actual problems with reading are often quite complex and misunderstood. Experts have difficulty agreeing what reading problems are, how to assess them, and how to assist students who have reading difficulties.

We believe that young children's eagerness to learn to read is based on their belief that being able to read opens wonderful worlds of experiences. Students must experience the excitement of "breaking the code," realizing that when they read ignorance is shed. This is the power of literacy and the excitement of the reading experience. When young children and adults achieve literacy, which permits the reception and expression of ideas and feelings, the result is joy and personal fulfillment.

Reading is a process of looking at a printed or written symbol and translating it into appropriate sound. This spoken symbol is further associated with an object for which it stands. Thus reading consists of three elements, the symbols, the sound and the sense. For example the child reads the word "tree" and at the same time he looks at the symbol, translates it into a specific sound which stands for some object "tree" and at the same time he visualizes the concrete object or idea for which the said symbol stands.

Components of Reading

There are five essential components of Reading in English language viz.

Vocabulary: Commonly defined as "all the words known and used by a particular person.

Spelling: The ability to spell words in the correct way. It is also an attempt to spell a word in the correct way.

Phonics: A method of teaching people to read, based on learning the sounds that letters represent.

Phonological awareness: It is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes.

Fluency: The ability to speak or write a language easily, well and quickly.

Review of Literature

Review of related literature would help the investigator to know the areas already covered, the hypotheses tested, the tools and techniques used and the findings of the researches, so that the investigator would be in a position to have a grasp over the problem on hand. Thus, review of related literature is a valuable guide in understanding the problem and its significance, suggesting appropriate gathering devices and providing appropriate study design.

Shankar et al. (2010) "Identifying reading difficulties of English standard students in Periyanaickenpalayam". Objectives: (i) To find out the level of reading difficulties faced by 8th standard students with respect to gender, (ii) To know the reading rate of 8 standard students with respect to gender, (iii) To find the ability of reading comprehension of 8 standard students with respect to gender, (iv) To find the reading efficiency of 8 standard with respect to gender.

Findings: 69.53 percent students possessed greater reading difficulties. 30.47 percent students possessed less reading difficulties. 51.55 percent boys possessed reading difficulties, 48.45 percent girls possessed reading difficulties.

Chandrasekhar Vazalwar (2011) investigated effect of anxiety on reading comprehension in English on sample of 960 Standard of XI students and the results showed that anxiety and reading comprehension in English are correlated negatively in boys and girls.

Ashok Thakkar (2013) studied on Construction and Standardization of English Language Proficiency related to reading comprehension, vocabulary, grammar etc., test for Higher Secondary School Students (XI, XII) and results found that Students of English medium score higher than the students of non-English (Gujarati) medium related to reading comprehension.

Shanthi and Denisa (2013) conducted a study on English language competence of high school students. The results revealed no significant difference between male and female in reading comprehension in English Language competence.

Alavander (1992) probed that Pupils of private schools secured higher mean English reading competency score than those from government schools.

Logan, Johuston (2009) study reported that on the whole girls had better reading comprehension, read more frequently and had a more positive attitude to reading and school.

Hendricks, Lewandowski, Barger and Garcia (2010) examined the test taking behavior and skills of English as a Second Language (ESL) college student on timed test of reading comprehension. The study revealed ESL students performed poorer and test of reading speed, reading comprehension, vocabulary and word recognition. Despite their lower reading comprehension performance ESL students did not engage in different testing behavior or test taking strategies compared to the L1 students. ESL students reported lower confidence in their abilities to perform on reading tests than the L1 students but did not report higher test anxiety. Vocabulary was the strongest predictor of reading comprehension performance for ESL students.

Objectives of the Study

The study is undertaken with the following objective.

- 1) To study the reading difficulties in English and its components.

Hypothesis of the Study

Hypothesis-1: There is significant difference between boy and girl students of 8th standard secondary schools with respect to reading difficulty in English and its components i.e. Vocabulary, Spelling, Phonics, Phonemic Awareness and Fluency.

Methodology

English Reading Difficulty Checklist was constructed and developed by the investigator. It consists of 32 statements of positive and negative statements. The subject is required to respond to each statement on Yes or No depending upon the response of the subject to the statement. The sum total of all the scores represents an individual's level of difficulties in reading. The stability coefficient of the checklist was found to be 0.73 and consistency coefficient of the scale was found to be statistically significant. The ERDC has content validity.

Sample of the Study

The study was conducted with a sample of 500 students of 8th standard drawn from different schools of in and around Tumkur city representing Government, Aided and Unaided schools giving representation to Gender. Sample was drawn by using random stratified sampling technique.

Data Analysis and Results

However valid, reliable and adequate the data may be, it does not serve any useful purpose unless it is carefully processed, systematically classified and tabulated, scientifically analyzed, intelligently interpreted and rationally concluded.

Table 1: Results of t-test between Boy and Girl Students of 8th Standard Secondary Schools with respect to Reading Difficulties in English Language and its Components (N=500)

Variable	Gender	n	Mean	SD	t-value	p-value	Signi.
Vocabulary	Boys	250	12.48	1.78	2.7835	<0.05	S
	Girls	250	12.00	2.04			
Spelling	Boys	250	10.08	1.38	1.7133	>0.05	NS
	Girls	250	9.87	1.38			
Phonics	Boys	250	10.04	1.37	3.7102	<0.05	S
	Girls	250	9.56	1.54			
Phonemic Awareness	Boys	250	10.17	1.31	2.7372	<0.05	S
	Girls	250	9.82	1.50			
Fluency	Boys	250	10.26	1.68	3.3609	<0.05	S
	Girls	250	9.79	1.45			

From the results of the above table, we can see that,

- There is significant difference between boy and girl students of 8th standard secondary school with respect to vocabulary ($t=2.7835$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the boy students of 8th standard secondary schools have higher difficulty in reading vocabulary as compared to girl students.
- There is significant difference between boy and girl students of 8th standard secondary school with respect to spelling ($t=1.7133$, $p>0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the boy and girl students of students of 8th standard secondary schools have similar difficulty in reading spelling.
- There is significant difference between boy and girl students of 8th standard secondary school with respect to phonics ($t=3.7102$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the boy students of 8th standard secondary schools have higher difficulty in reading phonics as compared to girl students.
- There is significant difference between boy and girl students of 8th standard secondary school with respect to phonemic awareness ($t=2.7372$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the boy students of 8th standard secondary schools have higher difficulty in phonemic awareness as compared to girl students.
- There is significant difference between boy and girl students of 8th standard secondary school with respect to fluency ($t=3.3609$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the boy students of 8th standard secondary schools have higher difficulty in fluency as compared to girl students.

Findings of the Study

- The boy students of 8th standard secondary schools have higher difficulty in reading vocabulary as compared to girl students.
- The boy and girl students of students of 8th standard secondary schools have similar difficulty in reading spelling.
- The boy students of 8th standard secondary schools have higher difficulty in reading phonics as compared to girl students.
- The boy students of 8th standard secondary schools have higher difficulty in phonemic awareness as compared to girl students.
- The boy students of 8th standard secondary schools have higher difficulty in fluency as compared to girl students.

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Politics and Indian Education System

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ABSTRACT: Education is the tool which provides people require knowledge, skill, technique, and information and enables them to know their rights and duties toward their family, society, and obviously nation. The problem that we come across on a daily basis and in large scale is politics in the education system. Misuse of government power for other purposes, such as repression of political opponents and general police brutality, is not considered political corruption. Indian politics have different political issues. Education and politics enjoy a symbiotic relationship, that is, education affects politics and politics affects education. The Indian Education system is divided into three phases such as Vedic period, Medieval period and Modern period Education. The purpose of writing is to concentrate on how politics spread its power over Indian Education System in these three phases.

Keywords: Politics, Indian Education System, Vedic Period, Muslim period and modern period education.

1. Introduction

Education gives us a knowledge of the world around us and changes it into something better. It develops a perspective of looking at life also it helps us build opinions. People debate over the subject of whether education is the only thing that gives knowledge. Education makes us capable of interpreting things, among other things. It is not just about lessons in textbooks. It is about the lessons of life.

Education is the tool which provides people require knowledge, skill, technique, and information and enables them to know their rights and duties toward their family, society, and obviously nation. Education expands the vision, outlook to see the world. Education develops the capabilities to fight the injustice, violence, corruption and other factors. Just as a face is the mirror of the heart, level of education develops the status of the nation (Bobur Tuegunboev).

The problem that we come across on a daily basis and in large scale is political corruption in the education system. Political corruption is the use of power by government officials for illegitimate private gain. Misuse of government power for other purposes, such as repression of political opponents and general police brutality, is not considered political corruption. Indian politics have different political issues. Let us focus on some stark realities and realize that Indian education system in serious crisis.

Education and politics enjoy a symbiotic relationship, that is, education affects politics and politics affects education. Education, influences the collective intellect, goals, and values of the body politic. The way in which a society is educated will thus determine who is able to hold office; how those in office are elected; how much power and control those in office will have at their disposal; what laws are considered reasonable and unreasonable; and how those representing the state will choose to regulate, promote, and establish educational institutions.

The Indian Education system is divided into three phases such as Vedic period, Medieval period and Modern period Education. Let's discuss one by one how politics took place in these three phases.

Ancient or Vedic period Education

The education system that prevailed during the Vedic times had some unique characteristics. Education was confined to the upper castes, and to those who were brahmacharis. This is the time set aside for learning and acquiring skills. During the Vedic period, most of the upper castes, which were either Brahmins or Kshatriyas had their education in a unique system called gurukulam.

The education system in Vedic period was completely out of politics. It was under the control of gurus. The kings were considered the gurus as gods and their words were the ultimate. Also, they were considering gurus helps and suggestions to implement any policies and rules.

Medieval or Muslim Period Education

The beginning of the 8th century A.D. witnessed a large number of Mohammedan invasions. Mahmud Ghazni invaded the country and established a large number of schools and libraries in his own country by the looted

wealth. Later on when the Muslim rulers established permanent empire in India, they introduced a new system of education. Consequently, the ancient system of education was greatly changed.

The aim of education during the Muslim period was the illumination and extension of knowledge and the propagation of Islam. The education of this period was imparted for the propagation of Islamic principles, laws and social conventions. Education was based on religion and its aim was to make persons religious minded.

The chief characteristics of education in Muslim period were lack of University education, neglect of Vernaculars, decline in teacher- pupil relationship and problem of discipline. Corporal punishment was started. The system of examination depended upon the will of the teacher to send the pupil to the higher classes or not. Degree was given after the completion of education. Military education was also considered compulsory in order to establish supremacy over the Hindu kings.

However, the education which developed and expanded during the long period of about six hundred and fifty years of Muslim rule in India had highly political influence. The complete education system was under the control of kings' rule. Their main aim of the education was the propagation of Muslim religion and the unity of their own community.

Modern or British Indian Education

Each and every nook and corner of the modern Indian education system was influenced by politics. As the Britishers colonised India, the Gurukul system began to fade away. The East

India Company came to India for exploring business possibilities but it ultimately thought to establish its own empire in India. To achieve their goal, at first they mingled with the Bengal politics successfully. They obtained the Diwani powers in Bengal and acquired full control over the Nawabs. A Madrasa in 1780 at Calcutta and a Sanskrit College in 1791 at Benaras were established for pleasing the Muslim and Hindu population.

Their main aim of education was to control over the Indians and make an easy administration in India. The British Parliament added a clause in 1813 charter that Governor-General-in- Council less than one lakh for education and allowed the Christian Missionaries to spread their religious ideas in India.

General Committee of Public Instruction (1823), The committee was formed to look after the development of education in India which was dominated by Orientalists who were the great supporter of Oriental learning rather than the Anglican. During the Company's rule Missionaries were encouraged to work in the field of education and they opened a number of schools and colleges for educating children of the higher-class family. But appointment of teachers in these schools came under the control of the government. The purpose of this theory could not be fully achieved. It could have only partial achievement in the sense that the British Government got a few educated Indians who could help in running the administration. Education became concentrated only to those who had money.

Hence, we can say the British education system were influence by the aspiration of Christian Missionaries. It was injected to ensure a cheap supply of educated Indians to increase a number of subordinate posts in administration and in British business concern. That's why, they emphasis on English as a medium of instruction and also to glorified British conquerors and their administration.

Conclusion

Indian education system is said to be old and mundane. In the times, when the organizations are looking for creative and enthusiastic individuals, the Indian schools train the young minds, to follow a set curriculum and behave as they are told for almost fifteen years of their lives. There is no freedom to provide suggestions or share ideas. There is a serious need to reform the Indian education system which in turn helps in developing smarter individuals.

Now a days we can see that the politics spread its power in each and every nook and corner of the education system. It is impossible to separate education and politics each othr. There is a need to think if we want to make new inventions, bring positive changes in the society and prosper in our school system. However, we can avoid misuse of politics in education system.

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REFORMS IN TEACHER EDUCATION IN INDIA – RELEVANCE, CHALLENGES AND REMEDIES

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ABSTRACT: Education is the key for development of any nation and it depends on the quality of teachers. Knowledge, dedication, quality, professional commitment and motivation of teachers are the factors responsible for quality education and learner achievement. Present education system demanding that technological pedagogical content knowledge system of teaching learning process (TPACK). Well planned and imaginative Teacher education programmes are required today. Teacher education programme has to be critiqued, studied, reformed, rethought and reoriented today. Improvement in teacher education is a 3 dimensional task. It's a challenge for every nation to provide well prepared and effective teachers, it is an area of concern for degrading values and questions about purpose and goals of education for society; and it is a research problem involving educational issues, concerns, questions and conditions. However some of the problems have also been there like updated curriculum, duration and quality of internship, in-service teacher education, lack of practical aspects and teacher education through distance mode are debatable issues. This paper deals with some issues and challenges also proposed remedies for teacher education.

Keywords: Teacher Education, Relevance, Issues, Challenges, Remedies.

Introduction

It is well known that teachers have a pivotal role in the development of an inclusive education system. Highly motivated, qualified, and trained teachers are important factor for ensuring meaningful access to education. Teacher education is the process for the development of proficiency and competence of teachers which in turn enable and empower them for meeting the requirements and challenges of the profession in present times. Goods Dictionary of Education explains- „Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.“ W.H. Kilpatrick specified teacher training by stating that „Training is given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

“Clinton stated in his Call for Action for American Education in the 21st Century (1996) that, “Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training”. India has the world’s third largest educational system and is among the largest systems of teacher education in the world. The educational expansion, universalization of elementary education, vocationalization of secondary education, higher and professional education and quality concerns of education are major drivers for the increased demand and need of good teachers, in such conditions, there is a big need to produce good teachers and today it is on the top of global agenda.

Challenges of Teacher Education

Great expansion of teacher education institutions during the last decade reflects the teacher education scenario of today. Increase in the no. of schools and enrolment as a result of countrywide primary education

programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, has resulted in increased demands for the teachers. As a result, poor quality, lack of responsibility, and lack of desired qualities and dedication is seen among the newly produced pupil teachers. **Poor Integration of skills:** Certain skills as life skills, techno-pedagogic skills, info-savvy skills, emotional skills, human developmental skills and spiritual skills need to be integrated in the teacher education programmes. There should be simultaneous focus on the creative thinking, critical thinking, self and social management skills. The present teacher education system of country fails to integrate these skills within learners.

Small time period for teacher's training: In India, this period is of one year after the graduation and finally the effective 6 to 7 working months in a session was less than required to develop healthy attitude, values and multidirectional interest. To overcome this problem, NCTE has extended this period to 2 years from 2015. There are some positive and negative impacts of this step but the final result has to come yet. **Incomplete competency development of teachers:** The present training programme does not provide proper opportunities for pupil teachers to develop their competency as these training programmes are not well concerned with the existing problems of schools. So a close link between the routine work of a school teacher and the programme of teacher training college is a must. The recommendation of increasing the internship period of school is a good step in the direction.

Improper and inadequate practice teaching: Generally practice teaching is not taken seriously and professionally by pupil teachers, especially in many private teacher training institutes and there is a lack of sense of duty, and they remain irresponsible, aimless, and indifferent to children, which are hurdles in the development of pedagogical skills. **Lack of subject knowledge:** The B.Ed. programme does not emphasize the knowledge of the basic subject. It should ensure the development of subject knowledge along with teaching skills. Without it the teaching practice will remain somewhat ineffective with regard to the subject knowledge. **Inappropriate methods of teaching:** In India teacher educators are neutral towards adopting innovative methods and experimentation in their teaching. Their acquaintance with modern class-room technologies and effective ICT techniques is poor. **Incomplete supervision and feedback:** The supervision coupled with proper feedback is useful for improving practice teaching and instructional activity of the pupil teachers. Feedback and support help them in developing confidence to face the classroom.

Inadequate empirical research: In India, educational research conducted is not of satisfactory quality and not at par with global standards. This is a weaker link in the chain of effectiveness of teacher education. **Inadequate professional development and infrastructural facilities:** Most of the programmes are facing lack of professional and necessary infrastructure. This results in unsatisfactory professional achievements. **Poor motivation and academic background of pupil teachers:** Most of candidates joining the teaching profession do not come here by choice; instead they come here by chance, when there is no other option. They do not have the requisite level of motivation and an academic background for the noble profession of teaching. **Poor budget allocation:** Less budgetary allocation is a main reason which in turn makes suffer the institutions for equipments, facilities, arrangement of co-curricular activities and sometime contractual appointment of the staff shortage. It directly affects the quality of outcome. **Lack of feedback system:** a perfect feedback system from institutions, staff, faculty and stakeholders regarding courses and implementation is required at every stage of change and planning. Recently 2 year curriculum of B. Ed. is started by NCTE countrywide, which was recommended time and again in various policy papers and reports. **Insufficient co-curricular activities:** In present courses mostly the focus is on completing the syllabus and no place is there for well planned co-curricular activities like NCC, NSS, educational visits etc., particularly in private institutions.

Remedies to Overcome the Challenges:

Timely updating of curriculum- Curriculum of teacher education programme should be revised from time to time according to changing needs and latest developments of the society, profession and globalized world. **Proper monitoring of private institutions**- National Knowledge Commission has suggested that Teacher education institutions should be put under strict control of this regulatory body for the selection of teacher, students and provisions of good infrastructure etc. and Institutions working should be examined from time to time and strict action should be taken if they fail to come up to expected level. **Faculty training in value education and stress management**- Teachers should be trained about stress management and value education so that they could help students in managing the stress and sustaining themselves in this time of social isolation, parental pressure and cut throat competition and they could educate young minds in the right direction by appropriate values. **Development of critical thinking**- Bloom placed creativity at the top of revised objectives of higher order thinking because development of creativity is very essential for the all round development of human being.

Teachers should be able to think critically and make right decisions and maintain harmonious relations with others. Teachers should encourage student's capacity to construct knowledge. **Developing competency of teachers**- enough to incorporate the usage of science and technology and ICT in educational activities as well as for effective learning and to apply it in teacher education institution. **Encouragement to quality research teacher education**. European Commission rightly stated that "Developing reflective and critical competences are key objectives for teachers who need to adapt an evolving curriculum and to changing techniques and social environments. **Improving quality of teacher educators**. Engaging Quality teachers and improving their quality with continuing education efforts is needed in present scenario. Teacher educators must be experienced and well qualified with language proficiency. A teacher and a teacher educator need to be lifelong learner.

Development and enrichment of life skills- Teacher education programmes should enable the teachers to develop life skills among pupil teachers. These skills include (a) Thinking Skills (b) Self Awareness, Problem Solving, Creative Thinking, Decision making and Critical thinking (b) Social Skills – Interpersonal relations, effective communication and empathy (c) Emotional Skills – Stress Management. **Including some innovative steps**- Some innovative steps in teacher education include- Master of Education technology, programme by SNDT University Mumbai, M. Tech.(Education technology) course of Kurukshetra University, establishment of University of teacher education Chennai (2008). **Maintaining Academic Uniformity**- Academic and institutional uniformity across the country among teacher education institutions should be ensured and maintained with respect of duration of the programme, curriculum and structure. Ideal pupil teacher ratio of 1:8 should be followed in teacher education institutes. **Quality Internship of appropriate duration**- The internship of appropriate duration is a must in teacher education and it should be objective, reliable and valid and of proper time. **Proper place for co-curricular and extracurricular activities**- Co-curricular and extracurricular activities are essential part of a good teacher education curriculum and these should be included in a well planned manner. Various types of activities such as daily assembly programs, community living, social work, library organization and other curricular activities, which promote the democratic spirit of mutual appreciation, should be part of it. **Provision of demonstration schools**- It will be in the fitness of things if at the time of setting up a teacher education department, a demonstration school is made an integral part of it and a definite norm should be followed for certain facilities such as laboratories, libraries and other important audiovisual equipment. **Adequate funds allocation**- Adequate provision of funds availability should be made sure for teacher education. Assistance should be provided for running an experimental school and practice teaching sessions in various schools. **Strengthening and Library facilities**- Libraries are needed to be enriched with complete and comprehensive reference section equipped with e- journals, online subscriptions with a wide range of digital library facilities.

Suggestions to Reform the Teacher Education

1. Value education should be given to teachers, so that they could educate youngminds in the right direction.
2. Curriculum of teacher education programme should be revised from time totime according to changing needs of society.
3. The quality of teacher education programme should be up graded.
4. Teacher education programme should be raised to a university level and thatthe duration and rigor of programme should be appropriately enhanced.
5. Teacher education institutions should be put under strict control of thisregulatory body for the selection of teacher, students and provisions of goodinfrastructure etc.
6. Institutions working should be examined from time to time and strict actions should be taken of they fail to come up to expected level.
7. Teachers should train about stress management mechanism so that they couldhelp students in managing the stress and sustaining themselves in this time ofsocial isolation, parental pressure and cut throat competition.
8. Teachers should be able to think critically make right decisions and maintainharmonious relations with others.
9. Teacher education programmes should enables the teachers to develop therelife skills among students.
10. Techniques used in teaching should develop habit of self-learning and reducedependence on teachers. It will help them to reflect on their own and doingsomething new. Doing something new is creativeness.
11. Teachers should encourage student's capacity to construct knowledge.
12. Constitutional goals of justice, liberty, equality and fraternity can be realizedthrough proper teacher education.
13. Teachers are to make positive contribution to the realization of theconstitutional goals.
14. Teachers must understand the importance of the constitution in its trueprospective in the light of Indian Culture ethos and integrate it with thephilosophy of education.
15. Teachers should prepare to own responsibility towards society and work tobuild a better world, commitment to justice and zeal for social reconstruction.
16. The impact of science and technology and ICT on society and education should be fully discussed in teacher educations institution.
17. Scientific temper should be developed and its application for the solution ofproblems of life should be encouraged.
18. New knowledge and new experiences should be incorporated in thecurriculum and there should be a scope for teachers for reflection ofknowledge.
19. Educational institutions should be graded according to the standards of theinstitution and admission should be allowed according to standard of theinstitutions.

Conclusion:

Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. It is a well-known saying that teacher is the nation builder. The quality of teacher education programme needs to be up graded. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organisation etc. teacher education programme needs a comprehensive reform and restructuring curriculum of teacher-education programme needs to be revised according to changing needs of society. No doubt a lot of stress is given on teacher-education course in India. Unfortunately still there are several loopholes in the system. After the deep study and healthy discussion with educationist. This article would be helpful to State

and Centre Governments policy maker budget allotment and best educationists to bring reforms in teacher education.

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Effects of Circuit Training and SAQ Training on Selected Physical Fitness Variables of Secondary School Boys

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ABSTRACT: The purpose of the study was find out the effects of circuit training and SAQ training on selected physical fitness variables (speed, flexibility, muscular strength and muscular endurance) of the male school children's. For the present study, sixty school boys' students studying from Government high school Bijjaragi, Vijayapura were selected randomly as subjects. Their age ranged from 13 to 17. Twenty subjects were distributed into three equal groups. Group-I circuit training (N=20), group-II SAQ training (N=20) and another group-III act as control group. The experimental groups with varied load and velocity (intensity) under went their respective training programme for three days in a week for eight weeks. Analysis of co-variance (ANCOVA) and scheffe's post hoc tests were used to examine the significance between the variables for testing groups. The analysis was carried out using SPSS version in 17.0 and statistical significance was set to a priority at $p < 0.05$. Some physical fitness variables show significance improvement of circuit training, SAQ training and control group. The speed and flexibility no significant proved of between experimental groups and to be improved muscular strength and muscular endurance.

Keywords: Speed, Flexibility, Muscular Strength and Muscular Endurance

1. Introduction

There are many different training methods that help to improve the physical fitness of athletes or students. Circuit training to improve the general fitness of students. There is a strong relationship between health and physical fitness. Research shows that there is a relationship between physical fitness, changes in fitness and the mortality in healthy middle aged men in which the increase in physical fitness may lower the risk of death and decrease the mortality of people state that the optimal level of physical fitness is conducive to the lifelong health. The improvement of physical fitness in sport participation helps to minimize the risk factors of health and leads to good health. Physical fitness is very important to sport participation. Not only can it help to develop the skill of different physical activities physiologically but also psychologically. As physical fitness involves the performance of different body parts such as heart, lungs or muscles, it affects what we can do with our minds and so it influences to some degree qualities like mental alertness and emotional stability. There are many physiological benefits of physical training on health. Suggest that physical training can improve the central nervous system and the endocrine systems, increase energy potential, increase metabolic and functional economy, improve oxidation process, improve the capacity of oxygen transport system, and increase functional stability. The Traditional Circuit Training exercises of include push-up, sit-up, bench lifting, squat thrusts, stepping and dumbbell rising. These exercises are performed with or without apparatus. Circuit training aims at the development of the basic components of physical fitness including muscular. The SAQ training has been suggested to improve the speed and agility of athletes. Exercise of speed, agility, and quickness (SAQ) has become a popular way to train athletes. Speed, agility, and quickness to cover the complete spectrum intensity of exercise, from low intensity to high intensity. SAQ drills can also be used to teach movements, such as heating, or to improve the physical condition of athletes [16]. Exercise of speed, agility, and quickness is a system of progressive exercises and instruction aimed at developing fundamental motor skills to improve the ability of the athlete to be more skilled at faster speeds and with greater precision. This exercise has become a popular way to train athletes in improving the speed, strength, or the ability into maximum potency. As circuit training may include a. number of different training Scientific Culture in Physical Education & Sports exercises, some elementary SAQ exercises may be implemented in the stations of circuit training in this study to create a new SAQ circuit training.

Objectives of the Study

To find out the effects of circuit and SAQ training on selected physical fitness variables (speed, Flexibility, muscular strength and muscular endurance) of the male school children's.

Methodology

Selection of Subjects

For the present study, sixty school students studying from government high school Bijjaragi, Vijayapura were selected randomly as subjects. Their age ranged from 13 to 17. Twenty subjects were distributed into three equally groups. Control group (N=20), Group – I circuit training (N=20), group– II plyometric training (N=20), the experimental groups with varied load and velocity (intensity) underwent their respective training programme for three days in a week for eight weeks.

Selection of Variables

Independent variable: circuit training and SAQ training

Dependent variables: Physical fitness components (Speed, Flexibility, Muscular Strength and Muscular Endurance)

Physical Fitness Components

Si. No.	Variables	Tests
1	Speed	50 mtr dash
2	Flexibility	Sit and reach test
3	Muscular strength	Push up test
4	Muscular endurance	Sit up test

Training Programme

Twenty subjects participated in the traditional circuit training which included a series of traditional exercises. The selected traditional exercises in this study were squat thrust, and bench press, bent-knee sit-up, alternating dumbbell press, back hyperextension, weight lifting, dipping, bench stepping and squat. There were about seven to eight different traditional exercises in each circuit of training. The number of repetitions in each exercise was gradually increased from eight to twelve. The training intensity was required to be about 65% of the maximum capacity as indicated by the heart rate. The SAQ circuit training which consisted of a series of SAQ exercises. The SAQ exercises selected in this study included butt kickers, cart wheel, bounding, V-drill, B-skip, five cone drill and in place Tuck jump. The subjects were required to complete three circuits in each training session and there were three sessions per week. The workload, intensity, duration and frequency were similar to that of the traditional circuit training for eight weeks.

Statistical Analysis

Analysis of co-variance (ANCOVA) and scheffe’s post hoc tests were used to examine the significance between the variables for testing groups. The analysis was carried out using SPSS version in 21.0 and statistical significance was set to a priority at $p < 0.05$.

Results

Table 1: Analysis of Covariance on Criterion Variables of Experimental Groups (ANCOVA)

Variables	Adjusted post-test means (SAQ training)	Adjusted post-test means (circuit training)	Adjusted post-test means (control group)	Source of variables	Sum of square	df	F value
Speed	7.00	6.900	7.382	B W	1.520 7.700	2 54	5.530*
Flexibility	18.660	20.400	15.178	B W	310.772 515.836	2 55	16.869*
Muscular strength	21.862	18.472	14.481	B W	548.158 74.756	2 56	205.309*
Muscular endurance	30.412	28.701	26.321	B W	164.590 102.402	2 55	45.003*

*Significant at 0.05 level of confidence.

(The table value required for significance at 0.05 levels with df 2 and 56 is 3.16). The table –I The significant difference Where shown Between SAQ and circuit training, Traditional circuit training and control group the obtained F- ratio of speed, flexibility, muscular strength and muscular endurance for adjusted post test means were 5.530*, 16.869*, 205.309* and 45.003* respectively which are more than the table value of 3.16 for df 2 and 56 required for significant at .05 level of confidence. So the results indicate that there was a significant improvement between pre and post-test means of experimental groups. There was no change found in control group. This study indicates that SAQ and circuit training, Traditional circuit training for school children's would support for the development of the physical fitness variables.

Table 2: Scheffe's Paired Mean Difference of Experimental and Control Groups.

Variables	Combined training group	Circuit training group	Control group	Paired mean difference	C.I
Speed	7.006	6.900	7.396	0.38	0.28
	7.006	6.900	7.396	0.39	
Flexibility	18.660	20.701	15.185	1.51	2.38
	18.660	20.701	15.185	3.47	
Muscular strength	21.884	18.480	14.480	3.40	0.91
	21.884	18.480	14.480	3.40	
Muscular endurance	30.416	28.700	26.320	1.70	1.04
	30.416	28.700	26.320	2.38	

* Significant at .05 level

The table -II shows the paired mean differences on speed of combined training group and control group, Traditional circuit training and control group are 0.38 and 0.39. The flexibility of 3.47 and 5.51 respectively. These values are greater than the confidence interval values for speed 0.29, and flexibility 2.38. Which are no paired mean differences between speed and flexibility of SAQ circuit training and Traditional circuit training 0.10 and 1.52. There are less than confidence interval values. The mean differences of muscular strength 3.40, 7.39 and 3.99 muscular endurance are 1.70, 4.09 and 2.38 respectively. These values are greater than the confidence interval values of 0.91 and 1.05. The result of this study shows that there were significant differences between of combined training and Traditional circuit training the mean differences were greater than the confidence interval values of muscular strength and muscular endurance. The speed, flexibility, muscular strength and muscular endurance are better than control groups.

Discussion and Finding

The results of this study suggest that eight weeks of combined training and Traditional circuit training have a beneficial effect on speed, flexibility, muscular strength and muscular endurance on school children's. There was a control group that received no training apart from the physical fitness tests. There were significant differences found in the physical fitness test results of the traditional circuit training group and combined training as compared with the control group. According to the results of the Table 2 there were significant improvements of the Speed, Flexibility, Muscular Strength and Muscular Endurance where compared to traditional circuit training group and control groups. It showed that different components of physical fitness were not equally affected by the traditional circuit training, the improvement in flexibility helps to decrease the chance of hamstring injuries. But there is no significance of speed and flexibility between experimental groups.

Conclusion

Eight weeks of training of both the SAQ and circuit training group, control group showed significant increase in speed, flexibility, Muscular Strength and Muscular Endurance. Between the experimental groups combined training group and traditional circuit training group showed significant improvement of Muscular Strength and Muscular Endurance. There is no significance of speed and flexibility for between experimental groups.

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Government Schemes for Women Education and Empowerment: A Review

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ABSTRACT: *Women are considered to be the most vulnerable class of the society. Educating female has been an urgent need of the era. Educating women will speed-up economic development activities of any country. Education gives a breakthrough to women empowerment helping them to face their challenges, defy their traditional part in the society. Education helps achieve gender equality and helps women improve their status in the family and society. This study is a review of the Government schemes for women education and empowerment.*

Keywords: *education, empowerment, gender equality, government policies*

1. Introduction

Women constitute half of the population of the country and have a fair share in the economic development of the nation. Hence, neglecting women would hinder the growth of the nation. Empowerment is a modus operandi through which one can turn the wheel of fortune. Women are the topper in the society whose basic rights are disposed due to lack of awareness about their rights. Thus empowerment of women paved the way to provide women equal rights as men rather than settling for secondary position. Equal growth of both genders will give social and economic development of the country a great chance. Women should be physically, mentally, economically, socially, politically and culturally strengthened so that the country can make use of hidden potential power for the economic development.¹

Women Empowerment

There is no better way to empower a woman than educating her. Education helps women respond to the challenges in their life. The state government of Karnataka, Punjab and Telangana have announced free education to girls studying in all public, aided private schools and aided colleges from class 1 to Graduation, as a new leap towards women empowerment. January 24 is celebrated as National Girl Child Day

Key areas of concern in women empowerment is presented as below:

1. Women and Poverty
2. Education and training of women
3. Women and health
4. Violence against women
5. Women, media, and economy
6. Women and environment
7. Girl child.

Women Education

Any desired revolution can be bought in the society through education. Education helps a person differentiate between the good and the bad. Women contribute half of the population of the nation but still women are under presented and their potential is surprisingly untapped. Educated women have positive impact on Indian society through contribution at home and professional fields. A mother is a child's first teacher which implies future of a nation is in her hands. Ignoring a women's education will thwart the future of nation.

Some factors that affect women's education in India are:

1. Undernourishment and malnutrition of the girl child
 2. Sexual harassment and abuse at early age
 3. Lower socio-economic status of parents
-

4. Infections and low immunity power at childhood
5. So many social restrictions and taboo in their life
6. Allowed to get only limited education

Literacy Levels of Different States

The following table represents the males and females literacy levels of different states which is mentioned as below:

Sl. No.	India / States / Union Territories	Persons	Males	Females
	INDIA	65.38	75.85	54.16
1	Kerala	90.92	94.2	87.86
2	Mizoram	88.49	90.69	86.13
3	Lakshadweep	87.52	93.15	81.56
4	Chandigarh	81.76	85.65	76.65
5	Goa	82.32	88.88	75.51
6	Andaman & Nicobar Islands*	81.18	86.07	75.29
7	Delhi	81.82	87.37	75
8	Pondicherry	81.49	88.89	74.13
9	Daman & Diu	81.09	88.4	70.37
10	Himachal Pradesh	77.13	86.02	68.08
11	Maharashtra	77.27	86.27	67.51
12	Tripura	73.66	81.47	65.41
13	Tamil Nadu	73.47	82.33	64.55
14	Punjab	69.95	75.63	63.55
15	Nagaland	67.11	71.77	61.92
16	Sikkim	69.68	76.73	61.46
17	Meghalaya	63.31	66.14	60.41
18	Uttaranchal	72.28	84.01	60.26
19	West Bengal	69.22	77.58	60.22
20	Manipur	68.87	77.87	59.7
21	Gujarat	69.97	80.5	58.6
22	Karnataka	67.04	76.29	57.45
23	Haryana	68.59	79.25	56.31
24	Assam	64.28	71.93	56.03
25	Chhatisgarh	65.18	77.86	52.4
26	Andhra Pradesh	61.11	70.85	51.17
27	Orissa	63.61	75.95	50.97
28	Madhya Pradesh	64.11	76.8	50.28
29	Rajasthan	61.03	76.46	44.34
30	Arunachal Pradesh	54.74	64.07	44.24
31	Dadra & Nagar Haveli	60.03	73.32	42.99
32	Uttar Pradesh	57.36	70.23	42.98
33	Jammu and Kashmir	54.46	65.75	41.82
34	Jharkhand	54.13	67.94	39.38
35	Bihar	47.53	60.32	33.57

Source: GoI Census, 2001

Government Policies for Women Education and Empowerment

2001 is the year said to be the year of women empowerment (Swashakthi) Government of India initiated National Mission for Empowerment of Women (NMEW) in 2010 to render a single window service to various other programs of the government. Various initiatives of Government of India is listed below:

A. Right To Education

It consists of mainly two major features.

1. Article 21-A of constitution: this provides free and compulsory education to children of age group six to fourteen as fundamental right.
2. Right To Education Act (2009): this act helps a child to get free and satisfactory full time elementary education in a formal school.

These two programs came into effect from 1 April 2010. RTI casts responsibility on government and local authorities to ensure admission and completion of elementary education of the child between the ages of 6-14. This programme restrains physical and mental abusive punishments, admission evaluation process, capitation fee, private tuition by teachers ensuring overall development if a child and a fear free learning environment.

B. Sakshar Bharath programme

This initiative was launched in the year 2009 with the main intention of assisting elderly women seeking literacy in order to lower the gap between men and women literacy rate to not more than 10 percent.

The following are the Objectives of Sakshara Bharath Programme which is mentioned as below:

1. Transmitting numeracy and functional literacy.
2. Achieving equivalency in formal education.
3. Providing skill development programme.
4. Provisions to continue education to build a learning society.

The following table represents the state-wise funds released by the Government which is mentioned as below (Rs. in Crores)

State/UT	2014-15	2015-16	2016-17	2017-18
Andaman & Nicobar Islands	0	3.4	3	5
Andhra Pradesh	116.1	234.17	342.21	599.21
Arunachal Pradesh	14.61	38.71	65.09	66.55
Assam	185.78	474.27	747.58	300.65
Bihar	0	221.55	131.86	299.2
Chhattisgarh	28.12	144.72	584.46	641.49
Dadra & Nagar Haveli	0	0	0	1.5
Daman & Diu	NA	NA	NA	2
Goa	0	1.05	0	0
Gujarat	156.07	478.22	751.23	252.94
Haryana	5.93	32.76	68.79	0
Himachal Pradesh	130.17	4.37	117.3	0
Jammu & Kashmir	103.08	4.05	59.51	147.82
Jharkhand	23.05	97.32	455.46	669.6
Karnataka	312.54	450.77	419.56	452.01
Kerala	33.97	8.5	196.28	0
Madhya Pradesh	0	374.33	1210.77	1340.45
Maharashtra	236.11	567.45	528.94	755.33
Manipur	9.18	44.19	27.28	25.33
Meghalaya	0	35.65	75.7	0
Mizoram	0	3.32	10.98	12.28
Nagaland	20.87	10.83	64.12	35.13
Odisha	65.84	571.5	863.65	241.2
Puducherry	2	4.4	0	10
Punjab	0	38.7	197.02	132.61
Rajasthan	271.57	938.73	777.3	300
Sikkim	3.89	6.12	6.87	1.21
Tamil Nadu	205.12	78.94	537.02	242.87
Telangana	105.62	128.39	135.72	262.03
Tripura	50.65	38.89	24.98	0

Uttar Pradesh	237.99	565.39	1153.33	1889.68
Uttarakhand	40.52	49.37	348.05	132.03
West Bengal	371.52	712.92	655.5	492.77
Total	2730.3	6362.96	10559.58	9310.88

Source: Data.gov.in

C. Beti Bachao Beti Padhao

Child Sex Ratio (CSR) has significantly reduced as per Census 2011 to 918 girls per 1000 boys of age group 0-6 years, from 976 in 1961. This decline is an indicator of discrimination of female pre and post birth. Beti Bachao, Beti Padhao was launched on 22nd January, 2015 in Panipat, Haryana against the scrim of CSR. Many innovative interventions under BBBP: Through Enrolment Campaigns/drives focusing on girl child education are:

1. "School Chalein Hum" by Jalgaon, Maharashtra
2. "Aao School Chalein" by Sikar, Rajasthan
3. "Apna Baccha Apna Vidyalaya" and "Collector ki Class" by Jhunjhunu district, Rajasthan
4. Career Counselling Guide by Sirsa, Haryana
5. Udaan Initiative by Mansa district, Punjab.

Funds released under the scheme during last four years are as under (Amount in Crore)

Sl. No.	Financial Year	Total funds released
1	2014-15	32.28
2	2015-16	63.62
3	2016-17	32.69
4	2017-18	162.43*

Source: press release of Ministry of Women and Child Development

D. Samagra Shiksha

Union budget of the year 2018-19 propounded the idea to treat school education comprehensively without sectionalisation from pre schooling to class 12. This scheme encompasses three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). Currently the centre and state government contribute to this scheme in the ratio of 90:10 for the 8 North-Eastern States viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and 3 Himalayan States viz. Jammu & Kashmir, Himachal Pradesh and Uttarakhand and 60:40 for all other States and Union Territories with Legislature. It is 100% centrally sponsored for Union Territories without Legislature.

1. **Sarva Shiksha Abhiyan (SSA):** Education is a fundamental right of children according to 86th amendment to the Constitution of India. Universalization of Elementary Education (UEE) for children of aged 6-14 is the main objective of this programme.
2. **Rashtriya Madhyamik Shiksha Abhiyan (RMSA):** The scheme was launched in the year 2009 in order to provide access to secondary education. The other motive behind this scheme was enhancing the quality of education, eradicating gender and socio economic barriers by 2020. Few infrastructural facilities provided by this program are: classrooms, laboratories, libraries, toilet rooms, drinking water and residential hostels for teachers in remote areas.

State/UT-wise Central Share Released under Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2014-15 to 2017-18 (From: Ministry of Human Resource Development)

Sl. No	Name of the State/UT	2014-15	2015-16	2016-17	2017-18
1	Andhra Pradesh	1545.67	668.11	633.02	704.31
2	Arunachal Pradesh	336.08	181.79	199.57	168.3
3	Assam	977.82	1004.65	876.52	866.32
4	Bihar	2163.36	2515.57	2706.88	1881.11
5	Chhattisgarh	927.05	622.2	592.63	457.46
6	Goa	13.1	8.14	8.69	6.27

7	Gujarat	784.76	615.64	777.41	460.95
8	Haryana	421.11	345.01	320.01	241.35
9	Himachal Pradesh	125.47	121.39	128.25	221.25
10	Jammu & Kashmir	512.77	1299.81	1072.5	1143.39
11	Jharkhand	757.75	558.63	509.46	413.9
12	Karnataka	662.14	417.59	544.96	321.35
13	Kerala	218.44	128.59	113.17	136.81
14	Madhya Pradesh	1490.95	1601.98	1544.55	1235.42
15	Maharashtra	582.89	412.25	603.7	461.02
16	Manipur	214.66	183.55	44.05	107.45
17	Meghalaya	204.05	166.27	200.67	200.53
18	Mizoram	147.4	94.38	109.34	69.94
19	Nagaland	205.69	87.4	107.25	63.95
20	Odisha	666.95	820.82	704.23	620.77
21	Punjab	362.16	300.04	300.03	221.22
22	Rajasthan	2480.42	1934.62	1825.78	1424.72
23	Sikkim	45.26	40.54	34.79	41.84
24	Tamil Nadu	1358.2	821.12	821.11	866.44
25	Telangana	814.07	217.76	417.76	440.5
26	Tripura	198	169.57	191.91	144.65
27	Uttar Pradesh	4498.68	5054.34	5054.34	2944.54
28	Uttarakhand	228.81	225.88	252.69	412.2
29	West Bengal	972.4	846.79	821.85	629.51
30	A & N Island	1.47	3.59	4.79	13.24
31	Chandigarh	38.94	35.22	33.34	51.56
32	Dadra & Nagar Haveli	9.12	5.95	10.68	40.7
33	Daman & Diu	0.73	0.78	3	8.83
34	Delhi	62.24	72.94	83.06	15.15
35	Lakshadweep	0.59	1.4	2.4	3.04
36	Puducherry	1	5.83	3.05	2
Total	Total (All India)	24030.16	21590.14	21657.45	17041.95

Source: Rajya Sabha Session: 244 (Data.govn in)

E. Mahila Samakhya Programme (MS)

1986 was the year when National Education Policy (NEP) acknowledged the fact that girls and women participation in educational programme was the only way to empowerment. Mahila Samakhya was an extended initiative launched in 1988 to extend goals of NEP. It intends to build capacity of poor women to banish gender barriers and realization of women's rights in family and society. It also involves creation of Nari Adalat (court for women) to address social issues like violence against women.

Conclusion

With the above mentioned initiatives government of India is striving very hard to empower women by educating them. Education alone cannot contribute to empowerment. One must have financial support and own earnings to be really empowered. Without the participation of a educated women development of nation is impossible. Empowering means a shift from being vulnerable to attain competence. Empowerment can be achieved through equality in participation, decision making process and opportunities provided in every field.

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Yoga and Health Education

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ABSTRACT: Health education is important tool in School and Colleges helps person with knowledge and practices to enjoy decent health. Yoga practices are followed in India from Vedic age to achieve healthy life. Nowadays lifestyle changes and pollution in the metropolitan cities are associated with increased risk of respiratory disorders, heart problems, diabetes etc. Yoga is proved as the powerful tool to control various disorders. This paper provides the possible way to integrate Yoga and Health education as a part of curriculum in school and colleges. We discuss the yoga module provided by NCTE (National Centre for Teachers Education). This module provides the asana to be practiced in 60 minutes, which can be thought as a part of health education in School and colleges.

1. Introduction

"Yoga is the way or method through which internal and external facilities of man meets in totality and changes occur and by which may achieve God or feel his existence and may become the part of Him."

-Sri Aurobindo

"Health education aims at promoting the greater possible fulfillment of inherited powers of the body and the mind and the happy adjustment of individuals to society. It is educational approach to health problems and as such is concerned with practical measures for the promotion of health and the control and treatment of disease."

-World Health Organisation.

I. Health Education

Saying that for a healthy body, healthy mind is necessary is essentially true. Today unhealthy practices like smoking, drinking, taking of drugs, etc. would make the life of youth miserable to avoid this health education is important in School and colleges. Health education is important tool by which we can educate youth the knowledge to enjoy decent health. [1]

We must include latest developments in the field of health to Health education. Life style of people are changing in very unhealthy way as individuals are exposing to new technologies. Effect of health education will help people's development in positive way. The kind of knowledge people absorbs using Health education will help them in their overall healthy life. Health education helps to

- Helps person with knowledge and practices to enjoy decent health
- Create interest for health of his own, also use that knowledge for helping to improve health of his family members and his/her surroundings.
- Knowledge of various disorders, and the method of its spread and precautionary measures.
- Program in society regarding health habits.
- To follow healthy habits and life style
- Healthy food habits
- Hygiene and nutrition
- Modern medicine, health services available in surroundings
- Knowledge about smoking, drinking, drugs and associated disorders with it
- Knowledge about mental health
- Environmental sanitation, establishment of parks, planting plants for healthy surroundings.

Health education programs must involve a lot of motivation to break the person 's habits and attitudes etc. and bring him into a desired practice. In this aspect, spiritual dimension is highly influential to have desired behavioral change. Here comes the Yoga education, a holistic value for health education as one of the method of health education. [1]

II. Yoga Education

The term Yoga is originated from Sanskrit word Yuj means joining (YujyateanenaitiYogah). That is the art which joins. In other words, yoga scholars explain Yoga as joining individual self with the universal self. How egoistic individual will attain blissful state of reality. We can also remember the quote of Karnataka's National poet Kuvempu, which stated the oneness in the universe (Vishwamanava). Indian philosophy also states Yoga is one of the system known as Saddarsanas.

Patanjali, also considered as pithamah of Yoga, has explained features of Yoga. It is mentioned in Yoga Upanishads in Vedic period. 40 centuries ago Yoga are in the form of sutras, many Sanskrit yoga scholars contributed to the field immensely. This conscious process from which we can gain the control over our mind and body are also explained in ancient texts such as Bhagavad-Gita and Upanishads.

Our growth process and our evolution is closely monitored by our interaction with universe. Human beings have evolved with unique conscious intellect. That's why we are considered as intelligent mammals. But we can say that The Yoga can make us even more intellect and takes us towards joining with universe as Kuvempu said Oneness in universe. [3]

Yoga and Diseases

Nowadays lifestyle changes and pollution in the metropolitan cities are associated with increased risk of respiratory disorders, heart problems, diabetes etc. Yoga is proved as the powerful tool to control various disorders.

(a) Respiratory Disorders

Recent surveys conclude that most polluted cities around world are in India. Increasing urbanization paved way for increase in Air pollution. And which in turn contribute to the lung disorders among people. Pranayama is the most powerful asana suggested by the doctors. And research has shown that by doing pranayama and different inhaling and exhaling technique described in Yoga will have significant influence on patients suffering from respiratory disorders [4].

(b) Cardiovascular Diseases

Cardiovascular disorders (Heart Problems) are most common among the individuals nowadays. Blood pressure controlling asana are described in literatures. Practicing yoga is shown to have role in controlling blood pressure, blood sugar, body weight and advanced atherosclerosis. [5]

(c) Diabetes

Diabetes is the most common problem in southern India. Obesity and incense in blood sugar level are the main reason of the diabetes. Yoga practice with medication lowers body weight and blood sugar levels as shown by researchers. [6]

Integration of Yoga in Health or Physical Education

Provided numerous advantage of Yoga, implementing it in school and colleges is necessary. National Centre for Teachers Education as provided Yoga module for one hour which must be followed in school and colleges. Integrating this practices in school with other regular exercises will help mankind

Module Provided by NCTE

Integrated Yoga Module for Healthy Living (60 mins.)

Practice Practice Rounds Duration No. Breathing Practice Hands stretch breathing 3×3 2 min.

Ankle stretch breathing 5 1 min.

Rabbit breathing 5 1 min.

Śaśānkāsana breathing 5 1 min.

Instant Relaxation Technique (IRT) - 1 min.

Loosening Exercises Jogging - 2 min.

32 Yoga Education Forward and backward bending 10 20 sec.

Side bending 10 20 sec.

Twisting 10 20 sec.

PavanamuktāsanaKriyā 5×2+10+10 2 min.

Quick Relaxation Technique (QRT) - 2 min.

Sūryanamaskāra 3 2 min.

Yogāsana Standing Postures ArdhakatiCakrāsana both sides 1+1 min.
 Trikonāsana both sides 1+1 min.
 PārvīṛttaTrikoṇāsana both sides 30 sec.
 each Sitting Postures Paścimottānāsana - 1 min.
 Uṣṭrāsana - 1 min. Vakrāsana or both sides 1+1 min.
 ArdhāMatsyendrāsana Prone Postures Bhujāṅgāsana 1 min.
 Śālabhāsana 1 min. Supine Postures Halāsana - 30 sec. Cakrāsana - 30 sec.
 Deep Relaxation Technique (DRT) - 7 min.
 Preparatory Practices for Prāṇāyāma Cleansing breath 40-100 1 min.
 (KapālabhātiKriyā) VibhāgīyaPrāṇāyāma 3×4 2 min.
 PrāṇāyāmaSūryaAnulomaVilomaPrāṇāyāma 5 1½ min.
 NāḍīśuddhiPrāṇāyāma 5 3 min. Śīṭali or SadantaPrāṇāyāma 5 1.5 min.
 BhrāmariPrāṇāyāma - 1.5 min. NādānusāndhānaPrāṇāyāma 3×4 3.5 min.
 Devotional Songs - 5 min. Meditation - 5 min. Total 60 minutes [2]

Conclusion

The positive health and yoga learning are correlated positively, which need to be promoted. Yoga helps in the overall development of the personality, helps us to fight disorders, improve cognitive skills. Introduction of Yoga in Health or Physical education is highly necessary in School and Colleges. At present, ever changing technologies, busy life style and stressful surroundings demands the promotion of yoga as the part of every day practices.

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Yoga and Sports

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ABSTRACT: *Yoga is a discipline that seers and saints have been practicing since ancient times to bring flexibility to the spine and joints, to keep the muscles of the body pliable and youthful, increase circulation in arteries and strengthen internal organs. And yet, yoga is so much more than this. Yoga has been said to help strengthen the power of concentration, to banish constipation, to relieve stomach disorders, improve muscle coordination and reduce excess body fat. Yoga has also been said to strengthen the mind-body connection, bring calmness and relaxation to mind, enhance self-confidence, strengthen self-discipline and self-resolve, reduce stress / anxiety and increase vitality and energy throughout the body. Evidently, it would appear that yoga has extensive benefits and can help us to be a more balanced, relaxed, focused, efficient and effective person. The benefits of yoga can thus be applied to a variety of disciplines including professional sporting athletes. This paper will highlight the benefits for professional athletes through the practice of Yoga and explore how Yoga can significantly enhance their performance. Yoga can help a sports person to have evenness of mind and control of their thoughts even during stress and/or adversity.*

Yoga is able to help a person have control over their body through control of their mind. As such, Yoga can play a key role in cultivating mind control and concentration which helps a sports person to perform at their peak level. Yoga also helps to reduce stress and anxiety, cultivate self confidence and self-belief. All of these elements are pivotal to sporting excellence and peak performance. As highlighted above, in order to perform a sporting action efficiently and effectively, a person needs to have a high degree of concentration and focus with a mind that is calm and controlled. Swami Sivananda states the importance of mind control; he asserts "without concentration you cannot have success in any walk of life". Yoga is also beneficial to a professional athlete as it positively contributes to the health and vitality of the body, strengthens internal organs such as the heart, lungs and liver and helps to maintain fitness and agility.

1. Introduction

Yoga is a discipline that seers and saints have been practicing since ancient times to bring flexibility to the spine and joints, to keep the muscles of the body pliable and youthful, increase circulation in arteries and strengthen internal organs. And yet, yoga is so much more than this. Yoga has been said to help strengthen the power of concentration, to banish constipation, to relieve stomach disorders, improve muscle coordination and reduce excess body fat. Yoga has also been said to strengthen the mind-body connection, bring calmness and relaxation to mind, enhance self-confidence, strengthen self-discipline and self-resolve, reduce stress / anxiety and increase vitality and energy throughout the body. Evidently, it would appear that yoga has extensive benefits and can help us to be a more balanced, relaxed, focused, efficient and effective person. The benefits of yoga can thus be applied to a variety of disciplines including professional sporting athletes. This paper will highlight the benefits for professional athletes through the practice of Yoga and explore how Yoga can significantly enhance their performance.

In order to understand how Yoga can benefit professional sports persons, it is necessary to explore what is required to play a sport and play it well. It is well acknowledged that to play any sport, whether it be tennis, volleyball, surfing, swimming or running, we must develop the basic skills and continually train the body so that we can apply the skill in a refined and polished way. This of course requires considerable time, energy and commitment to practice the skill at hand. Having a body that is flexible, strong and controlled is also another important consideration, if one is not able to move the body with the grace, velocity and speed required, then performance will be lackluster. Similarly, if a person is not able to maintain endurance or stamina for the required duration, the performance will be diminished. In order to play a sport well, it is also necessary that a person is able to focus and concentrate with confidence on the task at hand without distraction or timidity. As such, dealing with distractions, adversity and stress is an important component. Sporting mentor B.P Bam highlights this point by stating "*sporting skills require the attainment of deep focus*", "*living in every moment*" and emphasizes that "*the toughest part of any achievement is the handling of distractions and adverse conditions*". If one is not able to 'score the goal' or 'serve the ball' at the critical match point or deal with crowds who are 'cheering or booing', victory will be far away. As such, in addition

to being able to maintain mental poise and balance, it is essential for a professional athlete to have a high degree of alertness, concentration and focus throughout the sporting match / event. How then can yoga assist in strengthening the mind and body to allow a sports person to perform at their highest potential?

Yoga is the application of physical postures, control of breath, purification and relaxation of mind / body and spiritual principles aimed at bringing greater unity and balance to the mind and body. Yoga teachers a person how to link the mind and body and to come into the present. The use of pranayama and breathing techniques prescribed in Yoga enables a person to focus on breath and helps to calm and still the mind and cultivate concentration ability. Swami Vishnudevananda mentions the importance of pranayama for strengthening concentration and calmness of mind through stillness of breath, he states *“through pranayama, mans will-power, self-control and concentration power can be increased”*. B.P Bam also highlights this point, he states *“coming into the present by focusing on breath is one of the best habits to be cultivated. That marks the beginning of concentration.”* He also mentions that a recent study of pranayama from the Nath sect served the *“purpose of improving the focus admirably.”* Internal cleansing methods prescribed in Hatha Yoga are beneficial for professional athletes to not only improve purity of body and overall physical wellbeing, but to also enhance one’s concentration ability as well. Swami Vishnudevananda highlights this point, he states *“when the body is free from physical impurities, the concentration power of the mind increases to a very high degree.”* Pranayama can also help to energise and revitalize the body.

The prescription of Yoga asanas also help to develop the control and concentration of the mind. Being able to hold a posture with steadiness, relaxation and comfort requires that a person is able to focus their mind for an extended period of time. This helps for developing strength and concentration in mind / body and is beneficial to playing sports at highly competitive levels. Swami Sivananda highlights this point, he highlights that steady and systematic practice of yoga will *“make the mind very obedient and faithful”* and make the practitioner *“successful in every attempt”*.

Asanas also help to create harmony and balance between the mind and body and help to achieve a healthy body and stable mind, they are aids for controlling the mind through physical discipline. Through asana the functioning and efficiency of internal organs is improved and this consequently effects all other parts of the body in a positive manner. Cells are nourished and revitalized and the internal functioning of body organs is enhanced. According to Yogic authorities, *“yogic exercises are mainly designed to keep the proper curvature of the spine and to increase its flexibility”*, they also state that *“balancing asanas develop the function of the cerebellum, the brain centre that controls how the body works in motion, improve muscle coordination and posture including physical and nervous balance which helps to achieve grace and fluidity of movement.”*

Inverted asanas can be particularly beneficial to break bad habits and old patterns of behaviour, for example, an inefficient swimming stroke or volleyball swing. For a professional athlete wishing to optimize their performance, it is essential that they have the ability to change body movements and behaviours as required to maximize efficiency and effectiveness. Inverted asanas change the normal patterns (both the emotional and psychic state) throwing a new light on old patterns of behaviour and being. Inverted asanas can also help to improve health, reduce stress and anxiety and increase self-confidence.

The use of Yoga Nidra and visualisation can assist in the development of a skill and to reinforce a new pattern of behaviour or beliefs. B.P.Bam highlights this point, he states *“all of the top Indian sport persons who have worked with me have been making extensive use of various techniques of visualization”*. *“Purification of memory or reinforcing the best from the past, by remembering it again and again, makes a major contribution to the perfecting of a skill.”* Meditation and chanting can also help to reduce stress and anxiety and create a mental calmness and poise beneficial for performing at peak times.

Conclusions

- Yoga is able to mobilize joints, stretch tissues and ligaments, tone muscles, bring flexibility to the spine and strengthen internal organs.
- Yoga exercises are based on the formula of stretching, relaxation, deep breathing, increasing circulation and concentration. As such, yoga is beneficial to a professional athlete as it enables them to strengthen their concentration ability, foster a calm and relaxed mind, enhance the mind / body connection allowing an athlete to have greater muscle coordination and fluidity of movement.
- Yoga is also beneficial to a professional athlete as it positively contributes to the health and vitality of the body, strengthens internal organs such as the heart, lungs and liver and helps to maintain fitness and agility.
- Yoga also helps to reduce stress and anxiety, cultivate self confidence and self-belief. All of these elements are pivotal to sporting excellence and peak performance. As highlighted above, in order to

perform a sporting action efficiently and effectively, a person needs to have a high degree of concentration and focus with a mind that is calm and controlled. Swami Sivananda states the importance of mind control; he asserts "*without concentration you cannot have success in any walk of life*".

- Yoga can help a sportsperson to have evenness of mind and control of their thoughts even during stress and/or adversity.
- Yoga is able to help a person have control over their body through control of their mind. As such, Yoga can play a key role in cultivating mind control and concentration which helps a sportsperson to perform at their peak level.

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Human Rights Education in India

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ABSTRACT: *Human Rights education is not just about Human Rights, that is acquiring knowledge. It is also education for Human Rights, helping people to feel the importance of Human Rights, to integrate them into the way they live and to take action to promote and protect the rights of others on individual, local, national and international levels. One thing is certain there can be no sustainable development without promoting Human Rights. The concept of Human Rights is deep-rooted in freedom of thought and the dignity of human being. All human rights documents give a prominent place to education and also stress the importance of Education in promoting Human Rights. In this paper an attempt is made to know about Human Rights Education Goals & Objectives, Role of Teachers in Human Rights Education.*

Keywords: *Human Rights, Education, Development, Teacher*

1. Introduction

No single definition for human rights education will serve the many ways in which people young and old come to understand, practice and value their rights and respect the rights of others. The Council of Europe's Human Rights Education Youth Programme defines human rights education as: educational programmes and activities that focus on promoting equality in human dignity, in conjunction with programmes such as those promoting intercultural learning, participation and empowerment of minorities.

Human Rights Education is able to claim adequately, promote concretely, raise awareness and offer a frame of reference as well as a solid foundation for a constructive way to find a positive solution for today's fundamental challenges.

Article 51A(1) of Indian Constitution 1950, imposes a duty on all citizens to develop scientific temper, humanism and the spirit of inquiry & reform. The effective discharge of this duty will require HRE to give people enhanced awareness & greater openness. Right to education has also been incorporated. The Constitution mandates the state to direct its policy towards securing that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom & dignity and that childhood and youth are protected against exploitation and against moral & material abandonment. HRE of the children as well as the other people is indispensable to the full realization of the responsibility under this constitutional directive.

Human Rights Education: Human Rights education is not just about Human Rights, i.e., acquiring knowledge. It is also education for Human Rights, helping people to feel the importance of Human Rights, to integrate them into the way they live and to take action to promote and protect the rights of others on individual, local, national and international levels. Human Rights education contributes directly to improving the life of both individuals and the community. Together with the general human right to education, the requirements concerning the goals of education and the freedom of educational choice, as laid down in the education articles of the Human Rights conventions, from the standards for granting Human Rights in education.

Human rights education is an integral part of the right to education and is increasingly gaining recognition as a human right in itself. Knowledge of rights and freedoms is considered a fundamental tool to guarantee respect for the rights of all. UNESCO's work in human rights education is guided by the World Programme for Human Rights Education. Education should encompass values such as peace, non-discrimination, equality, justice, non-violence, tolerance and respect for human dignity. Quality education based on a human rights approach means that rights are implemented throughout the whole education system and in all learning environments.

Need To Ensure Human Rights Education:

1. It promotes social cohesion, integration and stability
2. It builds respect for peace and non-violent conflict resolution

3. It contributes to positive social transformation
4. It is more cost-effective and sustainable
5. It produces better outcomes for economic development

History

The emphasis on Human Rights Education began in 1995 in the beginning of the U.N decade for Human Rights Education, though previously addressed in 1953 with the UNESCO Associated school program, which served as an „initial attempt to teach human rights in formal school settings“. Human Rights Education became an official central concern internationally after the World Conference on Human Rights.

“Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education,” According to Article 1 of the U.N. Declaration on Human Rights Education and Training adopted on 19th December 2011.

Human Rights Education, Training and Public Information are, therefore, necessary and essential for the promotion and achievement of stable and harmonious relations among the communities, and for fostering mutual understanding, tolerance and peace. Through the learning of human rights as a way of life. Fundamental change could be brought as a way of life, fundamental change could be brought about to eradicate poverty, ignorance, prejudices, and discrimination based on sex, caste, religion and disability and other status amongst the people.

Development of Human Rights education in India

The National Policy on Education has laid considerable emphasis on Value Education by highlighting the need to make education a forceful tool for cultivation of social and moral values. The policy has stated that in our culturally plural society education should foster universal and eternal values oriented towards the unity and integration of our people. In 1985, the UGC prepared a blueprint for promotion of Human Rights teaching and research for students of all faculties at the under-graduate, graduate and post-graduate levels for both professional and non-professional education. This blueprint contained proposals for restructuring of existing syllabi, and introduction of new courses and/ or foundation courses in Human Rights. In spite of good intentions, the decades of 80"s and 90"s saw only an initiation of inclusion of Human Rights Education in some courses. A few universities did introduce some optional papers on Human Rights in the departments of Law and Political science. Research in the area was also pursued without any wider perspective and coordination .

Teaching Human Rights

Every student and teacher needs to understand the universal elements of Human Rights as a basis for promoting social progress, better living conditions and greater freedom. Therefore human rights education becomes an integral part of the general education and be integrated into all subjects, in particular social science education.

Human Rights Education and Curriculum

Human rights education is not treated as a separate area of the curriculum but is integrated into various subjects at different stages:

1. the Indian political system and Constitution;
2. problems and challenges of contemporary life political, economic, social, cultural, educational that have direct or indirect bearing on human rights;
3. diversity and variety of Indian culture, its composite and non-monolithic character;
4. the Indian social system and dynamics of social change
5. major events in Indian and world history relating to the struggle for political and civil rights as well as economic and social rights, and the role of the people and outstanding leaders in these struggles;
6. the world human rights situation with regard to gross violations in the form of colonialism, racism, and apartheid; and
7. Literary works that reflect human rights concerns and the quest for freedom and rights.

In our country National Human Right Commission is supposed to take measures to promote human rights awareness and to spread Human Rights literacy in the country. Today school education envisages developing in a child respect for human rights as well as duties.

The NPE 1986 while defining the role of teachers says that their principle role is and will always be teaching and guidance of their pupils, not only through classroom teaching and tutorials but also, by personal contact and many other ways. The Kothari Commission way back in 1966 had said that no nation could rise above the level of its teachers. A teacher has to perform two roles simultaneously: a conservator in order to conserve and preserve the continuity of traditions and secondly as an advocate for change towards desirable objectives- national and humane.

Responsibilities of teachers in HRE:

1. Bring to the notice of other teachers, the principal, the textbook writers and the concerned government authority any aberrations in text books. Wrong messages should have no room. The textbooks should be meticulously examined.
2. Take initiatives to enrich the school library and personal collection with books and materials on human rights.
3. Resolve not to violate human rights. Object to and take efforts to correct human rights violations in the school. Lack of basic facilities like water and sanitation, denial of recess for students, excessive corporal punishments, in dignifying remarks etc. shall not be tolerated. Conditions of mutual respect shall prevail in the dealings with parents, other staff and community.
4. Teachers need to be receptive and be constantly learning. Teaching of human rights is not merely a matter of narrating or learning by rote the provisions of various human rights instruments. There is a momentum for revising and redesigning the universal human rights norms.
5. Teachers should not merely follow the textbooks prescribed. Examination of school syllabus is neither adequate. Teachers need to be prepared to analyze the curricular framework and policy implications. Objectives laid down shall be understood and realized.
6. Teachers shall give adequate importance to duty education as well. Indian society is duty based and HRE must aim at accepting responsibilities by following that for every right there is a responsibility. Duties under Indian Constitution and UDHR shall be emphasized.

Teachers shall actively involve themselves in value education. Planning of activities and conscious efforts are a must. Sidelining values will be an abdication of their responsibility. The teachers' positive attitude will go a long way in lowering anxiety levels of learners, while raising their awareness levels of self-respect, self-discipline, respect and care for others, interdependence and cooperation.

Conditions ensuring effective role of teachers

1. Teacher Training
2. Experience sharing
3. Pay package, etc.
4. Syllabus & Textbooks.
5. Recruitment

The United Nations Decade for Human Rights Education (1995-2004) has defined Human Rights Education as "training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to:

1. The strengthening of respect for human rights and fundamental freedoms;
2. The full development of the human personality and the sense of its dignity;
3. The promotion of understanding, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
4. The enabling of all persons to participate effectively in a free society;
5. The furtherance of the activities of the United Nations for the Maintenance of Peace."

The Goals of Human Rights Education

Human rights education teaches both about human rights and for human rights.

Its goal is to help people understand human rights, value human rights and take responsibility for respecting, defending, and promoting human rights. An important outcome of human rights education is empowerment, a process through which people and communities increase their control of their own lives and the decisions that affect them. The ultimate goal of human rights education is people working together to bring about human rights, justice, and dignity for all.

Objectives of Human Rights Education

Human rights education aims to do the following:

1. Enhance the knowledge and understanding of human rights.
2. Foster attitudes of tolerance, respect, solidarity, and responsibility.
3. Develop awareness of how human rights can be translated into social and political reality.
4. Develop skills for protecting human rights.
5. To value human dignity and develop individual self-respect and respect for others,
6. To develop attitudes and behaviors that will lead to respect for the rights of others,
7. To promote respect, understanding and appreciation of diversity,
8. To empower people towards more active citizenship,
9. To ensure genuine mime gender equality and equal opportunities for women and men in all spheres
10. To promote democracy, development, Social Justice, Communal harmony, Solidarity and Friendship among people and nations,
11. To further the activities of international understanding, tolerance and non-Violence.

Conclusion

While Human Rights institutions like the National Human Rights Commission have a significant role in the promotion and protection of Human Rights in all spheres, it can at best work in efforts towards protecting and promoting human rights of the most vulnerable groups. The contribution of civil society actors and the state are just as crucial in the noble endeavor. To quote Mahatma Gandhi, "The change we wish to see." Let us draw inspiration from the lives of great men like Mahatma Gandhi in building a new India, a great India based on social justice.

In the end, it is the need of the hour to take human rights in a positive sense and not allow its politicization. It has often been seen that human rights movement start with great principles like morality, ethics, respect of human beings etc., We must educate the masses about their rights and duties and help them fight for the same.

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Distance Education

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ABSTRACT: *Distance Education (DE) is an umbrella term which describes all the teaching learning arrangements in which the learner and the teacher are separated by space and time. In fact it is a mode of delivering education and instruction to learners who are not physically present in a traditional setting of a classroom. Transaction of the curriculum is effected by means of specially prepared materials (self-study (learning) materials) which are delivered to the learners at their doorstep through various media such as print, television, radio, satellite, audio/video tapes, CD-ROMs, Internet and World Wide Web etc. Also a technological medium replaces the inter-personal communication of conventional classroom based education that takes place between the teacher and the learners. Communication between the institution, teacher and learners is mainly through electronic media (telephone, interactive radio counselling, teleconferencing, videoconferencing, chat sessions, email, website etc) and also through postal correspondence and limited face to face contact sessions held at Study Centres that are set up by the DE institutions as close to the learners' homes as possible.*

Open Learning Open learning, which covers a wide range of innovations and reforms in the educational sector that advocates flexibility to the learner with regard to entry and exit; pace and place of study; method of study and also the choice and combination of courses; assessment and course completion. The lesser the restrictions, the higher the degree of openness. The Open learning system aims to redress social or educational inequality and to offer opportunities not provided by conventional colleges or universities. Educational opportunities are planned deliberately so that access to education is available to larger sections of the society. Thus, ODL is a term which accepts the philosophy of "openness" and uses the "distance mode" of learning. Distance education helps the individuals to increase their educational qualification while working in other government and non-government organizations. It is also helpful to those who are not able to attend regular formal education system.

1. Introduction

Distance education beginning as "correspondence course" was envisaged as an instrument for extending educational opportunity to those who could not attend educational institutions on a full time or on part time basis. Over the year's especially in India and at higher education level, it has established its claim to be an equal partner in providing quality education to young aspiring students and many working persons who could not continue their higher education due to circumstances beyond their control. It has also been a boon to many persons working in certain fields desiring to acquire knowledge and obtain a degree in areas that help enhance their own professional contribution. As stated by Discenza et al., (2002), "Anytime, Any place, Any subject", is an emerging theme for distance learning in higher education throughout the world. Technology based distance education appears increasingly an important feature of post-secondary education in the US (US Department of Education, 1999). As Distance Education is becoming a serious alternative to the standard classroom teaching.

Objectives of distance education

1. To study the effectiveness of distance education
2. To analyse the improvement of standard education after establishment of distance education
3. To study the purpose and need of distance education at present education scenario
4. To study the curriculum framework of distance education and its impact on students performance

Definition and Characteristic Features of Distance Education

Moore (1991) defined Distance Education as a learning system where the teaching behaviours are separate from learning behaviours. In this, the learner works alone or in the group, guided by study materials. These students do have an opportunity to communicate with a tutor with the aid of one or two more media – such as correspondence, telephone, TV, Radio etc. Teaching role is shared and different study situations are possible for the learner.

Moore's definition of Distance Education highlights 3 elements: (i) separation of teaching behaviours from learning behaviours (ii) the use of technical media and (iii) the possibility of 2-way communication. While in normal face to face teaching, the teacher's preparation is done apart from the students whom he teaches; in Distance Education both preparation and teaching are done apart from students.

Holmberg (1995) stated the following in regard to distance education:

- All learning concerned with the acquisition of cognitive knowledge and cognitive skills, as well as affective learning and some psychomotor learning, is effectively provided for by distance education.
- Distance education is based on learning as an individual activity. Learning is guided and supported by noncontiguous means.
- Distance education is open to behaviorist, cognitive, constructivist, and other modes of learning.
- Personal relations, study pleasure, and empathy between students and those supporting them (tutors, counselors) are central to learning in distance education. Feelings of empathy and a sense of belongingness promote students' motivation to learn, influencing learning favourably.
- While it is an effective mode of training, distance education runs the risk of leading to mere fact learning and reproduction of accepted 'truths'. However, it can be organized and carried out in such a way that students are encouraged to search, criticize, and identify positions of their own.

Distance Education and Open Learning System

The Distance Learning organization in the UK, in association with Britain's Open University, distinguishes between distance and open learning. According to UNESCO (2002), "although the terms are often used interchangeably, there are important differences. Open learning is an umbrella term for any scheme of education or training that seeks systematically to remove barriers to learning, whether they are concerned with age, time, place or space. With open learning, individuals take responsibility for what they learn, how they learn, where they learn, how quickly they learn, who helps them and when they have their learning assessed. Distance learning, on the other hand, is one particular form of open learning in which tutors and learners are separated by geographical distance. This is sometimes called a home study or correspondence course. But many modes of communication are used for distance learning, not just postal correspondence. If you stop to think about it, most of us use distance learning techniques in some form in our daily lives: we read books and newspapers, watch programs on television and request information over the telephone. These are all learning experiences which 'educate' in the broadest sense." In distance education transaction occurs between teachers and learners in a special environment having the characteristic of separation of teachers from learners (Moore, 1993) which was also emphasized by Pathak (2003).

Distance Education in India

As of today the enrollment in distance education at higher education level in India is about 4 million students. It is offered at national level by Indira Gandhi National Open University, at state level by State Open Universities as well as by other well established universities. With its vast expansion Distance Education is covering almost all of India, but yet there is still increasing demand for expansion and more courses to be offered in the Distance Education mode. Concurrently, there is persistent demand for quality and standards to be maintained in distance education. It has become imperative to have stricter norms and guidelines and other regulatory steps to ensure standards and provide assurance to students, parents and employers, on the equivalence of degrees provided by distance learning institutions with those offered by other universities and other higher education institutions. The Distance Education Council - a national body overseeing the standards of distance education, earlier a part of IGNOU has now become part of the UGC which is the highest authority mandated to ensure standards and coordination in higher education. Recently, Ministry of HRD, Government of India (2016) has circulated a discussion paper on Some Inputs for National Education Policy. This document states the following:

1. An autonomous body will be set up to regulate and maintain standards in ODL which will provide norms, standards and guidelines for effective ODL.
2. A quality assurance mechanism for accreditation will be put in place to ensure quality, promote innovation and modernize ODL.
3. Learner support services will be institutionalized by all ODL institutions.
4. 24x7 help desk services and tutoring and counseling services, e-learning modules, webinars, web casting, discussion forum, online programme of the materials, providing assignment, timely feedback of performance, online examinations, and declaration of results, etc., on time will all be in place.

The Ministry of HRD hopes to finalize the New National Education Policy which will cover Distance Education as well, after receiving comments from various stakeholders. More specifically the Ministry will also take into account the report of Dr. Madhava Menon Committee constituted by it in 2016, which has suggested many measures to regulate education imparted through the distance mode. The Committee received inputs from many Vice Chancellors of Open universities in India and other experts on Distance Education. Whatever the policy and final regulatory arrangement, it is important to have rigorous and continuing scientific research studies indicating the many measures required to make Distance Education relevant and effective. Focusing on the need for scientific research, Bernard et al (2004) cited a review of 232 studies on distance education and drew attention to the fact that the researches on distance education were of poor methodological quality and lacked critical information about research practices. As pointed out by Friesen (2009) in the rapidly changing world of internet and the web, considerable number of novel practices have emerged which include bulletin boards to webcasts, online educational games to open educational resources, which all could be covered for rigorous and scientific studies in distance education. Accepting that in the developed and advanced countries, much research in distance education has taken place, the leaders in the field call for more rigorous methods in research and much more research covering various areas in distance education (Zawacki-Richter, 2009).

Obstacles to Learning through Distance Education Mode

Research in distance education has highlighted some of the obstacles in learning through distance education mode. In this context, discussing some of the obstacles to learning in distance education mode, Visser (2012) opined that distance education approach does not work for all students, as some of them will require close in-person contact with the instructors, and some students may not be able to take up responsibility for their own learning. Yet, it is important to note that distance education provides opportunities to gain knowledge and the students can incorporate study around social and work patterns, and take up study on a full or part time basis. Presenting the various issues encountered by Distance Educators in Developing and Emerging Nations, Wright et al., (2009) considered language of instruction as one of the very difficult problem faced in distance education. The instructors had the unique task of creating content and material accessible to learners speaking various languages. Countries like India where several languages are spoken face the unique challenge of creating content and 14 materials that can be accessed by all students interested to learn through distance education. In addition, lack of infrastructure, limited funds and nonavailability of ITC equipments in remote villages have been indicated as some of the hurdles developing nations face in regard to delivery of distance education. The continued growth and success of distance education in developing and emerging nations will depend on the extent to which the many of the problem issues identified are addressed, as they bear on the quality of the learning experience provided to students.

Teaching Learning Materials

It is now a well-established fact that many universities are able to produce high quality teaching learning materials which are relevant and appropriate to the needs of the students opting for distance education mode. When the British National Open University undertook the production of teaching learning materials, there were many skeptics who scoffed at the effort stating that there were many good textbooks available which could be much superior to preparing of materials. However, well prepared teaching learning materials (self-learning materials) by groups of academics and experts to meet the needs of students proved their usefulness to such an extent that they came to be highly regarded and even used by regular universities. This is because the British National Open University paid very special attention to contents, language and manner of presentation. This tradition has been carried on by IGNOU and other distance education providers. When new materials have to be prepared or existing ones have to be revised, groups of expert writers are commissioned and given orientation in preparing teaching learning materials including the concepts to be covered and questions and problems to be put to the students to help them in self-evaluation of their understanding of the concepts. Such material is collated and edited by experienced professionals in regard to language and effectiveness of communication.

No doubt we are living in an Information Age where students can access knowledge and information from several sources including the Internet. The entire courses on different subjects are also available from various universities. Nevertheless it would be an onerous task to any student to navigate through such excessive information. The Open University learning materials which are carefully written and edited by experts provide an efficient and effective tool for mastery of the concepts in any given subject and their application in real life. The Open University materials provide a number of examples and illustrations

relevant for the student for whom it is written and help them to understand the concept and also evaluate their own mastery of the subject.

Students Role in Distance Education

It is well known that the primary role of the student is to learn, which requires high level of motivation to learn, plan and analyze as well as apply the learned information to real life situation. In a distance education setting, the process of student learning is more complex for several reasons, such as (i) Students may be older, have jobs, and families. (ii) They must coordinate the different areas of their lives which influence each other and their families, jobs, spare time, and studies. (iii) Their goals to learn and join distance education may vary, with some joining a course for just obtaining a degree, some do so for getting a better job or get a promotion in the present one, etc.

The students in distance education, who live in remote villages and far flung areas, may face the obstacles with the technical delivery system, and communication. For some students, the demands of the course and the tasks involved in it may be difficult to follow. They may be unsure of themselves and their learning. Morgan (1991) suggests that distant students who are not confident about their learning tend to concentrate on memorizing facts and details in order to complete assignments and write exams. As a result, they end up with a poor understanding of course material. Brundage, Keane, and Mackneson (1993) suggest that adult students and their instructors must face and overcome a number of challenges before learning takes place, including: becoming and staying responsible for themselves; "owning" their strengths, desires, skills, and needs; maintaining and increasing self-esteem; relating to others; clarifying what is learned; redefining what legitimate knowledge is; and dealing with content.

Conclusion and Recommendations

Distance Education has great potential in India but to realize this potential we have to ensure its standards and quality and equivalence to other modes of education. It should not be thought of as a financially cheap alternative or as a cash cow for raising financial resources. In the world over, it is seen that technology is shaping the teaching learning processes both in face to face and distance mode of learning. The technological change is relatively faster and more widespread in distance education than in face to face education. In this paper, several suggestions for improving quality and standard in distance education have been given and also the know-how to adopt and adapt to rapidly changing technology. It should always be remembered that the best is often the enemy of the good and that we do not, in the pursuit of the latest and the newest forget to make the much needed sustained improvements in the Distance Education as it is provided today to the bulk of our students.

While we should always encourage innovation and hope that the improvement in ICT will provide faster and reliable connectivity enabling many new innovative approaches, we should focus on improving DE as is currently provided to majority of our students. Because of the numbers involved, even a minor improvement in learning effectiveness will have a profound effect on education system and the society. Much of our efforts should therefore be on attracting and retaining good faculty, developing their skills in research and in knowledge acquisition, and provide the faculty opportunities for professional development and making them competent in understanding, assessing and meeting student needs. It is important to give the teachers opportunity also to get trained to make use of new technologies with ease and confidence.

It must be kept in mind that there is no single blueprint solution. The institutions which provide distance education must develop their own models for integrating the various technologies, modes of imparting knowledge and skills to students and thus increase the quality and outreach of distance education.

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Rising Beyond Boundaries: The Role of Education in Women Empowerment

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ABSTRACT: Education is one of the key-factor for women empowerment. As we look into the history, society underestimated the role of women and made her to occupy the secondary position on gender biases. Foremost importance should be given to the education among women, which offers her strength and such strength comes from the process of empowerment. At the core of the word 'Empowerment' is 'power'. Focusing on the feminist theory of Power, which describes how women's stress on power not as domination but as capacity. Hence this paper aims to study the role of education in women empowerment. Empowerment is the process that creates power in individual over their own lives, society and in their communities. Women empowered when they are able to access the opportunities without limitation and restrictions. Therefore, Empowerment is a process, not a product. Empowerment includes the action of rising the status of women through Education.

Keywords: Education, Empowerment, Status etc.

1. Introduction

"I rise up my voice-not so I can shout,
But so that those without a voice can be heard..
We cannot succeed when half of us are held back "

-Malala Yousafzai

Empowerment means moving from enforced powerlessness to the position of power. Education is an essential means of empowering women. Education provides women an opportunity to build herself and create her own identity, Knowledge to overcome from the ignorance towards enlightenment, Skill to reach the success and Self-confidence to break the silence. Education is considered as a mile stone for women empowerment because it enables them to respond to the challenges.

Pandit Jawaharlal Nehru once said "If you educate a man you educate an individual, however if you educate a women you educate a whole family. Women empowered means mother India empowered".

Status of Women and Role of Education

The role of women defers from society to society and from time to time. She is defined and differentiated with reference to man and not he with reference to her. She is incidental, the inessential as opposed to the essential.

"Status" defines who the person is, where as "Role" defines what such person is expected to do. There is a gradual change in the status of women in India in different period – Vedic period, Post-Vedic period, Medieval period, Mughal period, British period and post Independent society. Women constitute half of the world's population and educating female plays an important role. The Sociological approach emphasize a given status and implies that any status is functionally defined by the role attached to it. Max Webber define Social Status as "claim to positive and negative privilege with respect to social prestige".

The Dimensions of Status of Women

- Status conceived as individual resources like Education, Employment, Health, Property etc
- Status defined in terms of Rights and Privileges.
- Status reflected in the responsibility of the position and role performance.
- Status reflected in the range of choice available as compared with men in the same society and control over material, social and environmental resources.

Women empowerment is not limited for the Indian society. In this regard women are being given equal treatment in developed nations. Taking an account of this Women Empowerment has now become a topic of global discussion. Taking a view of all the aspect, Education is the only means of empowerment of women. Since UN declaration of the year 1975 as The International Year for Women and Women Empowerment Year

in 2001, the attention and concern towards women education has steadily increased. Education has been a major means of enforcing the marginalized and emancipation of women in setting free from the power of another, from subjugation, from dependence and from controlling influence.

Empowerment

The concept of women empowerment was introduced at The International Women Conference at NAROIBI in 1985. Understanding the empowerment is a complex issue with varying interpretations in different social and cultural contexts. The Feminist vision is one where women are able to articulate a collective voice and demonstrate collective strength. Empowerment allows women to have choices. Incorporating the Feminist perspective in the concept of Empowerment implies equal educational opportunities and equal pay. Education offers the voice to the voiceless and helped women to stand on their own and to be acknowledged.

Indicators of Empowerment

In modern time there has been a social and cultural awakening in the society and it has been seriously felt by our social reformers and educationalists that unless women are emancipated from social shackles and bondages there is need for the proper steps are taken for their education and participation in Personal Empowerment, Social Empowerment, Educational Empowerment, Economic Empowerment and Political Empowerment.

Empowerment links action to needs and results in making significant collective transformation. Understanding the concept Empowerment with these indicators:

- The Empowerment of Women through education both formal and non-formal.
- Promotion of Gender awareness
- The raise of women awareness of their civil and legal rights.
- Attainment of financial stability.
- The ability to make their own decisions.
- Equal participation in politics, Women leaders at village, district and national level.
- Equal employment opportunity and equal pay.
- The freedom to control her reproductive functions and decides the family size.
- The ability to prevent violence
- Existence of women organization.
- Development of self-esteem and self-confidence.

Constitutional provisions and Laws in support of Women Empowerment:

- Article 14: Men and Women to have equal rights and opportunities in political, economic and social sphere.
- Article 15(1): prohibits discrimination against any citizen on the grounds of religion, race, sex, caste.
- Article 16: Equality of opportunities in matter of public appointment for all citizens.
- Article 39: Equal pay for equal work for men and women.
- Article 42: The state to make provisions for ensuring first and humane conditions of work and maternity relief.

Government has also enacted specific laws to safeguard the interest of women to uplift their status :

- The Hindu Succession Act-1956, which provides women the right to parental property.
- The Dowry Prohibition Act-1961, which declares taking of dowry an unlawful activity and thereby prevents the exploitation of women.
- Equal Remuneration Act-1976, which provides payment of remuneration equal with men for work of equal value.
- The medical Termination of Pregnancy Act-1971, which legalize abortion conceding the right of women to go for abortion on the ground of physical and mental health.
- The Criminal Law Amendment Act-1983, which seeks to stop various types of crimes against women.

The initiatives of Government of India towards Women Education are:

- RTE- Right to Education, which consider education as a fundamental right which will provide free and compulsory education to every child aged between 6-14.

- Sarva Shiksha Abhiyan- The scheme of this is a national flagship program and is being implemented in every district of India. The aim of this scheme is provide elementary education to all.
- Saakshar Bharat- The main objective is to promote and strengthen adult education especially women, by extending educational options.
- SABLA- Rajiv Gandhi Scheme for Empowerment of adolescent girls. It aims to provide nutrition for growing adolescent girls by provision of food grains.

Apart from the above schemes there are welfare hostels for women, schools, college and universities were established to facilitate women education. Women were provided with reservation in education and employment by the Government of India.

Despite of all these efforts women access to education continued to be low. Literacy rate among women was 13% in 1961 and improved to 65.46% in 2011. However literacy rate among women is fast improving when compared literacy rate among men.

Conclusion

To conclude, there is a positive relationship between education and women empowerment. Women empowerment has been facing certain serious challenges. To eradicate such issues there is an urgent necessity to provide education, proper direction and perspective for women themselves to gain power. Empowerment of women striving towards acquiring higher literacy level and education, better health care for women, equal ownership, awareness of rights, active participation in economic and commercial sectors and involvement in various socio-political aspects.

Today, hardly there is any field where women have not made their mark. Empowerment is one of the important factors to determine the status of women and thereby overall development of country. Hence true women empowerment can be achieved by facilitating easy access to education for more number of women and girls in the country.

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Self-Concept is an Accelerator an Academic Achievement

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ABSTRACT: *One's Self-Concept is a collection of beliefs about –you. Generally, Self- Concept embodies the answer to "Who am I"? Self – concept is distinguish able from Self-Awareness, Which refers to the extent to which Self-knowledge is defined, Consistent, and currently applicable to one's attitudes and dispositions. Totally Self-Concept refers to the individual's thoughts and feelings, attitude himself are an object. It is very much important in the academic achievement. If we know the ability and disability of ours we can achieve and put efforts on strine to greater performance. It works as an accelerator in academic achievements. Those who have positive self-concept they succeed well in academically .Self –concept measured by the academic capabilities. According to Browne & cryon ,academic self concept is comprised of a set of aptitudes, beliefs & preparation held by the students.*

Learning is a continuous process. it doesn't have any fullstop Learning process starts from mother's womb to end in tomb. Learning occupies an important place in school programs .All the efforts of the teacher and parents are devoted to the learning of their Children. Learning output is measured in terms of marks, grades or we all so called it as an academic achievement .In present scenario academic achievement of the major target of the both the parents and school. They gave more contention on scoring marks and getting good grades. so they put pressure on their children. Now a days academic achievements is consider as one of the quality indicator of the school as well as student.

1. Introduction

An academic achievement is something you do or achieve at school, college or university - in class, in a laboratory, library or fieldwork. It does not include sport or music.

Academic achievement refers to a student's success in meeting short- or long-term goals in education. In the big picture, academic achievement means completing high school or earning a college degree. In a given semester, high academic achievement may mean a student is on the honour roll.

According to your dictionary, "Academic achievement refers to the level of schooling you have successfully completed and the ability to attain success in your studies"

Academic achievement of the child influenced by many factors like family ,socio-economic condition of the family, school environment and learner's own abilities.

Learner plays main role in academic achievement process. it is interest and determination of a learner to achieve something. Many psychological factor all so influence on academic achievements of a learner. Intelligence of the learner, Emotional intelligence, study habit and self –concept etc.

Self–concept play a very important role in the academic achievement of the learner. The term self-concept refers to the image that we have of ourselves. Self-concept is generally thought of as our individual perceptions of our behaviour, abilities, and unique characteristics. It is essentially a mental picture of who you are as a person. For example, beliefs such as "I am a good friend" or "I am a kind person" are part of an overall self-concept. Self-concept tends to be more malleable when people are younger and still going through the process of self-discovery and [identity formation](#). As people age, self-perceptions become much more detailed and organized as people form a better idea of who they are and what is important to them. Self-concept is composed of two key parts: personal identity and social identity. Personal identity includes the traits and other characteristics that make each person unique. Social identity refers to how we identify with a collective, such as a community, religion, or social environment.

Humanist psychologist, [Carl Rogers](#) believed that there were three different parts of self-concept:

- **Self-image**, or how you see yourself. Each individual's self-image is a mixture of different attributes including our physical characteristics, [personality traits](#), and social roles. Self-image doesn't necessarily coincide with reality. Some people might have an inflated self-image of themselves, while others may perceive or exaggerate the flaws and weaknesses that others don't see.
- **Self-esteem**, or how much you value yourself. A number of factors can impact self-esteem, including how we compare ourselves to others and how others respond to us. When people respond positively to

our behaviour, we are more likely to develop positive [self-esteem](#). When we compare ourselves to others and find ourselves lacking, it can have a negative impact on our self-esteem.

- **Ideal self**, or how you wish you could be. In many cases, the way we see ourselves and how we would like to see ourselves do not quite match up.

Psychologist Dr. Bruce A. Bracken suggested in 1992 that there are six specific domains related to self-concept:

- **Social**: the ability to interact with others
- **Competence**: the ability to meet basic needs
- **Affect**: the awareness of emotional states
- **Physical**: feelings about looks, health, physical condition, and overall appearance
- **Academic**: success or failure in school
- **Family**: how well one functions within the family unit.

These six domains play a very impertinent role in the academic achievement of the student. **Social**: - Communication is very important aspect in learning. If the student is very good in interaction with teacher, with his peer group, he/she can receive and exchange the information easily. It helps the learner to achieve academically.

Competence:- competencies are combination of attitudes, skills and knowledge that students develop and apply for successful learning. It also affects academic achievement of the student.

Affect:- The emotional states of the learner also influence on of the academic achievement student. Emotional states play an undeniable role in education. The Malawian hierarchy of needs put self-actualization (problem-solving, reasoning etc.) right on top of peak, and rightfully. Emotional needs occupy the bridge between the basic physiological achievement and self-realization. Balanced emotional behaviour leads to good academic achievement among learner.

Academic:- academic success and self-concept goes together, if the learner achieves good In academically self-concept of the learner too positive, if it not it works vice versa.

Family:- it play a vital role in academic achievements of the learner, if child back by his family in learning, there is positive move towards learning. It leads good performance in academically.

With above discussed components self-concepts influence on academic achievement of the learner, self-concept is one of the major component in academic achievement of learner. If the learner has good self-concept he achieves academically positively. Because if we know about ourselves definitely we know about our strength and weakness. It helps the learner to strengths his strengths and overcome from weakness. It gives specific goal towards the life and achievement, Self-concept motivates the learner towards academic achievement.

Self-Concept and Academic Achievement

Self-Concept and academic achievement's relations seems to be proud coin both are going together one's self concept place an important role in the good achievement in the academic. By the wiz versa the academic achievement can feed balks to own self.

Self-concept is an important factor in performing well in education. It helps to student to get good marks and grade in examination. It also leads the notion of positiveness. It also realizes the capacity of individual. If a student getting low marks or less progressive he or she implement more efforts on this light to get good results. Because self-concept visualizes the inner image. If we also think "I can't, can't" finally we can't do anything. If we have the attitude of I can "I can" We can come across all the problems. It is also applicable in the sense of academic also. We always have a ideal view, good attainable goals then only we can achieve something.

- During the adolescent age the self-concept play a very important role. In this stage child shows some special characteristics. They always observed by the surroundings. There is lot of identity crisis to identifies themselves.
- It helps the student to minimize their potential, talents and abilities.
- It helps the student to manage the emotional experience.
- It build a confidence among the student confronting challenges, abstracts and problems.
- It also helps the student to take right choices regarding the academic course.
- It leads to the self - Evaluation then student assess him accurately.

- It adopts the student in his peer group of healthy and comfortably to tally all these positiveness to good academic achievement.

Conclusion

“We Judge ourselves by what we feel capable of doing, while others judge as by what we have done” - Henry Long fellow.

Self- Concept is one of the basic aspect. The self is diversified concept it concludes image, self-Esteem, Ideal self, Self-awareness, self-knowledge, these all distinguished to “who am, I”? It is necessary for the getting positive or good performances in academic student can clarify himself first about the abilities and draw backs.

If the student have positive and high self-confidence leads to well academic performing of a student, apt decision, how to react for the movement and how one can enhance the basic requisition for the good performance It is all the result of the Self- concept.

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Benefits of Yogic Practices for Students of Secondary School

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ABSTRACT: *Yoga is a spiritual science of self-realization. It comes from India and goes back over five thousand of Year's. The Indian sage Patanjali, in his yoga sutra defines yoga as the control of the activities of the Mind; yoga methods encompass the entire field of our existence, from the physical, emotional and mental to the spiritual. The philosophy of yoga is practical and applicable in our day -to-day living. One of the important by-products of yogic way of living is attainment of health and well being. Today many schools are offering mindfulness programs to help reduce stress, improve mood and promote physical fitness. Students are the jewels of the society. Through yoga education's, the students are introduced to the social norms of their social group with values. Asana's aimed at improving blood circulation and a healthy nervous system will help the body to extend and eventually fully relax. The practice of yoga matures and students learn how to accommodate the physical limitations with the healthy habits to strength, flexibility and balance.*

1. Introduction

Increased stress, depression and anxiety are the features of modern lifestyle. Practicing yoga is beneficial for students. Yoga is a system of training mind, body and spirit in a spiritual way with a supreme consciousness. Adolescence is an important time for the development of mental health, including healthy coping response to stress. Several types of school-based stress management and wellness programs have been developed. Practicing yoga strengthen and elasticizes the muscles and also massages the internal organs. There by the metabolic system is balanced by improving the physical and mental alertness, emotional balance. Researches suggest that yoga as an intellectual and mental exercise, improves health feeling. With the regular practice of yoga students learn how to accommodate the physical limitations. Yoga education can enhance all the activities of the students, be it academic or sports or social. Yoga techniques provides improved attention in studies, better stamina for sports and balanced attitude and awareness for society.

Role of Yoga in Education

Yoga is basically the most important ancient art that aims towards building the healthy mind within the healthy body and also consider in harmonizing the system which rejuvenates healthy mind as well as healthy body. The great saint Patanjali have mentioned that , yoga to be a universal attribute of mind which enhances the physical , mental and spiritual status of human body. The balanced development of these factors led the condition where an individual enhances the positive feeling towards the life. Many schools were implemented yoga education. The basic advantage of yoga education are it helps the students to deal with difficulties, stress, distraction, conflicts faced by the students. The yoga education also results in the growth of psychology of an individual.

Importance of Yoga for Students

The concept of yoga revolves around the practical aspects of philosophy which helps the students to perform their daily duties in the day to day lives. The main features of yoga which helps to establish positive impact on the students:

1. To enhance the self awareness within the individual.
2. Yoga provides ease to respiratory system, cardio-vascular system, neuro-muscular system, skeletal system, endocrinal system to enhance the determination within the individual.
3. It promotes will power within the individual.
4. It promotes uniqueness within the individual.
5. Yoga helps to the individual to enhance the stress managing disorders.
6. It unfold the physical, mental and spiritual attribute to inculcate the social as well as the ecological awareness within the individual.
7. Yoga helps the students in treating the physical disorders and make them active.
8. Yoga helps to improve concentration which helps the individual academic growth.

Benefits of Yogasana for Secondary School Students

It is even more challenging to cope with health conditions. On a psychological level, “yoga helps to cultivate mindfulness by shifting your awareness to the sensations, thoughts and emotions that accompany a given pose. “Yogic asana is beneficial in following ways,

❖ Complete Massage to the Body.

Yogasana helps to increase the blood circulation from head to foot areas. Yoga postures stimulate the nervous system, bring more oxygen to the different cells of the body.

❖ Enhances the Endocrine Glands.

Yoga poses stimulates and balances endocrine function. Asanas like Chakrasana, Dhanurasana, Sarvangasana, stimulates endocrine glands which helps to maintain mental growth, mineral balance, heart rate regulation, muscular and skeletal growth, sexual development and metabolism.

❖ Helps to Adjust Reproductive Organs.

Yoga workout to relax, better align your pelvis and increases the blood flow to the reproductive organs. Yogasana like Ustrasana, Baddakonasana and Padahastasana has beneficial effects on reproductive organs.

❖ Increases Metabolism Activities.

Metabolism refers to all the chemical and physical process in the body that either utilizes or convert the energy. Asana like Vrikshasana, Bhujangasana, and Sarvangasna are the perfect poses for metabolism activities.

❖ To Reduce Stress and Anger

Oxytocin hormone is a great way to build relationship whereas Cortisol hormone reduces stress. Yogasanas like Naukasana, Padahastasana, and Baddakonasana stimulates these hormones. Reducing stress also enables the immune system to perform more effectively.

❖ Improves Flexibility and Strength the Muscles

Practicing yoga can strength the bones, muscles and also promotes flexibility. Asana’s like Suryanamaskara, Vajrayana, Trikonasana are helpful to enhance the flexibility and strengthening the muscles.

❖ Develops Discipline and Self-Regulation

Yoga is taught with mindfulness over traditional physical activities and also provides skills to navigate challenges well beyond teenage years. Meditation helps to develop individual’s discipline.

Educational Implications

Yoga helps them to lead a better life style as they grow up. Here are some of the benefits of yoga for the secondary students:

- Students are very stressed individuals. Regular practice of yoga lowers the stress and anxiety and subsequently improved academic performance.
- Yoga helps to improve the memory function in both adult and children, a direct benefit of which would be a better academic performance in students.
- As the students were sitting down for long hours at a time. The poor postures lead to major anatomic problems. The practice of yoga enhances flexibility and improves balance to the whole body.
- Yoga promotes healing from the inside rather than looking good on the outside. It teaches the students how to respect and love their bodies.
- By practicing pranayama, students learn to the anxiety and manage the different aspects of life. The peace of mind stimulates to release good hormones.
- Through the controlled breathing, yoga teaches the students, self-control. As a result, they do not react impulsively and make rational decisions when required.
- Regular practice of yoga maintains good health, students are less likely to remain absent from school. Students actively participate in the learning activities which helps to develop good relationship between the students and the teacher.

- Through asana students build strength, confidence and also concentration for better academics and for social where they grow up.

Conclusion

A yoga practice can provide students with both obvious and unexpected benefits for mind, body and spirit. Adolescence shapes the entire life time of a child to undergo major changes of the body and mind. Hence regular practice of yoga not only helps to develop a healthy body but also deal with the psychological changes. Yoga aids in developing muscular strength, avoids obesity, balancing hormones. Practicing Pranayama and meditation during menopause helps to balance the hormones. The benefits of yoga are like tip of an ice berg in the sea but help to live healthy .Finally, yoga helps to achieve peace of mind.

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To Study the Scientific Attitude among Science B. Ed. Students

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ABSTRACT: *The acquisition of the knowledge of scientific terms, principles and concepts, a clear understanding of them, the ability to use such knowledge indifferent situations in the life and in the development of skills should be the outcomes of teaching and learning of science. Moreover, the students should develop a proper attitude towards the study of science, besides appreciating the importance of science in human life and civilization. It also helps to improve their abilities and capacities in science. The term Scientific Attitude applies such qualities of mind as intellectual curiosity, passion for truth, respect for evidences, and appreciation of the necessity of free communication in science. Thus, scientific attitude is open-mindedness; a desire for accurate knowledge, confidence in procedures, seeking knowledge and expectation that solution of the problem will come out through the use of verified knowledge (Singh, 1988). Scientific attitude, now days, is found to be lacking even in highly educated persons, teachers and students. This is an impediment in the path of acquiring knowledge. The teachers and students need to have a scientific outlook. They must make themselves free from false beliefs and irrational thinking. In this background the researcher investigates this study. The objectives of the study are 1) To find out the mean value of scientific attitude of science B.Ed. students. 2) To find out if there is any significant difference in the level of scientific attitude between male and female science B.Ed. students. Descriptive survey method was followed and Sample consists of 60 (30-Male students and 30- Female students) science B.Ed. students distributed evenly from five B.Ed. colleges in Kalaburagi District of Karnataka. Samples were selected using stratified random sampling technique. Mean, SD and t-test were applied to analyze and interpretation of the collected data of the scientific attitude. The researcher felt that the science B.Ed. students who exhibited better scholastic achievement had acquired better education and thus, better attitude and greater quantum of scientific outlook among them.*

Keywords: *Scientific attitude, B.Ed. students and Science*

1. Introduction

Science has its significant role in promoting quality of life either directly or indirectly. Science not only satisfies the usual needs for its inclusion as a subject in the curriculum – such as intellectual, cultural, moral, aesthetic, utilitarian as well as vocational values, science learning provides training in scientific method and also helps to develop a scientific attitude of mind in the learner. The acquisition of the knowledge of scientific terms, principles and concepts, a clear understanding of them, the ability to use such knowledge indifferent situations in the life and in the development of skills should be the outcomes of teaching and learning of science. Moreover, the students should develop a proper attitude towards the study of science, besides appreciating the importance of science in human life and civilization. It also helps to improve their abilities and capacities in science.

Scientific attitude is the most important outcome of science teaching. The scientific attitude is really a composite of a number of mental habits or of tendencies to react consistently in certain ways to a novel or problematic situations. These habits or tendencies include accuracy, intellectual honesty, open-mindedness, suspended judgment, criticalness and a habit of looking for the cause and effect relationship. It is a cognitive concept. Scientific attitude is also a complex behavioral aspect of science having so many characteristics and it can be attributed to many situations. Scientific attitudes are normally associated with the mental process of scientists. These habits are important in the everyday life and thinking not only for the scientist but for everyone.

Scientific Attitude is defined as a set of emotionally toned ideas about science, scientific methods and related directly or indirectly to the course of action in the literature of science education. The term Scientific Attitude applies such qualities of mind as intellectual curiosity, passion for truth, respect for evidences, and appreciation of the necessity of free communication in science. Thus, scientific attitude is open-mindedness; a desire for accurate knowledge, confidence in procedures, seeking knowledge and expectation that solution of the problem will come out through the use of verified knowledge (Singh, 1988).

Scientific attitude can be defined as, “open mindedness, a desire for accurate knowledge, confidence in procedures for seeking knowledge and the expectation that the solution of the problem will come through the use of verified knowledge”.

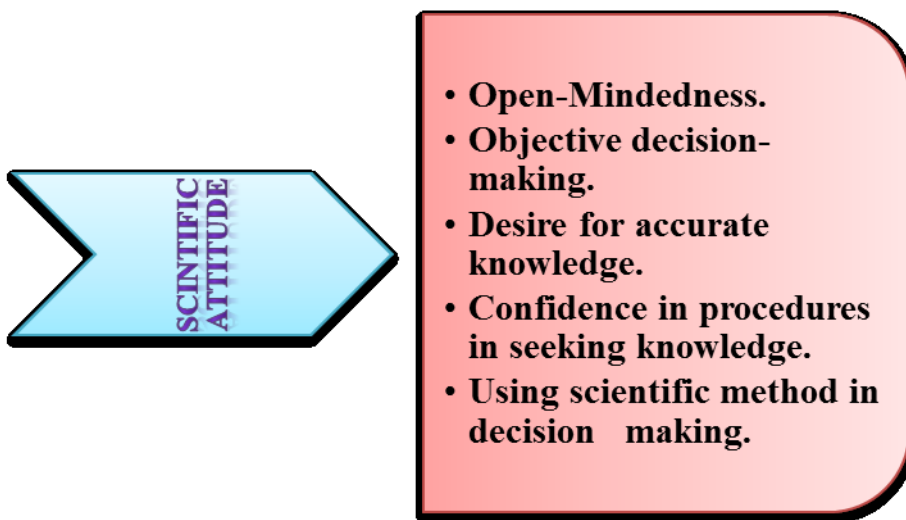
According to NSSE:

“The way of looking viewing things scientifically is scientific attitude”.

A Pupil who has Developed Scientific attitude

- Is clear and precise in his activities and makes clear and precise statements.
- Always bases his judgment on verified facts and not on opinions.
- Prefers to suspend his judgment if sufficient data is not available.
- Is objective in his approach and behavior.
- Is free from superstitions.
- Is honest and truthful in recording and collecting scientific data.
- After finishing his work takes care to arrange the apparatus equipment's etc. at their proper places.
- Shows a favorable reaction towards efforts of using science for human welfare.

Scientific attitude is a process, which involves.



- **Open-Mindedness.**
- **Objective decision-making.**
- **Desire for accurate knowledge.**
- **Confidence in procedures in seeking knowledge.**
- **Using scientific method in decision making.**

Characteristics of Students with Scientific Attitude

- I. Is critical in observation and thought,
- II. Respects other's point of views and is ready to change his decision on presentation of new and convincing evidence,
- III. Is curious to know more about the things around him wants to know whys, what's and how's of things he observes,
- IV. Does not believe in superstitions and false beliefs,
- V. Suspends judgments until suitable support is obtained,
- VI. Believes in cause and effect relationship,
- VII. Accepts no conclusions as final or ultimate.

Scientific attitude, now days, is found to be lacking even in highly educated persons, teachers and students. This is an impediment in the path of acquiring knowledge. The teachers and students need to have a scientific outlook. They must make themselves free from false beliefs and irrational thinking. In this background the researcher investigates this study. The title of this study is **“To Study the Scientific Attitude among Science B. Ed. Students”**.

Objectives of the study

1. To find out the mean value of scientific attitude of science B.Ed. students.
2. To find out if there is any significant difference in the level of scientific attitude between male and female science B.Ed. students.

Hypotheses of the study

1. There is a significant difference in the level of scientific attitude between male and female science B.Ed. students.

Methodology

Keeping the nature of the problem in mind the researcher has applied Normative survey method of research under Descriptive method of educational research.

Sample and Sampling technique

Sample consists of 60 (30-Male students and 30- Female students) science B.Ed. students distributed evenly from five B.Ed. colleges in Kalaburagi District of Karnataka. Samples were selected using stratified random sampling technique.

Description of the tool

The scientific attitude scale was standardized by Sood, J.K and Sandhya,R.P. The tool consists of 36 statements with 18 items are positive and another 18 items are negative statements.

Statistical techniques used

Mean, SD and t-test were applied to analyze and interpretation of the collected data of the scientific attitude.

Analysis and Interpretation of data

H₁: There is a significant difference in the level of scientific attitude between male and female science B.Ed. students.

H₀: There is a no significant difference in the level of scientific attitude between male and female science B.Ed. students.

Gender	No	Mean	SD	DF	t-value	Level of significance
Male	30	31.38	4.506	58	1.306	Significant at 0.05 level
Female	30	30.048	3.3168			

From the above table clearly depicts that the calculated t-value is greater than the table value. Hence, there is a significant difference between male and female science B.Ed. students in their level of scientific attitude, with male science students having higher mean value than the female students. Hence the null hypothesis is rejected.

Conclusion

Education molds the attitudes. The researcher felt that the science B.Ed. students who exhibited better scholastic achievement had acquired better education and thus, better attitude and greater quantum of scientific outlook among them.

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How to Develop Social Justice to Students By Teachers

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ABSTRACT: *Social justice is the relationship between individual and society. Social justice implies all benefits and privileges in society. This study explores the thoughts of Gandhi and Dr. B.R. Ambedkar about social justice. This study also explore the review of studies related to social justice. The study suggests that any group in this society suffering from structural inequality should be taken care and should be provided provision for upliftment.*

1. Introduction

Social justice is a concept of fair and just relations between the individual and society. This is measured by the explicit and tacit terms for the distribution of wealth, opportunities for personal activity, and social privileges. Social Justice is also a concept that is used to describe the movement towards a socially just world, e.g., the Global Justice Movement.

Social Justice implies that all benefits and privileges in society should be shared by all its members if any group in society has suffered from structural inequalities inherent in the social system special care should be taken to remove such structural inequalities the obvious implication is that the state should take affirmative action in order to remove such injustices perpetuated in the same society by one section over another section.

American evangelicalism endangers Christians with "an onslaught of dangerous and false teachings that threaten the gospel, misrepresent scripture and lead people away from the grace of God in Jesus Christ".

John MacArthur, in describing why he decided this statement was necessary, noted "over the years I've fought a number of polemical battles against ideas that threaten the gospel. This recent detour in quest of 'social Justice' is I believe, the most subtle and dangerous threat so far".

While the concept of Social Justice can be traced through the theology of Augustine of Hippo and the theology of philosophy of Thomal Paine, the term "Social Justice" became used explicitly from the 1840s.

- A Jesuit priest names Luigi Taparelli is typically credited with coining the term, and it spread during the revolutions of 1848 with the work of Antonio Roshmin-Serbat. [page No-2, 15, 16]
- John Rawls in a Theory of Justice (1971) In 1993, the Vienna declaration and programme of action treats social justice as a purpose of human rights education.
- Social Justice has fascinated many thinkers around t he world, including Plato [427-347 BC] In the Republic he argued that an ideal state would rest on the following four virtues; wisdom justice, courage, and moderation, when Thomas Aquinas (1225-1274), influenced by Aristotle, wrote that "Justice is a certain rectitude of mind whereby a man does what he ought to do in the circumstances confronting him" [quoted in kirk 1993]

Social Justice: Gandhi and Ambedkar

Varnashrama is in my opinion inherent in human nature and Hinduism has simply reduced it to a science. It does attach to birth. The division, However, into innumerable castes is an unwarranted liberty taken with the doctrine.

There was no place for untouchability in Hinduism. Gandhi regarded it as an excrescence though it continued from generation. It could not be regarded as an essential part of Hindhu social system.

Ambedkar "In his concept of social justice Ambedkar was influenced by the western liberal ideas and the conditions that prevailed in the Indian Society".

How to develop Social Justice to students by Teacher

- Social Justice is academic for lots of children. Bare survival is the reality for Many. at our school we are battling to reduce the impact of social Injustice.

- There is something going badly wrong in schools when wealthy low-ability children overtake poor high ability children. On current trends it will be decades before this attainment gap is even halved. So ministers need to get on with their mission to embed Social Justice in schools.
- It's positive that ministers are talking about social justice in education and putting some money behind it through the pupil premium, but it feels as if they think that by talking about social justice.
- Students were only exposed to organization money in doing the talking because people with means are paying tutors who will help their child through a selective system.

Conclusion

Social Justice implies that all benefits and Privileges in society should be shared by all its members. If any group in society has suffered from structural inequalities inherent in the social system special care should be taken to remove such structural inequalities.

In school we are suffering from inequality etc... So Social Justice is must to correct the society.

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Yoga in Sports Science

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ABSTRACT: *This paper provides theory and evidence how yoga gives solution to difficulties experienced by sportsmen that impinge their ability to perform to their highest potential. It is very important for young people to practice all scientifically proven Yoga technologies: vyayam, asana, pranayama, meditation, etc. This will help them to develop their personality at all its levels: self-confidence, moral values, friendly, happy and compassionate character, will power, self-discipline, physical health, harmonious behaviour and harmony with environment. Yoga gives you range of motion in all the joints of the body as it is a fully integral workout for the entire body. Whatever your sport you've got some overworked muscles in the body. Secondly yoga is excellent for building core strength, because it involves moving the body in various directions and angles through postures requiring stability and balance, often in an unusual relationship to gravity. The key is flexible strength, and that's what yoga develops. Thirdly it prevents injuries or can facilitate a quicker recovery time when injured. Fourthly it heightens concentration and focus. With all these merits yoga plays a great role in sports science keeping body healthy and fit.*

Keywords: *Yoga, Sports, Health, Fitness, Potential, & Focus.*

Paper

“What is the wisest among the human matters? The art of healing!”- Pythagoras

It is greatly said that Yoga is not a religion. It is a science, science of well-being, science of youthfulness, science of integrating body, mind and soul. Unlike stretching or fitness, yoga is more than just physical postures. Patanjali's eight-fold path illustrates how the physical practice is just one aspect of yoga. Eight stages of yoga are

- 1) **Yama** (The five “abstentions”); non-violence, non-lying, noncivetousness, non-sensuality, and non-possessiveness.
- 2) **Niyama** (The five “observances”); purity, contentment, austerity, study, and surrender.
- 3) **Asana**- literally means “seat”.
- 4) **Pranayama** (“Disciplining breath”); also interpreted as control of the life force.
- 5) **Pratyahar** (“Abstraction”); Withdrawal of the sense organs from external objects.
- 6) **Dharana** (“Concentration”); Fixing the sense organs from external objects.
- 7) **Dhyana** (“Meditation”); Intense contemplation of the nature of the object of meditation.
- 8) **Samadhi** (“Liberation”); merging consciousness with the object of meditation.

These eight stages make Yoga unique because they are connecting the movement of the body and the fluctuations of the mind to the rhythm of breath. Connecting the mind, body, and breath helps to direct the attention inward. This paper provides theory and evidence how yoga gives solution to difficulties experienced by athletes that impinge their ability to perform to their highest potential.

Yoga can help to develop a better breathing technique while it improves balance, flexibility, core strength, and endurance. It reduces the chance of sports-related injury and heal more quickly from injury. Deep, relaxed breathing is the foundation of reducing performance anxiety and improving concentration. Yoga poses are all about building core strength.

Yoga can counter balance the negative effects of sports. Today highly trained children in sports and athletics can experience physical problems in later life. This happens because many sports coaches and instructors rarely pause to consider what they might be doing to a youngster's body when they encourage him or her to concentrate on breaking records or winning more matches. Young gymnasts, for instance, spend most of their childhood practicing, in order to reach an international standard by the age of 14 or 15. The constant practice demanded by today's high standards means that their bodies will have become permanently deformed by the time they reach early adolescence. The same happens to promising tennis players, swimmers, track and field athletes, dancers, and athletes from many other sports. As most such

activities require the body to be twisted into unnatural positions, sometimes for hours on end, it is not surprising that in time, all joints and muscles will be out of alignment. If, for example, one damages a knee, it will inevitably affect other joints. This is because everything in the body is interconnected and nothing works in isolation.

Studies on sports and exercise have shown that yoga performed in a balanced, recreational way, can help to reduce stress levels in the brain. It does by the release of endorphins, the body's natural pain killers, which enable us to overcome stress. Muscle tears, hip diseases, tendon pain, torn hamstrings, are all conditions resulting from overuse of a very small group of muscles. In later life, these injuries can lead to rheumatism, arthritis, gout, and the need for hip replacement operations. Far from making people fit, modern, competitive sports programs tend to "unfit" them for later years. Pressure, expectations, and getting excited about winning in competitive sports, causes increased stress and leads to hyperventilation (breathing in quick, chest-heaving pants). This kind of shallow breathing takes place in the upper part of the chest only and the balance of carbon dioxide and oxygen is disturbed (far too much carbon dioxide is expelled from the body). When the CO₂ concentration is too low, blood vessels in the brain contract and the circulatory flow is reduced. Symptoms of this condition are: sudden changes of behaviour; nervousness; inability to concentrate; headaches; tiredness. When hyperventilation becomes the habitual way of breathing, in time, every organ in the body is affected, and can cause a variety of symptoms as: hyper-sensitive nerve endings, as well as abnormal sensitivity to noise, petrol fumes, perfume, wool, pollen, house dust, or certain foods. The classic sign of hyperventilation is sensation of pins and needles, especially in the hands and feet. The cure for the problem of hyperventilation is to learn a proper yogic breathing technique (ujjayi breathing). Breath should become long (dirgha) and subtle (sukshma). Exercises recommended by Yoga can release pent-up emotions and stresses which have led to the problem of chronic hyperventilation. By applying principles of Yoga to sports, one will enjoy athletic activities throughout one's life, stays healthy and fit, and also achieves better results in competitions.

Excellence in sports is all about reacting to situations on the playing field, and the quicker your reaction, the greater your success. When a player's mind is established in Pure Consciousness, then all computation is done by Cosmic Intelligence, automatically making the best possible choices. For competitive sportsmen, it is most important to be in "the ZONE" (Samprajnata Samadhi), because from that state, the body will automatically react in the best possible way. When you are in the ZONE then there is perfect mind-body coordination and the body follows the mind's intentions with ease. When you are in the ZONE, then the mind is free from disturbing thoughts. In case of fighting with an opponent in karate, the opponent's movements appear to go in slow motion, allowing you to notice each of his gestures and plans, even before he moves a hand or leg. On the contrary, when your mind is full of disturbing thoughts then the same opponent looks very fast and you cannot defend yourself. Another principle is that "flexibility of the mind determines the flexibility of the body". When an athlete restrains from acting on information until it is necessary, his mind becomes more flexible. The mind becomes more flexible while waiting to receive more information in the gap. In a sense, it is "forced" to exist in a state of silence and freedom until that information is received. The minds of world-class athletes are fluid. Their thoughts are moving like a river, rather than a frozen pond. Fluidity of thinking means they can make adjustments in their thinking. They are not prisoners of thoughts they just had. They are able to analyze a situation and when new information appears on the scene, they are able to integrate that information seamlessly. Fluidity of thinking also means the mind is silent inside. Because of the mind-body connection, when the mind experiences silence, the body will be infused with that silence as well. This makes the muscles supple.

Players in every sport can be classified by how many possibilities they leave themselves at the last second. The field of all possibilities is always available until the point of no return. The great athletes often do the unexpected because they do not react to information before it is needed, they are able to make split-second adjustments and not establish a discernible pattern that their opponent can read. They know how to properly digest all the information while waiting in the gap (in the ZONE – Samprajnata Samadhi) and this allows them to hold their action until the last possible second.

Every asana has three phases: entering, maintaining and coming out of the position.

With the proper practice of Yoga asana we are integrating more progressive states of silence and dynamism, until we reach the state where we live, at the same time, infinite silence together with infinite dynamism. Then the state of Yoga (unity of opposites) is achieved. Thus the practice of Yoga asana develops higher states of consciousness: Cosmic consciousness.

Different series of asanas are basically a series of physical movements designed to correct bad posture and bring the body back into alignment, thus helping it to function efficiently, as nature intended. Various ills of the body, caused by wrong movement, may be corrected with the appropriate practice of the sequences of yoga asana. Old habits (samskaras) of wrong postures and use of muscles are thus replaced by good habits, leading to correct postures. As a habit can be learned, so it can be unlearned. The best way of unlearning a bad habit is to replace it by a good one (yogic samskaras) until that becomes innate in its turn. You learn to replace unconscious habits by conscious control, and in doing so, pave the way for optimum health and maximum achievement for realizing full mental and bodily potential. The way you move in and out of postures is more important than the final stage of the posture itself.

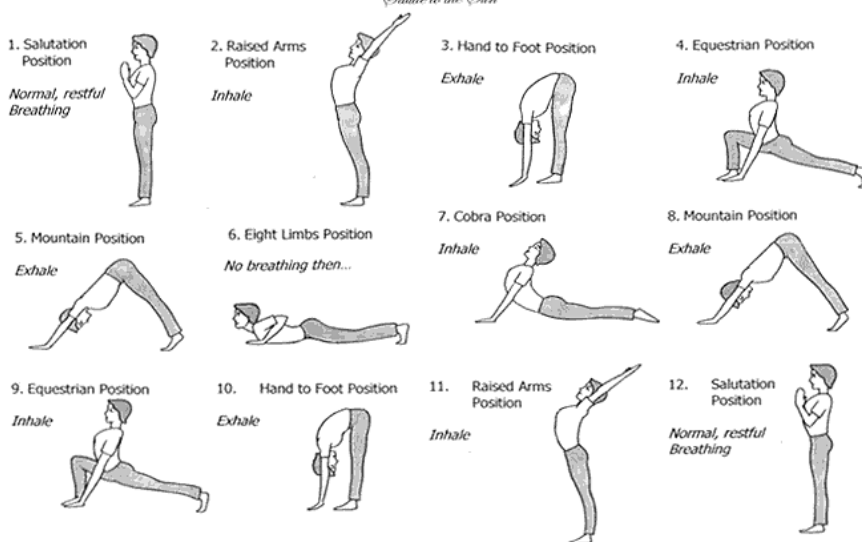
Before Sukha pranayama, at the end of series of asanas, you can introduce the practice of some pranayamas which are adequate to psychophysical state of the practitioner. Sun salutation consists of a series of flexion and extension exercises that integrate mind, body, and breath.

Sun salutation consists of a series of flexion and extension exercises that integrate mind, body, and breath. Sun salutation lubricates the joints, conditions the spine, and strengthens every major muscle group in the body. It creates balance, stability, suppleness, and flexibility.

It has a powerful effect on the glandular, circulatory and digestive systems and it harmonizes them. It has a balancing effect on the nervous system and it tones up the energy. It acts as a strong antidote to stress.

Surya Namaskar

Salute to the Sun



Category of Motion	Beginner	Intermediate (Add or Substitute)	Advanced (Add or Substitute)
Standing Poses	Warrior II or Triangle	Warrior I or Wide Stance Forward Bend	Extended Angle or Revolved Triangle
Balancing	Tree or Warrior III	Lord of the Dance or Eagle	Crescent Moon or Standing Hand-to-Foot Pose
Backward Bend	Cobra or Half Locust	Bow or Camel	Wheel or King Pigeon
Forward Bend	Seated Forward Bend	Wide Base Seated Forward Bend	Crane
Inversion	Shoulder Stand	Headstand	Handstand or Scorpion
Arm Balance	Plank	Crow or Scale Pose	Peacock
Twist	Lying Spinal Twist	Seated Half Spinal Twist	Seated Full Twist

These enlisted yogasanas can be performed by sportsmen to increase their performance.

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Yoga for Stress Relife

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ABSTRACT: *The state of the mind and that of the body are intimately related. If the mind is relaxed, the muscles in the body will also be relaxed. Stress produces a state of physical and mental tension. Yoga, developed thousands of years ago, is recognized as a form of mind-body medicine. In yoga, physical postures and breathing exercises improve muscle strength, flexibility, blood circulation and oxygen uptake as well as hormone function. In addition, the relaxation induced by meditation helps to stabilize the autonomic nervous system with a tendency towards parasympathetic dominance. Physiological benefits which follow, help yoga practitioners become more resilient to stressful conditions and reduce a variety of important risk factors for various diseases, especially cardio-respiratory diseases.*

1. Introduction

Stress is the measure problem in modern time but it is not an illness in itself, rather it is maladaptive response to a particular situation . When it prolonged it results in mental and emotional imbalance that ultimately leads to various somatic and psychic disorders like Insomnia, Asthma, Coronary heart disease .Hypertension , Diabetes etc . For prevention of all these disorders various medicaments are being used but no one is fully successful. So we have to change the lifestyle of the person to combat the stress. Yoga is one of the best tools for modification of behaviour, emotion, personality. Yoga offers many practices like Asana, Pranayama, Meditation, etc. Which individually and collectively activate relaxation and may help to restore the physical and psychological components of body. Regular practice of Yoga we can manage stress and psychosomatic disorders .

Stress is a gift of new age, new disease mainly targeting younger and productive age group of a society. Life can be challenging at times and everyone experiences stress and anxiety at some point in their life. There are a number of ways you can manage stress.

What is Stress?

"Stress is a state of Mind and it is a mind-body reaction/response to a situation".

A) Concept of stress

A non specific conventional and phylo-genetic based response pattern the primary function of which is to prepare the body for physical Activity such as residence or flight.

Stress according to Yoga is imbalance. Imbalance is misery. At the mental and physical levels, it is excessive speed and thus a demanding situation which causes pain and leads to ailments and disease. Imbalance at the emotional level manifest as upsurges which are caused by strong likes and dislikes. At the psychological level the imbalances lead to conflicts and often manifest as petty and narrow ego-centric behaviour. Lack of holistic knowledge and a balanced outlook, at the subtle levels are responsible for imbalances found at gross levels.

Thus, while understanding stress, a holistic concept of man is kept in view and not merely his bodily existence. The Taittiriya Upanisad has presented this holistic concept of man systematically as having five major sheaths of existence shown in Stress is studied and understood at the physical body level by modern medical systems as in imbalance of the neuro-endocrine systems and the neuro-transmitter level. Emotional imbalances in the form of strong likes and dislikes bring about imbalances in prana (the vital energy) in the Pranayama Kosa which percolates to the Annamaya Kosa causing stress symptoms and hazards. Origin of desires and action guided by strong likes and dislike (and not by what is right and wrong) will be the expression of imbalance at Monomaya Kosa. In Vijñanamaya, Ihe Avidya goes on reducing until in Annamaya Kosa it is all bliss. This state is the totally stress-free state.

Definition of Yoga

"Yogaha Chitta Vrutti Nirodhaha".

Yoga is the prevention of mental activity is one of the most famous patanjali Yoga sutras. "Yogaha Karmasu Kausalarn" Yoga is skill in performing various assigned action & duties.

Yoga

Its importance for the spiritual attainment has been recognized by all the systems of Indian philosophy.

1) Concept of Yoga-

- 1) The word yoga is derived from Sanskrit word 'yuj' which means to join.
- 2) Which has three meaning s;
 - a) Sam yoga - to join
 - b) Samyarn - to control senses
 - c) Samadhi - to equipoise,
- 3) The word Yoga has many connotations. Etyrnoicogically it means Integration 'Samatha'o! Bhagavad-Gita convey the same meaning.
- 4) Other terms like homeo stasis, equilibrium baiance & harmonious, developments etc. moreoi less suggest the something.
- 5) The aim ot yoga itself is integration of personality in its all aspects.
- 6) To help the development of such integration various techniques are employed.
- 7) This techniques or Practices enjoined in yogic literature & handed down in different tradition!r also go under the name of Yoga.

Types of Stress -

1) Eustress

Which is synonymous with healthy essential stress produced for example, by joy, or by any other kind of positive impulse, sensible recreational activities ,& sports hobbies etc,

2) Distress

Which is synonymous with morbidness stress that has to be controlled e.g. continuous menlolor physical strain of any kind anger, frustration and states of tension seemingly without hope? These are depicted in Fig. Stress Over! o

Reaction

Causes

Vulnarabifity

Weakness

However, even high and prolonged Eustress can turn dangerous in cases as in IHDduelo strong excitations associated with Eustress too.

Thus, stress the reaction to a demanding situation in the human physiology. Stress can occur at two levels- Physical & Psychological.

- 1) Physical stress, like accidents, burns, major surgeries, major infection, etc., which make demands on the entire physiology.
- 2) Psychological stress which can occur independently or as a reaction to physical stress. Examples are - fear, anxiety, tension, worry, jealousy, hatred, anger, excitement, emotional conflicts, etc. It may be temporary stress, demanding only an immediate adaption process. Or, it may be a long-standing one, leaving deep- seated subconscious impressions leading to prolonged tension.
- 3) Occupational stress
- 4) Teen age stress
- 5) Marriage stress
- 6) Work stress
- 7) Holiday stress

Why Stress Happens?

- When a situation/condition is not Acceptable to us
- When we want to do something but cannot.
- When ego is hurt (feedback, comments, criticism...)

-
- When we lose something which we feel as important
 - Stress is mostly due to -Fear (of Future) - Worry (about Past)
 - It is always due to the perception of Mind

Symptoms of Stress

Physical symptoms, Mental symptoms

Behavioural symptoms, Emotional symptoms

Physical Symptoms

- Sleep pattern changes
- Fatigue
- Digestion changes
- Loss of sexual drive
- Headaches
- Aches and pains
- Infections
- Indigestion
- Breathlessness
- Palpitations
- Missed heartbeats

Mental Symptoms

- Lack of concentration
- Memory lapses
- Difficulty in making decisions
- Confusion
- Disorientation
- Panic attacks

Behavioural Symptoms

- Appetite changes - too much or too little
- Eating disorders - anorexia,
- Increased intake of alcohol & other drugs
- Increased smoking
- Restlessness
- Fidgeting
- Nail biting
- Hypochondria

Emotional Symptoms

- Bouts of depression Impatience
- Fits of rage
- Tearfulness
- Deterioration of personal hygiene and appearance.

What Happens when Stressed?

1) Psychology of Stress: Emotional impact

- Anxiety
- Fear
- Anger
- Sadness

2) Physiology of Stress

- Acidity Heart ailments
- Blood Pressure

- Diabetes

How to manage stress?

Turn it into a Positive Spiral Break the negative cycle at each point

Some amount of Stress is health it triggers and energizes the system and makes you achieve the goals Have multiple positive energy sources

Hobbies (Listening to Music).

Interests,

Positive Thinking and Attitude Larger view of life

Physical Exercise different part of the body

Benefits of Yoga

The most important benefit of yoga is physical and mental therapy. The aging process, which is largely an artificial condition, caused mainly by auto-intoxication or self-poisoning, can be slowed down by practicing yoga. By keeping the body clean, flexible and well lubricated, we can significantly reduce the catabolic process of cell deterioration. To get the maximum benefits of yoga one has to combine the practices of Yogasanas, Pranayama, and Meditation, Regular practice of asanas, pranayama and meditation can help such diverse ailments such as diabetes, blood pressure, digestive disorders, arthritis, arteriosclerosis, chronic fatigue, asthma, varicose veins and heart conditions. Laboratory tests have proved the yogi's increased abilities of consciously controlling autonomic or involuntary functions, such as temperature, heartbeat and blood pressure. Research into the effects of yogic practices on HIV is currently underway with promising results.

Through the practice of yoga, we become aware of the interconnectedness between our emotional, mental and physical levels. Gradually this awareness leads to an understanding of the more subtle areas of existence. The ultimate goal of yoga is to make it possible for you to be able to fuse together the gross material (annamaya), physical (pranamaya), mental (manomaya), intellectual (vijñanamaya) and spiritual (anandamaya)

Physiological Benefits

Physicians and scientists are discovering brand new health benefits of yoga every day. Studies show it can relieve the symptoms of several common and potentially life-threatening illnesses such as arthritis, arteriosclerosis, chronic fatigue, diabetes, AIDS, asthma and obesity, 1) Asthma 2) Respiration Problems 3) High Blood pressure 4) Pain Management 5) Back Pain 6) Arthritis 7) Weight Reduction.

Psychological Benefits

Regular yoga practice creates mental clarity and calmness, increases body awareness, relieves chronic stress patterns, relaxes the mind, centers attention and sharpens concentration.

- 1) Self-awareness
- 2) Mental Performance
- 3) Mood Change & Vitality

Spiritual Benefits

When you achieve the yogic spirit, you can begin knowing yourself at peace. The value of discovering one's self and of enjoying one's self as is, begins a journey into being rather than doing. Life can then be lived practicing "yoga off the mat". 1) Pride 2) Knowledge

Mode of Action of Yoga

Kriyas - Asanas - Pranayama - Dhyana

1 Physical Health 2 Mental Health 3 Social Health 4 Spiritual Health As said earlier optimum level of stress is must for sustaining of life, so our goal is not to eliminate stress but to learn how to manage and use it to help us. Principles for stress management.

- Diet
- Attitude towards life
- Asanas
- Pranayama
- Kriya

- Meditation

Diet

One of the most important lifestyle changes that need to be implemented in the management of any lifestyle disorder is diet .One should follow dietetics rules. Mainly Sattvika food should be taken i.e. food that gives the lightness, alertness, energy, and create a clear consciousness.

Attitude towards life

Attitude is an important component of our lifestyle. Through positive attitude we can handle any stressful situation, but if we harbor the negative attitude in our mind then this will provide fertile soil for various psychosomatic disorder to develop as said by great philosopher Epictetus " Men are not disturbed by things , but the views, take of them/Through Yama and Niyama we can develop positive attitude. They provide a strong moral and ethical foundation for our personal and social life and guide our attitude with regard to the right and wrong in our life.

Asanas

Asana balance the different systems of the body by slowing down the mental activity, and by gently stretching the body and messaging the intra-abdominal organ ,yoga creates climate of dynamic peaceful within .It also maintains equilibrium in body – mind complex. The Asanas which are proved to be beneficial in stress management are 1)Shavasana 2) Makrasana 3) Bhujangasan 4) Shalabhasan 5) Suptavajrasan 6) Vakrasana 7) Yogamudra 8) Pranayarn a) Ujjayee Pranayam b) Bhramhree Pranayam 9) Deep Meditation Pranayama - Through Pranayama we can maintain equilibrium in Pranayama Kosha. When the breath wanders the mind is also unsteady but when the breath is calmed the mind too will be still. Pranayama also prepare the mind to develop the capacity to concentration as said by Patanjaly Nadi shodhana, Ujjayi, Bhramari, Shettali, Shitkari are the Pranayama which are beneficial in stress management.

Meditation

In simple term, meditation is a mind cleansing or emptying process. At deeper level, meditation is focused concentration and increased awareness of one's being. Vehicles for Meditation are mantra Recitation, Visual Concentration (Trataka), Repeated sound (Nada Yoga) etc.

Conclusion

Yoga helps in reducing the stress problem and thus making inner Harmony. It also helps us to balance stress in day to day life of every individual. Yoga reduces the pains and relaxes the body and mind thus helps to increase the happiness.

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Challenges of Professional Development of Teachers

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ABSTRACT: Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. Professional development programs should improve teachers' knowledge of the subject matter that they are teaching and it should enhance their understanding of student thinking in that subject matter. Aligning substantive training with the curriculum and teachers' actual work experiences also is vital. Policymakers could adopt standards for professional development to guide the design, evaluation, and funding of professional learning provided to educators. These standards might reflect the features of effective professional learning outlined in this report, as well as standards for implementation. Policymakers and administrators could evaluate and redesign the use of time and school schedules to increase opportunities for professional learning and collaboration, including participation in professional learning communities, peer coaching and observations across classrooms, and collaborative planning.

Keywords: Professional Development, Teachers, Challenges.

1. Introduction

The quality of education is a direct consequence and outcome of the quality of teachers and teacher education system and this consequently depends upon the professional development opportunities to the teachers. The task of bringing qualitative change in institutional efficacy of the teacher education system in itself is a huge and challenging one. The developments and changes over the last two decades require a fresh look at the professional development of teachers. Professional development of teachers is based on the theory that "teachers are made, not born" in contrary to the assumption, "teachers are born, not made". Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called "tricks of the trade". The overall discussion in this paper makes an attempt at providing an understanding of professional development of teachers in terms of quality education issues in the context of higher education.

According to Rabindranath Tagore, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame". In the age of explosion of knowledge at an unprecedented speed, even those who had the advantage of acquiring the most sophisticated education will become outdated in a very short span of time. If they have to remain up to date and relevant and face the challenge of other modes of acquiring knowledge, the need for their re-education, relearning and de-learning is essential.

Meaning and concept of Professional Development:

Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

According to Glattenhorn (1987), by gaining increased experience in one's teaching role they systematically gain increased experience in their professional growth through examination of their teaching ability.

Professional workshops and other formally related meetings are a part of the professional development experience. Finally, professional development consists of processes and activities designed to enhance the

professional knowledge, skills and attitudes of teachers so that they can improve the learning of students. Therefore, professional development is a process that is intentional, ongoing and systemic.

Importance of Professional Development:

Education is a never-ending process. It doesn't stop after earning a degree and starting a career. Through continuing education, career-minded individuals can constantly improve their skills and become more proficient at their jobs. Students have better learning outcomes educational technology, school district guidelines and curriculum standards are constantly changing, making it challenging for teachers to keep up with trends and best practices in the field. Professional development transforms teachers into better and more apt educators by enabling them to create relevant and tailored course.

Teachers are the assets for a nation. They can contribute in the social upliftment of the society. They can prepare the future citizens of the nation and improve the mental and emotional health of the children. Teachers are made and not born. They are trained to learn the fundamentals of teaching methodologies with the help of new teaching technology, so that they may prove to be effective teachers in the society. Hence it is very important that teachers should develop their profession along with the academic work.

Professional development for teachers is often recommended as a strategy for school improvement. But professional development has generally failed to improve teaching, because it is usually implemented in ways that violate key conditions for teacher learning. Professional development should concentrate on instruction and student outcomes in teachers. Schools provide opportunities for collegial inquiry, help, and feedback; and connect teachers to external expertise while also respecting teachers' carefulness and creativity. Hence, it is essential to give the opportunities for professional development of secondary school teachers. The present study aims at studying the level of opportunities for professional development of secondary school teachers.

Challenges of professional development of teachers:

Professional development had always been the need of the hour even during the Vedic period when extension activities such as mentoring and updating knowledge and skills. **The following are the challenges** which were turned into opportunities of professional development.

- ❖ **Creating horizontal learning in place of the top-down approach:** The education system in India is largely a top-down approach, in which the decisions always come down from a higher authority, knowledge always comes from a senior and is passively transmitted to the learners. So is the case in most professional development programmes where the teachers inactively accept the knowledge from experts in a passive mode in most seminars and workshops. A democratic horizontal approach to learning is in which all stakeholders are brought to the same platform, the heads, the coordinators and all the teachers and even the students where they discuss, reflect, do need analysis and design a meaningful professional development programme.
- ❖ **Practice flexibility:** Make these programmes more flexible so that the work pressures on teachers of syllabus completion and other secondary duties can be handled well. Distance, online or part time modes are very useful in this regard.
- ❖ **Partnerships:** Professional Development programmes run in partnerships of colleges, universities, and schools. This results in a horizontal flow of knowledge and sharing of resources among the stakeholders, also helping in their better funding too.
- ❖ **Autonomy:** Unlike the present systems of professional development where everything from strategies, methodologies, topics, discussed, etc, are pre-decided, the need of the hour is to give freedom to the teachers to decide which programmes of PD will they like to attend and what they would like to improve or learn than making it an obligation. This will help in making the PD programmes more need based and fun.
- ❖ **Strengthening the existing systems:** Mostly a group of teachers attend an intensive and focused PD training on few skills by experts-'master trainers', and they come back to their work environments as 'champion teachers' and provide the same training to their peer teachers. It is time and cost effective and helps disseminate information to the maximum number of teachers.
- ❖ **Using ICT for proper follow up and feedback:** Follow-up and feedback after attending PD session is very important and is a much ignored feature in most of programmes. ICT tools such as phone calls, Skype, email, whatsapp, Twitter, facebook, blogs and other social media can be used to collect feedback from the participants and also later when they implement the learnt strategies in schools, follow up can be taken instead of losing touch with them.

- ❖ **Long-term PD programmes:** Short-term workshops cannot meet the objectives of all areas of teacher development so to be effective in real sense; some PD programmes could be intensive and long term.
- ❖ **Teacher support:** Seniors supporting the teachers to meet the challenges like classroom management, discipline issues, dealing with special children, guiding the novice teachers through strategies like peer coaching and mentoring bring about a more conducive developmental environment.
- ❖ **Growing up through collaborative learning with colleagues:** A majority of schools in India have a system of providing structured and prepared lesson plans to teachers and prescribed methods of teaching enforced upon them by the authorities. To combat individualism and isolation among teachers, they work in groups, create a lesson plan through discussions, implement it, reflect, discuss on their practices thus collaborative reflecting, problem solving and debriefing helps.
- ❖ **Celebrating successes:** Even the small successes achieved through professional development programmes such as building resources, learning materials, student achievement, etc could be celebrated.

Advantages of Professional Development for teachers:

Teacher professional development has many potential benefits for teachers, schools, districts, and states. The following are the advantages of professional development for teachers:

- ❖ **Teachers Learn Better Ways to Teach** When educators discover new teaching strategies through professional development, they are able to go back to the classroom and make changes to their lecture styles and circulate to better suit the needs of their students. However, these changes are hard to evaluate because they are typically implemented gradually.
- ❖ **Professional Development for teachers makes them more efficient in their presentations and course evaluations** by exposing educators to new delivery methods, evaluation styles and record-keeping strategies.
- ❖ **Teachers Develop Better Organization and Planning Skills** in addition to the hours spent presenting in the classroom, much of teacher's time is spent on student evaluations, curriculum development and other paper work.
- ❖ **Professional Development training can help teachers to become better at planning their time and staying organized.** This ultimately makes teachers more efficient and gives them extra time to focus on the students rather than paper work. **Teachers Gain Knowledge and Industry Insight** Students expect teachers to be subject matter experts for the topics they teach. This means teachers should be able to answer and any question a student throws their way.
- ❖ **Professional development programs can enable teachers to expand their knowledge base in different subject areas.** The more professional development a teacher undergoes, the more knowledge and industry insight he or she gains. **Teachers want to Continue Their Education** It's easy for teachers to become burdened by the grind of teaching.
- ❖ **Professional Development gives them an opportunity to step out of their routine-** they get to be the students instead of the teacher. This keeps educators engage because they feel like they are receiving the professional help they need to be better teachers. After all, professional development nurtures the talents of teachers who aspire to take on educational leader positions, and teachers must learn from other experienced leaders to become effective future leaders themselves. Implementing professional education development has benefits for both teachers and students, but most importantly, it helps teachers become better educators and develop into competent future school administrators.

Strategies to improve Professional development:

Professional development of a teacher is important for both new teachers and experienced teachers. Lifelong learning will always keep them motivated and thinking positively and will help them to overcome any obstacles one faces in the classroom. Professional development is all about becoming the best equipped teacher one can be and so it should be an important part of career development. There is one thing everyone agrees to improve classroom instruction, student learning and teacher retention all at once, it's proving to be a robust professional development program. When administrators invest in the professional development of their teachers, they are rewarded with a variety of positive outcomes within the classrooms and across entire state. Here are the four ways Professional development will improve:-

1. Retention: Teachers have high turnover rates, often leaving the profession within the first five years. Offering professional development programs for new teachers that focus on strategies and best practices in

areas like classroom management will help teachers feel more supported and valued. Get them off to the right start and they are much more likely to stay.

2. Deeper subject knowledge: Teachers must be lifelong learners, particularly in today's changing world of ever-emerging technologies. Professional development allows teachers to develop new skills while also improving old skills. It allows both new and veteran teachers alike to strive towards subject matter mastery.

3. A collaborative environment: When teachers start coming together for professional learning communities, department brain storming meetings or monitoring programs, it becomes easier to pose questions and share ideas. Regular contact with others to teach the same grade or subject matter creates a natural and vital outlet for teachers to exchange resources and techniques. The formal and informal sharing of strategies and experiences keeps everyone focused on continuous improvement.

4. Student achievement: This is the most important and the most measurable result of investing in professional development. When teachers learn, their students learn too. Teachers who are inspired by their colleagues and energized by their own learning will make a difference in the classroom. In addition, when teachers are armed with information about the variety of ways in which students learn. They are prepared to help each and every student improve and meet their own potential.

Conclusion

Professional development programs should focus on how people learn in a world of unbounded information, and they should give teachers time to reflect and interact within learning communities. It should improve teachers' knowledge of the subject matter that they are teaching, and it should enhance their understanding of student thinking in that subject matter. Aligning substantive training with the curriculum and teachers' actual work experiences also is vital. The time teachers spend in professional development makes a difference as well, but only when the activities focus on high-quality subject-matter content. Extended opportunities to better understand student learning, curriculum materials and instruction, and subject-matter content can boost the performance of both teachers and students. Policymakers could adopt standards for professional development to guide the design, evaluation, and funding of professional learning provided to educators. These standards might reflect the features of effective professional learning outlined in this report, as well as standards for implementation. Policymakers and administrators could evaluate and redesign the use of time and school schedules to increase opportunities for professional learning and collaboration, including participation in professional learning communities, peer coaching and observations across classrooms, and collaborative planning.

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Protection of Human Rights through Role of Education: A Study

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ABSTRACT: *The subjects of human rights denote all rights that are present in our society and without which one cannot live as human beings. Human rights are the basic rights that a person irrespective of race, gender or any other background cannot be denied anywhere or at any condition. Human rights education (HRE) refers to education, training, and information for the purpose of building a universal culture of human rights. A comprehensive education in human rights consists of two components: knowledge and information on human rights and the mechanisms that protect these inalienable rights. It is important that HRE also impart the skills needed to promote, defend, and apply human rights in daily life. This article enhances the importance of human rights in day to day life and the role of education in protecting and promoting them. Further, it focuses on the Goals of Human Rights Education. It is shown here the potential of education to inculcate and imbibe the values of human rights and values in a person and use them in his life. The paper concludes with some suggestive measures that should be taken as a part of education programmes.*

Keywords: *Human Rights, Education, India*

1. Introduction

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, gender, state or racial basis, colour, religion, language, or any other status. We are all uniformly entitled to our human rights without discrimination. These rights are all interconnected, guaranteed by law, in forms of global law, common principles and other sources of universal law. International human rights law lays down obligations of governments to act in certain ways or to refrain from certain acts. In order to promote and protect human rights and basic freedoms of individuals of groups.

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, guaranteed by law, in the forms of international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals of groups. Human rights are commonly understood as basic fundamental rights that a person cannot be denied by any individual or any government simply because he or she is a human being. They are universal and same for everyone. Human rights entail both right and obligation. Every year 10th December is celebrated as Human Rights Day.

Education has a very important role to play for promotion and protection of human rights. Education makes us aware about our civil and political right often called as the first generation rights and the social, economic and cultural rights as the second generation rights. Without proper education one cannot be introduced with these essential philosophic and their basic rights and obligations. The concept of expanding human rights through education is now popularly present and traveled to encompass as the third generation rights itself. So it is very important that we know what is the role of education in promotion and protection of human rights. Being a tool to spread awareness and information and assimilating, creating and disseminating knowledge amongst its recipients, education can play a crucial role at each of levels for promotion and protection of human rights. But, unfortunately the education system, except for last few years after the establishment of Indian institute of human rights in 1990 which registered Universities for offering such courses in 10 December 1999, has hardly shown any credible in regards of evolvement of human rights and its protection.

Meaning of Human Rights

“Human Rights” is a generic term and it embraces civil rights, civil liberties and social, economic and cultural rights. Justice, J.S. Verma the then chief justice of India has stated, ‘Human dignity is the quintessence of human right’. All those rights which are essential for the protection and maintenance of

dignity of individuals and create conditions in which every human being can develop his personality to the fullest extent can be turned human rights.

Objective of Human Rights Education

Human rights education is all learning that develop the knowledge, skills, and values of human rights. Education in human rights is itself fundamental human rights and also a responsibility. Human rights education also provides a basis for conflict resolution and the promotion of social order. Right themselves often clash, such as when one person's commitment to public safety conflict with another's freedom of expression. As a value system based on receipt and the equality and dignity of all people, human rights can create a framework for analyzing and resolving such differences. Human rights education also teaches the skill of negations, mediation, and consensus building. Human rights education teaches both about human rights and for human rights. Its goal is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights. An important outcome of human rights education is empowerment, a process through people and communities increase their control of their own lives and the decisions that affect them. The ultimate goal of human rights of education is people working together to bring about human rights, justice, and dignity for all.

Importance of Human Rights

A comprehensive education in human rights consists of two components: knowledge and information on human rights and the mechanisms that protect these inalienable rights. It is important that education also impart the skills needed to promote, defend, and apply human rights in daily life. Education about human rights is distinct from other types of values education. For example, citizenship education or Education for Democratic Citizenship (EDC) is a set of practices and activities aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities in society. The need of promoting & protecting all human rights is important in order to secure full & universal enjoyment of these rights cannot be fulfilled without mass awareness and sensitivity to human rights issues.

The grand agenda of global peace & prosperity is possible only with people understanding & imbibing the human rights values. Awareness is important in order to resolve the human right conflicts. This robust participation can be achieved only with human rights education. For example, gender is a social construction, not a biological one, and discrimination on this basic is consequently difficult to assess and address. The human rights protection and promotion of gender equality requires more than numerical equilibrium, it also requires conceptual equilibrium, and a conscientious effort to redress inequality, as it exists.

Role of Education in Promotion and Protection of Human Rights

Education is a tool for creating the real idea of human rights and making people know its importance in their day to day life. It is also a tool for eliminating the violations of human rights. An educated civilization can only know its rights and hence have the knowledge to protect it. According to Kofi Annan, the former Secretary General of United Nations without education, we can see beyond ourselves and our narrow surroundings to the reality of global interdependence. Without education, we cannot realize how people of other races and religions share the same dreams, the same hopes. Without education, we cannot recognize the universality of human aims and aspirations.

It is important to make each and every people literate just not in order to make them educated and capable of earning but also recognize their rights towards themselves and each other. An educated person only can stand for its right. HRE is about empowering the individual to both recognize human rights abuses and to commit to their prevention'. Thus, a core part of HRE is the strengthening of respect for human rights. It is now a global responsible of every person and the government to promote education and hence promote human rights.

Article 51A (1) of Indian Constitution 1950, imposes a duty on all citizens to develop scientific temper, humanism and the spirit of inquiry & reform. The effective discharge of this duty will require HRE to give people enhanced awareness & greater openness. Right to Education has also been incorporated. The Constitution mandates the state to direct its policy towards securing that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom & dignity and that childhood and youth are protected against exploitation and against moral & material abandonment. HRE of the children as well as the other people is indispensable to the full realization of the responsibility under this constitutional

directive. Indian state has an obligation to foster respect for international law and treaty obligations as laid down in Article 51 of the Constitution. In India is a signatory to UDHR & has ratified Civil and Political Rights Convention, Economic, Social and Cultural Rights Convention, CEDAWCRC etc. HRE is inescapable and a legal obligation.

Human Rights are not treated as a separate subject in the curricula. NCERT has felt that all contemporary concerns & issues cannot be included in the curriculum as separate subjects of study. It has called upon incorporation of certain emerging concerns including human rights in the course content. University Grants Commission appointed Sikri Committee in 1980 to consider and report on the different ways and means for promoting HRE in India. The committee suggested inculcating values without marks weight age in schools. At college levels it was felt that all disciplines should be including human rights topics at least which are directly relevant to their disciplines. But it is disappointing to observe that the NCF 2005 has failed in identifying the content of the HRE in schools.

Implementation of RTE 2009

A Human rights-based approach of education assures every child a quality education that respects and promotes her or his right to dignity and optimum development. The right to education is marked priority on the agenda of the international community since right to education is not only a human right in itself but also is quintessential for the exercise of all other human rights. A number of human rights treaties accepted and development and social transformation. The right to education flows directly from the right to life. The right to life and the dignity of an individual cannot be assured unless it is accompanied by the right to education. Victims of injustice and violations of human rights will have no faith in justice and values. Right to education and HRE will fall through. The government and the society should be prepared to foot the bill if concrete results are desired.

The Goals of Human Rights Education

Human rights education teaches both about human rights and for human rights.

Its goal is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights. An important outcome of human rights education is empowerment, a process through which people and communities increase their control of their own lives and the decisions that affect them. The ultimate goal of human rights education is people working together to bring about human rights, justice, and dignity for all.

- 1) Education about human rights provides people with information about human rights. It includes learning –
 - About the inherent dignity of all people and their right to be treated with respect
 - About human rights principles, such as the universality, indivisibility, and interdependence of human rights
 - About how human rights promote participation in decision making and the peaceful resolution of conflicts
 - About the history and continuing development of human rights
- 2) Education for human rights helps people feel the importance of human rights, internalize human rights values, and integrate them into the way they live. These human rights values and attitudes include – "strengthening respect for human rights and fundamental freedoms" (UDHR Article 30.2)
 - Nurturing respect for others, self-esteem, and hope
 - Understanding the nature of human dignity and respecting the dignity of others
 - Empathizing with those whose rights are violated and feeling a sense of solidarity with them
 - Recognizing that the enjoyment of human rights by all citizens is a precondition to a just and humane society
- 3) Education for human rights also gives people a sense of responsibility for respecting and defending human rights and empowers them through skills to take appropriate action. These skills for action include –
 - Recognizing that human rights may be promoted and defended on an individual, collective, and institutional level
 - Developing critical understanding of life situations
 - Analyzing situations in moral terms
 - Realizing that unjust situations can be improved

- Recognizing a personal and social stake in the defense of human rights
- Analyzing factors that cause human rights violations
- Knowing about and being able to use global, regional, national, and local human rights instruments and mechanisms for the protection of human rights
- Strategizing appropriate responses to injustice
- Acting to promote and defend human rights

Human Rights Commission in India

India has shown keen interest in the past in establishing and strengthening a national institution for the promotion and protection of human rights before the third committee of the general assembly of the United Nations organization. It introduced a draft resolution, where in it emphasized the importance of the integrity and independence of such national institutions. In the draft resolution it also requested the secretary general of United Nations to submit a report to the general assembly in two years regarding the functioning of the various kinds of national institutions and their contribution towards implementing human rights instruments. The interest shown by India in the establishment of national institutions for the protection and promotion of human rights was laudable.

Conclusion

There is no doubt that education has a major role to play for protection and promotion of human rights. HRE is considered as one of the major tools to stop the violations against human rights. From the above discussion we saw the importance and how education can play a vital role in this regard. Education should be imparted to each and everyone so that they understand the importance of human rights. Equality shall be the primary consideration in actions concerning children, respect for the views of the child are the general principles of the Convention on the Rights of a child. Education in their own mother language about human rights will make the learners more prompt about their values and ways to use them in their day to day life. The values of cultural diversity and social diversity should be inculcated as a basic teaching. Education should be granted to one and all across the country. Human Rights are the basis of human values, disciplines and dignity. It should be enhanced, protected and promoted to every nook and corner with the help of education.

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Yoga for Healthy Living

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ABSTRACT: *This paper concentrates more on relevance of Yoga and little on Physical Exercises in the management of Health. Yoga involves a series of both moving and stationary poses, combined with deep breathing. As well as reducing anxiety and stress, yoga can also improve flexibility, strength, balance, and stamina. Practiced regularly, it can also strengthen the relaxation response in our daily life. Exercise in almost any form can act as a stress reliever. Being active can boost feel-good and distract from daily worries. Exercise increases overall health and sense of well-being, which puts more pep in step every day. Virtually any form of exercise, from aerobics to yoga, can act as a stress reliever. The state of the mind and that of the body are intimately related. If the mind is relaxed, the muscles in the body will also be relaxed. Stress produces a state of physical and mental tension. Yoga, developed thousands of years ago, is recognized as a form of mind-body medicine. In yoga, physical postures and breathing exercises improve muscle strength, flexibility, blood circulation and oxygen uptakes as well as hormone function. The analysis made with the help of secondary data through books, internet, journals and articles. This paper also cover the concepts like asanas or different types of yoga, health benefits of yoga and effect of Yoga on the body etc.,*

Keywords: *Anxiety, Asanas, Physical Exercises, Stress Management and Yoga etc*

1. Introduction

Many people turn to yoga and physical exercises for simple reasons, perhaps they just enjoy it, perhaps they find it relieves stress, maybe yoga and physical exercise helps them to better cope with life's ups and downs, or perhaps it's because a physician has prescribed it. Regardless of the reason for participating in yoga and physical exercise, the result is almost always a more fulfilled life. If individuals may have tried yoga and physical exercise, they already know that both can help them to achieve their goals with a clearer head, a more in-tune body and a renewed spirit (Kellie).

Working from the premise that "Life is breath, breath is life," yoga places great emphasis on making the breathing deep, rhythmic and effective. The principle here is that essential thoughts and messages are delivered more effectively when the body is relaxed and the brain is well-oxygenated, helping the body and mind to work more successfully while feeling less tired and less stressed. Furthermore, improved appearance through better posture, muscle and skin-tone, follows the dedicated practice of yoga. Bones are strengthened and joints become more flexible. And, it can be amazing to see how much more flexible the body is and how much more positive one's outlook becomes with just a few months of yoga practice (Kellie).

Concept of Yoga

Yoga is an ancient Indian philosophy that dates back thousands of years. It was designed as a path to spiritual enlightenment, but in modern times, the physical aspects of Hatha yoga have found huge popularity as a gentle form of exercise and stress management. There are many different varieties of yoga, but each one essentially relies on structured poses (asanas) practiced with breath awareness

Researchers have discovered that the regular practice of yoga may produce many health benefits, including increased fitness and normalization of blood pressure. Yoga is a renowned antidote to stress. Over time, yoga practitioners report lower levels of stress, and increased feelings of happiness and wellbeing. This is because concentrating on the postures and the breath act as a powerful form of meditation.

The classical techniques of yoga date back more than 5,000 years. The practice of yoga encourages effort, intelligence, accuracy, thoroughness, commitment and dedication (Elizabeth Scott). The word yoga means to yoke to "unite" to bind to "link" and to join together. It brings your body and mind together and is built on three main elements- exercise, breathing and meditation (Kumar Kaul).

The exercises of yoga are designed to put pressure on the glandular systems of your body, increasing your body's efficiency and total health. Breathing techniques increase breath control to improve the health and function of body and mind. The two systems of exercise and breathing prepare the body and mind for meditation, with an approach to a quiet mind that allows silence and healing from everyday stress. When

practiced regularly, yoga can become a powerful and sophisticated discipline for achieving physical, mental and emotional wellbeing.

Kerstin Khattab, M D, an Iyengar Yoga teacher and one of the researchers in the Schleswig-Holstein study, believes that the key is yoga's dual demands on body and mind. "Some of the poses in our study, such as [Dhanurasana](#) (Bow Pose) or [Sirsasana](#) (Headstand), are likely to cause a strong sympathetic nervous system reaction. But as you learn to hold these poses with a calm mind, focusing on the breath, the poses become a training in how to remain calm in stressful situations."

The asanas or yoga postures

Asanas are one of the most important systems of physical culture ever created. The purpose of asanas is to create a free flow of "Prana", life energy in and out of the system, in order to perfect its functioning. Wrong posture, on the other hand, can create a lot of stress and cause contractions, inhibiting circulation of energy and nutrients in the body. This encourages toxins and waste materials to accumulate inside body. As the mind and body are connected, physical blocks combined with mental blockage can result in pain and disorder in both spheres.

The Corpse poses (Shavasana), the Crocodile pose (Makarasana), and Child pose (Balasana) are simple relaxation postures. These are particularly helpful in relieving anxiety and nervous irritability. Each yoga posture, or asana, is held for a period of time and linked with breathing. Generally, a yoga session begins with gentle asanas and works up to more vigorous or challenging postures. A full yoga session should exercise every part of your body and should include pranayama (breath control practices), relaxation and meditation (yoga wiz).

The different postures or asanas include:

- Lying postures
- Sitting postures
- Standing postures
- Inverted or upside-down postures (Supine and Prone position).

Yoga's Effects on the Health

Yoga is very effective in throwing out all our body wastes and brings control over the body and organs are proper functioning of which depends our health and happiness. The asanas improve mental power and health in controlling the sense organs. It increases the elasticity of our body and makes the body more active and flexible. The blood circulation takes place more smoothly and properly and the body becomes capable of more work. It improves our resistance power against diseases and do not allow any external matter to accumulate in the body, they keep the body free from diseases. The different asanas clean the blood circulation, drain of our body and circulates blood freely to all parts of our body and helps keep our body free from impurities. Yoga is the best means to keep organs in proper functioning order. It is not only improving body health, but also have sobering effects on the mind. The mind becomes balance and peaceful. The practice of Yoga is very effective activating on various glands, so that they secrete their essences in the required quantity and function properly (Pradhan).

Role of Yoga in Stress Management

Life can be stressful. Stress has become a common word in our society to indicate a host of difficulties, both as cause and effect. For starters, there's busy schedule — waking up super early for school, studying late at night for tests, juggling sports practice, homework, and meals. It's a lot to balance! Everyday issues can add emotional stress, too — counseling a friend through a breakup, regretting a disagreement with a parent, weighing an important decision, or stressing over whether he will make final cuts for the varsity team. With lots on mind, it's easy to feel stressed.

Lots of people think of yoga as stretching or twisting the body into various impossible-looking pretzel shapes. But yoga is easier than it looks. There are [simple poses](#) as well as complicated ones, so there's something for every ability. Yoga requires no special equipment, so anyone can do it almost anywhere.

Yoga poses are good exercise and can help loosen up the tense muscles in body. The areas of the body that tend to carry the most stress are the neck, shoulders, and back. But other parts of the body (like the face, jaw, fingers, or wrists) also can benefit from simple yoga stretches. Yoga is so much more than just physical exercise, though. The key to getting the best out of each pose is to focus not only on body, but also on mind and breathing.

In Stress and its management by Yoga, K. N. Udupa outlines his research on normal, healthy subjects and on patients in his clinic. He treated 1007 cases of stress disorders with a combination practice of asanas, pranayama and meditation. He reports, "The patients with high blood pressure, diabetes and asthma who came to us at an early stage showed very good improvement. Those who came later, their drug requirement was considerably reduced after starting yogic practice.

Health benefits of yoga

The practice of yoga asanas develops strength and flexibility, while soothing nerves and calming mind. The asanas affect the muscles, joints and skin, and the whole body – glands, nerves, internal organs, bones, respiration and the brain. The physical building blocks of yoga are the postures and the breath.

Health benefits of yoga include (betterhealth.vic):

- **Cardiovascular system (heart and arteries)** – asanas are isometric, which means they rely on holding muscle tension for a short period of time. This improves cardiovascular fitness and circulation. Studies show that regular yoga practice may help normalize blood pressure
- **Digestive system** – improved blood circulation and the massaging effect of surrounding muscles speeds up a sluggish digestion
- **Musculoskeletal** – joints are moved through their full range of motion, which encourages mobility and eases pressure. The gentle stretching releases muscle and joint tension, and stiffness, and also increases flexibility. Maintaining many of the asanas encourages strength and endurance. Weight-bearing asanas may help prevent osteoporosis, and may also help people already diagnosed with osteoporosis (if practiced with care under the supervision of a qualified yoga teacher). Long-term benefits include reduced back pain and improved posture
- **Nervous system** – improved blood circulation, easing of muscle tension and the act of focusing the mind on the breath all combine to soothe the nervous system. Long-term benefits include reduced stress, anxiety and fatigue, better concentration and energy levels, and increased feelings of calm and wellbeing.

Tran et.al studied the effects of hatha yoga practice on the health-related aspects of physical fitness. Ten healthy, untrained volunteers (nine females and one male), selected ranging in age from 18-27 years. The health-related physical fitness variables are muscular strength and endurance, flexibility, cardio respiratory fitness and body composition selected. Subjects were required to attend a minimum of two yoga classes per week for a total of 8 weeks. Isokinetic muscular strength for elbow extension, elbow flexion, muscular endurance for knee flexion increased 57%. Ankle flexibility, shoulder elevation, trunk extension, and trunk flexion were also increased relatively there was increase in maximal oxygen uptake.

The benefits of yogasanas, pranayama, and meditation include increased body awareness, release of muscular tension and increased coordination between mind-and body. It helps in better management of stress and ensures an overall feeling of well-being.

Conclusion

The benefits of yoga include decreased stress and tension, increased strength and balance, increased flexibility and lowered blood pressure. Yoga's emphasis on breathing and the mind/body/spirit connection also yields strong emotional benefits. People who practice yoga frequently report that they sleep better and feel less stressed. The practice of yoga involves stretching the body and forming different poses, while keeping breathing slow and controlled. The body becomes relaxed and energized at the same time. There are various styles of yoga, some moving through the poses more quickly, almost like an aerobic workout, and other styles relaxing deeply into each pose. Some have a more spiritual angle, while others are used purely as a form of exercise. Virtually everyone can see physical benefits from yoga, and its practice can also give psychological benefits, such as stress reduction and a sense of well-being, and spiritual benefits, such as a feeling of connectedness with God or Spirit, or a feeling of transcendence. Certain poses can be done just about anywhere and a yoga program can go for hours or minutes, depending on one's schedule.

Yoga does require some commitment of time and is more difficult for people with certain physical limitations. Some people feel self-conscious doing some of the poses. Also, yoga classes can be expensive, although it is possible, albeit perhaps more challenging, to learn from a book or video.

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'Guru Chethana'- A Professional Development Programme

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ABSTRACT: *The teacher becomes an important pillar of modern society to create a better world. Therefore every teacher needs to develop his competencies based on the revolutionary changes that are happening in the present scenario. To meet this goal, the Government of Karnataka (GOK) has initiated many programmes through DSERT in the past, and recently it has introduced 'GURUCHETHANA' (GCP) programme. This programme is aiming to develop professional competencies of primary school teachers. The present paper enlightens on the conceptual framework for GCP and also detailed structure about the process of GCP. Guruchethana programme is mainly focusing on Constructive abilities of teachers and also developed based on Constructivism principles. Also Provided that details about the process of Module development, training programme and Teacher training Management system which is operated by DSERT for the ease utilization for primary school teachers.*

Keywords: *Guruchethana, Competencies, Constructive abilities, Module, Teacher training.*

1. Introduction

Guruchethana Programme

The Department of Public Instruction, Government of Karnataka (GOK) has taken up the challenging task of overhauling the in-service teacher education program in the State under the name of Guruchethana. The aim of the initiative is to address the concerns in the in-service teacher education programmes and to make teacher development efforts meaningful and relevant. The massive exercise of re-designing the approach, content as well as the delivery of the programme, along with the establishment of a teacher tracking and management system.

The "**Guruchethana**" programme is being implemented by the Government of Karnataka. In this new project, the teachers have the opportunity to independently choose the modules themselves for their professional development. Teachers have the opportunity to participate in their career development and the choice of modules for interest.

- Initially, 28 modules have been developed in 2017-18, teachers having the opportunity to identify four at the priority.
- Teachers allow choosing modules from any modules that are of interest and need, not limited to what they teach? while selecting a module.
- Out 4 Priority modules, 2 Modules, for two durations will be allowed to participate in the 10-day workshop.
- Trainers will provide to the teachers with participatory, competitive, sustainable self-help opportunities.

Rationale

No country and society cannot outweigh the level of teachers there, it speaks of teachers' power and significance. **World educational news and reviews (2018) (WENR)** reported that India is a rapidly changing country in which inclusive, high-quality education is of utmost importance for its future prosperity. The country is currently in a youth bulge phase. It has the largest youth population in the world—a veritable army of 600 million young people under the age of 25.

Elets News Networking (ENN)(2018) Report revealed that The Government of Karnataka appears to gear up to improve the educational experience. For improving the learning outcomes and track progress of students and teachers, a number of innovative practices have been adopted in Karnataka. Educational Research and training agencies like NCERT, DSERT, CTE's are developing innovative practices to enhance professional competencies of teachers.

Teachers are not just a teacher, but rather a human resource for the future of this country. Our state's dream is to have such a competent teacher force. The education department wants the teachers to become a person-force and take steps towards the backbone of the education backdrop. Teacher development efforts

have taken place long ago. But expectations on teachers are even higher, and different. The state finds that these cannot be fulfilled with annual plans, subject to limited training. New ground ideas are planned, hoping to develop their resources and career skills without just trained teachers.

Based on the insights from last decade, keeping the national documents such as National Curriculum Framework 2005 and National Curriculum Framework for Teachers Education 2009 in mind, such a teacher become a reflective practitioner, capable of questioning the curriculum, syllabus and textbooks, enhance the school curriculum by incorporating community knowledge and establish inter-linkage between theory and practice, the state has envisioned a professional development plan for in-service teachers.

The "Guruchethana" programme is being implemented by the Government of Karnataka(GOK).

The need for a long-term plan to develop the teacher is to create a special teacher professional development curriculum. The government is committed to involving a total 30-day teacher development workforce in the next three years. For this, 200 to 250 different learning tutorials (modules) will come out in three years.

In this new project, the teachers have the opportunity to independently choose the modules themselves for their professional development, there is no restriction in the selection of subjects and modules. These include educational perspectives that facilitate the formulation of the classroom process, the nature of the subject, the different teaching-learning process and the combination of topics, the learning experience, and the child's context.

Curriculum Development

'As is the Interest so is the Initiative' it speaks the Quality of work. Subject Experts and officials of DSERT are immensely motivated towards this Programme. A congenial group of experts, teachers, state-level resource persons, teachers educators and some faculties from Azim Premji foundation were involved in this Megaproject. the curriculum is framed based on principles of Curriculum construction.

This group went through a careful process of preparation by considering the needs of teachers as well as the expectations from teachers which had been articulated in national documents. The curriculum describes the context of teachers' development, principles, approaches, themes, practicality, classroom applications, teacher engagement modes and assessments. Considerable effort has gone into visualizing the multiple and diverse needs of teachers to develop the courses and modules. This is a comprehensive curriculum which includes issues around child development understanding key concepts in school subjects and methods of teaching. It suggests around 250 themes for teachers' development and proposes different modes of teacher engagement, modular orientation on each theme.

Module Development

The modules were developed by adopting the principles of Constructivism, Each module focused on constructivist Approach of teaching. A group of identified state resource persons from the education department under the guidance of mentors developed the modules through a rigorous process lasting for about five months. These modules are graded so that they respond to different levels of teachers' understanding. In the long-term, the plan is to have 200-250 modules available for teachers to choose from. These modules, comprising education perspective, subject perspective, key concepts, pedagogy and assessment, are integrated with one another and not looked at in isolation. There were 28 modules spread across Language, Science, Mathematics, Social Science, Education Perspective, Nali-Kali and also in both Kannada, Hindi offered to teachers in the year 2017-18. The rest will be spread across subsequent years. Each of the modules was piloted, reviewed and fine-tuned with the involvement of the review committee. In 2018 again they have reviewed current modules based on the opinion and discussion output obtained from the teachers training session.

Resource Persons

In order to execute the programme on a mass scale and to address the issue of non-availability of trained resource persons in the districts, four master resource persons for each module from each district were selected through a process of written and oral tests. A total of 112 master resource persons were identified in each district. Each MRP undergoes a 10-day training programme in perspective, content and pedagogy with five days on module content and five days of additional input so that MRPs are capable of engaging five days with teachers. The programme involved developing education perspective, deeper understanding beyond the module content and proposing illustrative pedagogy of the sessions where there were spaces for demonstration by each MRP. In the process, around 3500 MRPs were trained in a month by having multiple batches.

Programme Launch and Provisions

The programme was launched by Chief Minister of Karnataka Sri Siddaramaiah on the eve of teacher day, September 5, 2017. A separate website is launched exclusively for Guruchethana programme, provisions are made to teachers for self-registration for the training, an intimation of the training schedule, tracking of subject choices are controlling by Teacher Training Management System (TTMS). Teachers gave their choices on the 28 modules available for the years 2017-18 by logging in Teacher Training Management System (TTMS). The system was available in desktop and mobile were most teachers used the mobile app to manage their choices and tracking of workshop schedule. The whole process of teachers' choices, batch formation, inviting teachers, scheduling training and feedback from teachers done through TTMS. The processes of the state level were managed by DSERT and implementation was done by respective DIET (District Institute of Education and Training). Around 2000 batches of a 28-module training conducted in a three to four month period spread across 34 districts. In the process, around 50000 teachers were trained. In 2019-20 Budget, Government of Karnataka has allocated fund to train one (1) Lakh teachers under Guruchethana programme. Currently, development of Modules are in progress, the Registration process may begin in August or September 2019.

Challenges

1. The attitude of Primary school teachers towards GCP seems to be comparatively less, Need to develop a positive attitude towards GCP is one of the Big Challenge and Long term Issue.
2. More Efficient teachers are efficient to use these Modules without any difficulties but facing difficulty with less efficient teachers.
3. Experience and age of Primary school teachers are also one of the factors influencing at the time of implementation in the classroom.
4. Lack of Constructive abilities is also a big Challenge at Conceptualization and implementation stage.

Conclusion

Guru Chethana was a unique experience in the teacher education domain for Karnataka and other states are keen to understand the Karnataka experience. The concept of long-term, continuous and connected engagement with choice-based teacher development along with quality and meaningful delivery in teachers' professional development needs to be spread across the country. What is most desirable is that all teachers should be reflective practitioners and contribute towards creating the society articulated in the Indian Constitution.

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Effect of Simple and Complex Yogic Exercises on General Health of Secondary School Boys

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ABSTRACT: *The intention of the study was to find out the effect of simple and complex yogic exercises on general health of secondary school boys. To achieve the purpose of the study, Sixty (N=60) secondary school boys studying in Government High School, Doddagollahatti, Bangalore South, Bengaluru, Karnataka State, India were selected randomly as a subjects for the academic year 2018-19 and their age range between 13 to 16 years. The selected subjects were randomly assigned to three equal groups and each group 20 subjects. The study was confined to general health of school boys and it was assessed by administering GHQ Questionnaire developed by Goldberg (1978) and recorded in scores. To find out the variance in the general health due to the application of treatment, ANOVA and ANCOVA were applied. Further to know the paired mean difference between groups LSD Post Hoc Test was applied. The level of significance was set at 0.05 and 0.01 level. The result indicated that both experimental groups that is Simple Yogic Exercises and Complex Yogic exercises training groups are significantly improved the general health when compared with the control group. The study also concludes that complex yogic exercises had better in improving general health when compared with simple yogic exercises. Exercise, healthy diet, rest, and relaxation are important components of healthy lifestyle. Yogic exercises are the most perfect health and wellness module as it is comprehensive and holistic in nature. Yogic principles help to strengthen and develop positive health enabling us to withstand stress better. Yoga can be used as one of the effective strategies on students' general health. The present study would provide a scientific base and guidance to the physical education teachers and coaches to design the stipulated training programme for better health and wellness for school children.*

Keywords: *General Health, Yoga, Simple, Complex, Training Groups school children*

1. Introduction

Yogasanas are very effective in throwing out all our body wastes and bring control over the body and organs are proper functioning of which depends our health and happiness. The Asanas improve mental power and health in controlling the sense organs. It increases the elasticity of our body and makes the body more active and supple. The blood circulation takes place more smoothly and properly and the body becomes capable of more work. It improves our resistance power against diseases and do not allow any external matter to accumulate in the body, they keep the body free from diseases. Yogasanas are the best means to keep organs in proper functioning order. It is not only improving body health, but also have sobering effects on the mind. The mind becomes balance and peaceful. The practice of Yogasanas is very effective activating on various glands, so that they secrete their juices in the required quantity and function properly. General health as the integration of human's daily well function in cognitive, feelings and behaviour as well as the absence of disability and diseases.

The goal of yoga is unity of the body, mind and spirit with the focus on body posture, breathing and meditation. Several forms of yoga exist to meet the needs of varying lifestyles and personalities. Doing yoga many benefits for the body, mind and spirit and overall wellbeing. Yoga increases strength and muscle tone and also enhances coordination, flexibility and posture. It is increases mood and concentration and also managing stress and improving deep breathing and relaxation techniques.

Goldberg and Hiller defined general health as an individual's physical and mental health which includes a collection of physical signs, anxiety and insomnia, social dysfunction, and depression. The World Health Organization (WHO) defines health as physical, mental, social welfare and not just lack of diseases and disability.

The past examination indicates major improvements found from yogic exercises in improving general health and wellness. Yoga practice can inspire improvements in the health related physical fitness (Mark, 2007). In this manner, the present examination is to discover the impact of simple and complex yogic exercises training on general health of students at secondary school level.

1.1 Statement of the Problem

The problem selected for the research is “Effect of Simple and Complex Yogic Exercises on General Health of Secondary School Boys”

1.2 Purpose of the Study

The purpose of the study is to know the effect of simple and complex yogic exercises on General Health of secondary school boys.

1.3 Statement of Hypothesis

It is hypothesized that 12 weeks of yogic exercises training have significant improvement of General Health of secondary school boys.

2. Methodology

The subjects of sixty (n=60) were randomly owed to three equal groups of twenty school boys of secondary school and their age range between 13 to 16 years. The groups were assigned as Experimental Groups that is Group-I ‘Simple Yogic Exercises Training’; Group-II ‘Complex Yogic Exercises Training’; and Group-III acted as control group. The study is restricted to the selected simple yogic exercises such as Tadasana, Garudasana, Ardhakati Chakrasana, Parivrutha Trikonasana, Padmasana, Paschimothasana, Halasana, Ustrasana, Vajrasana and complex yogic exercises such as Naukasana, Suptha Vajrasana, Akarna Dhanurasana, Mayurasana, Bakasana, Chakrasana, Natarajasana, Dhanurasana, Sarvangasana, Tittbasana, Sirasasana and Suryanamaskar. Pre test scores of general health was collected for all the subjects and it was tested by administering GHQ Questionnaire developed by Goldberg (1978). The general health studied in terms of anxiety/insomnia, social dysfunctioning and severe depression. The higher the score the poorer the general health of the subject. Group-I underwent simple yogic exercises and experimental Group-II underwent in complex yogic exercises completed for a period of 12 weeks. The post test score of general health was conducted after the completion of yoga treatment. The variation between pre and post mean scores on general health was considered as the effect of experimental treatments. Analysis of Variance and Analysis of Covariance were utilized to determine the significance of the mean scores for general health. The LSD Post hoc analysis was applied when obtained F value was significant. The level of significance was fixed 0.05 level and 0.01 levels to examine the stated hypothesis.

3. Results and Discussion

Analysis related to yogic treatment effects, namely Simple Yogic Exercises Training Group (SYET), Complex Yogic Exercises Training (CYET) and Control Group (CG) on General Health was presented in the following tables

Table 1: Analysis of Variance and Analysis of Covariance on General Health of secondary school boys of CG, SYET and CYET groups

Test Groups	CG	SYET	CYET	Sources of Variance	Sum of Squares	df	Mean Squares	Obtained F value
Pre Test	19.450	15.500	17.350	Between	156.233	2	78.117	0.67 ^{NS} (P=0.515)
				Within	6622.500	57	116.184	
				Total	6778.733	59		
Post Test	18.450	10.600	9.850	Between	907.633	2	453.817	7.19** (0.002)
				Within	3598.300	57	63.128	
				Total	4505.933	59		
Adjusted Post Test	17.040	11.952	9.908	Contrast	533.115	2	266.557	41.31* (0.000)
				Error	361.320	56	6.452	

^{NS}Not Significant; (df) 2, 57/56; *Significant at 0.05 F is 3.18. **Significant at 0.01 F is 4.98

The outcome of this investigation established that general health of the secondary school boys is significantly improved due to 12 weeks of simple and complex yogic exercises training as the obtained F value of 41.31 on adjusted mean scores is greater than the required table F value of 4.98 at 0.01 level. Hence,

the stated hypothesis is accepted for general health. Since significant F ratio was obtained, the result related to general health is further subjected to post hoc analysis by using LSD test and results presented in Table-2.

Table 2: LSD, Required Confidence Interval (CI) Test scores on General Health

Groups			Mean Difference	Required C.I.
CG	SYET	CYET		
17.040	11.952	-	5.088*	1.598
-	11.952	9.908	2.044*	
17.040	-	9.908	7.132*	

The least significant difference (LSD) post hoc analysis revealed that there is significant difference in the general health between CG & SYET groups; CG & CYET groups and SYET & CYET groups. The CYET group had found better in improving general health of school boys when compared with SYET group.

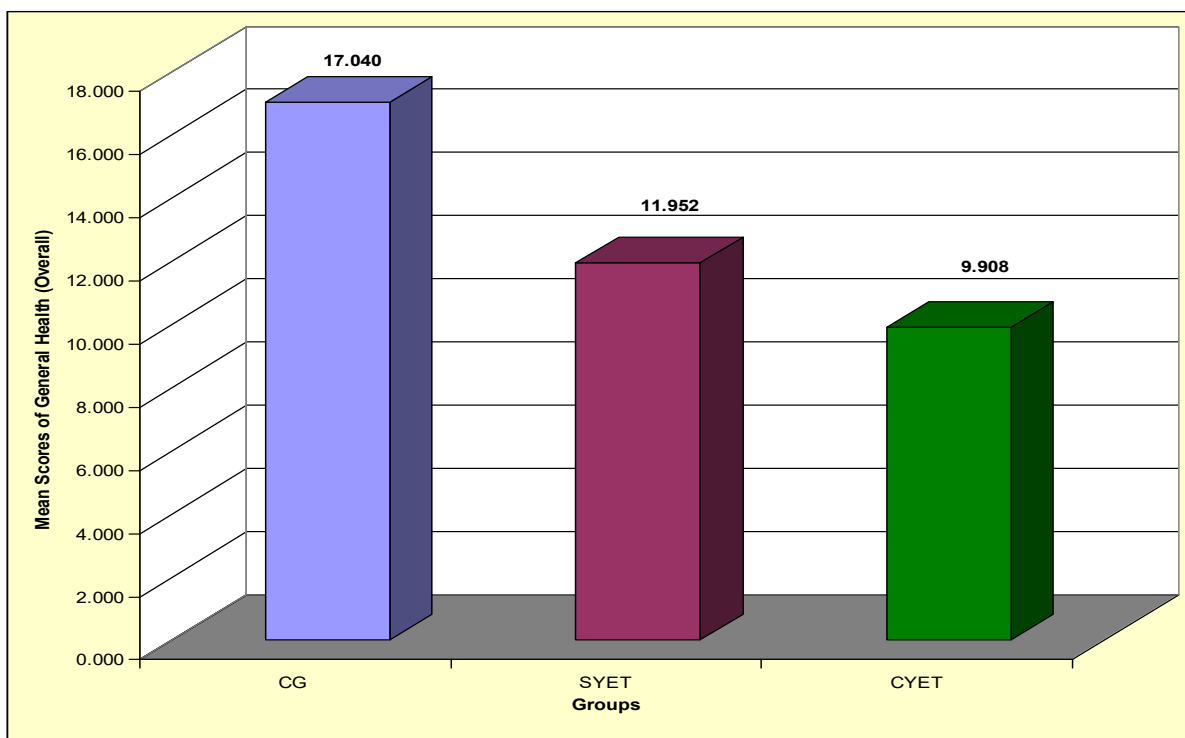


Fig 1: Bar diagram shows comparison of adjusted mean scores of general health of secondary school boys of varied groups.

4. Conclusion

It was concludes that both experimental groups significantly improved general health of school boys. The results supported that yogic exercises is an suitable, painless and reasonable approach for improving general health of boys which they were studying in government schools of Bangalore Metro city. Yogic exercises are fitting for retaining general health of boys of urban schools because the schools are in front of lack of sports facilities in the Bengaluru Metro city. The comparable results concurred by study by Yesdani (2014) and he concluded that laughter Yoga had a positive effect on students’ general health and improved the signs of physical and sleep disorders, lowered anxiety and depression, and promoted their social function. Exercise, healthy diet, rest, and relaxation are important components of healthy lifestyle. Yogic exercises are the most perfect health and wellness module as it is comprehensive and holistic in nature. Yogic principles help to strengthen and develop positive health enabling us to withstand stress better. The present study would provide a scientific base and guidance to the physical education teachers and coaches to design the stipulated training programme for better health and wellness for school children. This research

would afford a scientific base and direction to the physical education instructors and trainers to propose the training programme for yogic exercises for improvement of general health and incorporate said simple and complex yogic exercises for healthy fitness.

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Women Empowerment (Rural) Through Higher Education

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ABSTRACT: *The Development of any nation on its education system and it is proved that education is the key human progress and social change, education is a powerful tool for empowerment of individual. It helps in developing confidence in individual and community about their own capacities, inherent strength to shape their lives and thus enhance the inner strength, intellectual, political, social and economic against oppression, exclusion and discrimination.*

The challenge of providing higher education to rural Indian women must be put in to the context of demographics and cultural traditions of the country. For women, participation in higher education faces additional hurdles of culture and tradition that militate against their post-primary education opportunities.

The paper briefly touches the measures for the development of rural women, function of education on part of developing the women in rural society. The paper also discuss about the empowerment of rural women through higher education. The paper also focus on the Articles in the constitution which directly or in directly make provision for education of women.

Keywords: *Women empowerment, Measures for Development of rural women, constitutional provisions, Role of Higher Education.*

1. Introduction

Rural women play a key role in supporting their house holds and communities. They contribute to agriculture and rural enterprises and fuel local and global economics. As such they are active players in achieving a good number of goal of life. Eveready, around the world, rural women and girl face persistent structural constrains that prevent them from fully enjoying their human rights and hamper their efforts to improve their lives as well as those of others around them.

Measures for Development of Rural Women

- Eradicate extreme poverty and hunger.
- Achieve universal primary education.
- Promote gender equality and empower women.
- Reduce child mortality.
- Improve maternal health.
- Combat HIV/AIDS, Malaria and other harmful diseases.
- Globalization of women education system.
- Support marginalized community were women lack in receiving higher education.
- Open University education at the Door step.
- Providing easy-enrollment into education programmers.

Functions

The responsibility of higher education should aim at completion of following task:

1. First task for institutions of higher education is to identify the extent of rural women in specific location (Remote and backward) areas, Socio economic (including ethnic), political and cultural contexts through statistical surveys.
2. The second task is to examine if education has any influence in changing some of the factors which are under human control and if so what kind of education, in-terms of context, method and structure and in what social, political, economic and cultural context.
3. The third task is to design corrective measures to reduce the effects of inhibiting factors through educational program and promote conducive factors through institutional arrangements for rural girl students in the institution, financial incentives to families, positive discrimination in respect of entry to education and employment, discriminatory teaching / learning / employment strategies (more female teachers, segregated classes in certain cultures, special work environment, rule of micro credit etc).

4. To assess the financial implication of corrective measures and explore sources and mechanism of finance.
5. Under the higher education sector the universities have to meet the increasing demands for every type of higher education literally and scientifically, technical and professional in all the rural areas.
6. Transmission of the intellectual and ethical knowledge of humanity to the young teen age girls of villages.
7. Enrichment of this heritage and extension of the boundaries of knowledge in field of medical, engineering, literature, Administration, social sciences and so on.
8. Universities may also assess pupils (students) financially by providing fellowships or scholarships to meet their needs and demands to progress in desirable fields.
9. For the development of rural women government should have a special reservation quota for both one as women and other as rural locality. In almost all fields such as admissions seats in higher education hostel facilities, library resources etc.
10. Universities not only should provide education but should aim at developing the rural areas by giving special training in areas like Agriculture, Technology, Health programs, Social welfare and others.

The Constitution of India Makes the following Provisions for Education of Women

1. Article 15 (1): "The state shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them."
2. Article 15 (3): "Nothing in this article shall prevent the state from making any special provision for women and children."
3. Article 39 (d): "That there is equal pay for equal work for both men and women."
4. Article 39 (a): States "The citizen, men and women equally have the right to an adequate means of livelihood."

Conclusion

We have every hope that there will emerge from among thousands of rural graduates who are being produced every year, women who have the intellectual ability and the spiritual resilience to assess and assimilate currents of thought derived from every region of the modern world. It is one of the universal intelligences to accept all elements of value in other traditions and merge them in the mainstream of Indian thought and culture. The rebuilding of world materially, intellectually, morally and spiritually is a noble task to which the present generation can contribute in a very special way. It is my hope and prayer that graduates of the year will respond to this challenge and carry out with faith, devotion and earnestness that task, high or low, to which they may be called in the coming years.

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Bandhas in Yoga

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ABSTRACT: *Bandhas are yogic techniques of controlling involuntary organs connected with the nervous system. Their effects on the group of nerves are remarkable. They possess a great curative value in many physical ailments and disorders. Their psychological and physiological value cannot be underestimated. In yoga four bandhas are popular and are practised by yoga experts. Generally, the breath is held during practice of the Bandhas. Mula Bandha and Jalandhara Bandha can be performed after the inhalation as well as after the exhalation. Uddiyana Bandha and Maha Bandha are only performed after the exhalation. Bandhas are also beneficial for the brain centres, the Nadis and the Chakras. The energy channels are purified, blockages released and the exchange of energy is improved. Bandhas alleviate stress and mental restlessness and bring about inner harmony and balance. As the Bandhas momentarily stop the flow of blood, there is an increased flow of fresh blood with the release of the Bandha, which flushes away old, dead cells. In this way all the organs are strengthened, renewed and rejuvenated and circulation is improved. Before proceeding with the breath exercise in this and the following levels, first read and study the explanation given for the relevant Bandhas and Mudras as they are incorporated into the breathing techniques.*

Keywords: *Benefits, Caution, Types of Bandhas*

Importance of E-Learning in Distance Education

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ABSTRACT: *The aim of this paper is to highlight the importance of E-learning in Distance education. Day by day, as information technologies improving, the mode of learning is changing from classroom to online. An E-learning System can provide the real-time interaction between the remote students and the instructor just like in the classroom lecture. It evaluates the importance of e-learning in the distance education.*

Keywords: *Education, Distance education, E-learning*

1. Introduction

Every individual aspires for good quality of education, but education for all is limited by the resources that are available that to when we consider country like India so many individuals who are aspiring to be educated in the field of their interest. Owing to that fact of limited resources that we have, it is difficult to provide formal education to all the individuals. A boon in this regard is Distance education. But Distance learning has its own limitations in delivering quality education. The most recent influence of the ICT in the field of education is recognized as e-learning.

Formal Education

It corresponds to the education process normally adopted by our schools and universities. Formal education institutions are administratively, physically and curricularly organized and require from students a minimum classroom attendance.

In Formal education there is face-to-face interaction between teacher and student which helps in designing and delivering the contents which is suitable for students individually.

Distance Education

Distance Education refers the interactive, educational process between student and teacher separated by physical distance (Harry et al., 1993,).

In Distance education as there is no face-to-face interaction, designing course by keeping each student in the mind is very difficult task.

In Offline mode, Usually Distance education is offered through print media with a small duration of contact classes in which whole course content needs to be delivered by a teacher. Therefore even in contact classes as there are many students due to lack of time it is difficult to assess students.

The main objectives of distance education is the institution imparts education to the large segment of the students. The open distance learning covers distance education with print media and e-learning with a support of technology. An E-learning System can provide the real-time interaction between the remote students and the instructor just like in the classroom lecture.

E-learning

"E-learning is the delivery of education (all activities relevant to instructing, teaching, and learning) through various electronic media" (Koochang & Harman, 2005)

E-learning is referred to as teaching and learning by using electronic media. This methodology supports the use of networking and communications technology in teaching and learning. It is generally meant for remote learning or distance learning.

E-learning and Distance Education

E-Learning covers a wide set of applications of Computer Assisted Instruction, Computer Based Learning, Web-based learning, Virtual Classroom and On-line Learning. E-Learning is an interactive learning experience with the access to online tutors which can be made available from any computer, once the user has the access through web browsers. It permits the delivery of knowledge and information to learners at an

accelerated pace, opening up new vistas of knowledge transfer. The biggest advantages of E-Learning lie in its ability to cover distances. It is self-paced, and learning is done at the learners' pace. E-Learning involves delivery of content and resources for teaching and learning via different communication protocols. The one such very popular open online course in India is MOOCs which collaborates with National level Institutes as IITs and brings in these online courses. The courses are all free and provide free certificates of completion who are done and have completed all the quizzes and peer evaluation assignments in the respective courses.

E-learning is essentially the computer and network-enabled transfer of skills and knowledge. In e-learning content is delivered via the internet, intranet/extranet, audio or video tape, satellite TV or CD-ROM. It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio.

Importance of E-learning in Distance education

There are lots of reasons for choosing e-learning as option in distance education. Following are the key points :

Save Money: Learning training courses are extremely cost efficient. With classroom / instructor costs continuing to increase, plus travel / refreshment / staff cover all required, e-learning makes obvious sense at a fraction of the cost.

Flexibility: Learning can be done at a time, place and pace that suit you. Downtime at work, organized learning periods, working at home - there are many possibilities that courses are available 24 / 7. Learners are not pressured to keep up or conversely feel that they are waiting for the stragglers, they can dictate the pace. And they can do the e-learning course all over again if they wish - at no extra cost!

Evidence: Downloadable certificates provide evidence of learning and assessment success. E-learning certificates can be downloaded to verify both course completion and passing the assessment.

Up-to-Date: Training course materials are detailed, accurate and relevant. These training courses are always up-to-date and for as legislation changes do it by relevant references within the training course. You need take no action as the amendments are applied automatically.

Learner Tracking: Employers can track learning (learner progress, log in / out times, assessment results etc) and run reports on all aspects of training. Learner feedback is also available.

Versatility: Training courses can be delivered in a variety of ways to cater for different learning situations, for example, in classroom style with projection screen individual learner at their desk or individual learner at home. Even on the bus to work, using our new mobile learning (m-learning) course technology.

E-Learning Projects In India

There are many initiatives has been taken to enhance distance education through e-learning, some of them are discussed as follows;

E-GyanKosh: The e-GyanKosh30 is a national digital repository developed by IGNOU for sharing learning content. It is a learning platform of students to read content or watch videos of lectures. It has over 2200 video programmes in addition to e-content related to different subjects.

NPTEL (National Programme on Technology Enhanced Learning)

NPTEL is a project funded by the Ministry of Human Resource Development. It was first conceived in 1999 to pave the way for introducing multimedia and web technology to enhance learning of basic science and engineering concepts. It is collaborative program of seven Indian Institutes of Technology (IIT) and the Indian Institute of Science (IISc). It opened a new way of learning and also for sharing expertise among faculty in different parts of the world. In India, where a large number of private institutions have entered the field of engineering education with inadequate faculty support and training, the project is aimed at providing a standard for academic content for both the teacher and the student. It has 129 web courses and 110 video courses in the field of science and technology. Each course consists of 40 video lectures of one hour and text, images, animations and graphics.

BITS Pilani: Birla Institute of Technology and Sciences has established a virtual university, with DIT sponsorship. BITS has been one of the pioneers in distance education. BITS has been providing courses for working professionals in distance education mode leveraging technology.

Medvarsity: Medvarsity is India's first Medical e-learning programme established in April 2000. It is an initiative by Apollo Hospitals Group, the leader in healthcare in Asia Pacific Region. It is affiliated to Martin Luther Christian University, a university established under Legislative Assembly of Meghalaya. This portal includes the latest recorded workshops and conferences to update the healthcare professionals on the recent advances and also lectures and clinical skills education sections to facilitate the healthcare professionals to refresh their knowledge and skills in the relevant specialties. By entering this portal, one can select the relevant or interested specialty area and select the required subsection. One can view the sample videos provided and then proceed to buy the full version. One receiving the payment, the subscriber shall receive the package CD by courier.

Benefits of E-Learning Assisted Distance Education in India

The purpose of implementing E-learning assisted Distance Education in India is to take education to the doorsteps of the rural poor, the disadvantaged and marginalized people of the society. E-learning assisted distance education enables people to have: Strong academic skills, Better thinking, Reasoning, Team work skills, Proficiency in using technology, Meeting challenges and Enhance learning.

The Benefits that can be Achieved by the E-learners Include: Training facilities at off-hours or from home, Less academic stress, Interactivity engages users, pushing them rather than pulling them through training, Availability of quick reference materials.

Studies Related to Distance Education and E-Learning

M. Mozammel Hoque Chowdhury (2013): The framework of this research focuses on the trends and issues of existing Distance Education in Bangladesh and explores the opportunities as well as the challenges of E-learning to develop a modern distance education system for the disadvantaged people of the country.

Rajpalet *et al.* (2008) provided a comprehensive overview of distance learning/ online educational programs in India with focus on some background on the distance education, need of e-learning systems and environment, & current e-learning status. And it was concluded that with the growing interest of institutions to adopt e-learning to impart education and with the growth of the population interested in education, successful e-learning models could be developed and implemented by various universities across the country.

Dr. Mujibul Hasan Siddiqui (Oct 2012) : This paper highlights the pivot role of non-print media in distant learning. The non-print media consists of computer, teleconferencing, videodisc, videotext etc. Computer is very helpful for all kinds of learning, particularly for distant learning.

Levin (2001) examines distance education in postsecondary institutions, specifically in community and technical colleges in the United States, as an educational domain where information technologies have a central place.

Conclusion

E-learning provides the high time for the teaching community to develop passion towards the application of new technology in teaching and learning process, in order to make the process simple, easy and understandable. E-Learning is found to be highly emerging knowledge tool today. It has wide scope in developed as well as in developing countries especially in the field of distance education. The areas which are undeveloped and not so educated get attraction of e-learning. E-Learning provides a method of delivering knowledgeable contents through CD, DVD, multimedia and other tools in the field of distance education. The distance education can ensure the availability of education without social, physical and geographical restrictions. The implementation of E-learning can reduce the problems related to distance education. E-learning plays important role in distance education.

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“Introducing Innovative Activities that Motivate Human Resource with the Interest of Learning in Girls”

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ABSTRACT: *This is a universalization Quotation, There is a word that nothing is equal to “Knowledge”. True. a man who is having a good knowledge could lead his life in a better way. In our nation the girls are given a devotional importance by mentioning “Mathru devobhava” and are respected. But in reality she is under many bad consequences. About one and half century ago the girls were not eligible to enter into medical colleges, only they were permitted to enter into engineering colleges And till the end of 20th century the girls were not allowed to enter into the Indian Army.*

In these days women education is given a lot of importance but still in some villages, The illiteracy, poverty, casteism and other valueless practice. like the woman are continuously under violence and these have made women to stay under darkness and it has kept them away from education.

So research scholar concentrate about girl's education.

She Introduce Awareness Activities and motivate the female woman resource (35 10th Std teenage girls) The Result Study is: our experimental group understood the importance and requirements of education.

It Shows; what the research scholar introduce the innovative activities, the teenage human resource influenced from that and showing the interest to learn & continue the education.

So it shows that there has been a good improvement in the human resource and has been proved after study.

1. Introduction

“NAHEE GNANENA SADRUSHAM”

This is a universalization Quotation, There is a word that nothing is equal to “Knowledge”. True. a man who is having a good knowledge could lead his life in a better way. In our nation the girls are given a devotional importance by mentioning “Mathru devobhava” and are respected. But in reality she is under many bad consequences. About one and half century ago the girls were not eligible to enter into medical colleges, only they were permitted to enter into engineering colleges And till the end of 20th century the girls were not allowed to enter into the Indian Army.

According to the Indian Constitution under article 14 it is stated that all citizen are equal before Law and under article. It is stated that irrespective of the caste, religion, race and sex it is a punishable offence if anyone is separating the people according to these.

National Policy on Education(1986) has given importance but the programs of DPEP & SSA and Indian education policy, to provide education to the girl students to create awareness among the Parents they have planned to and create the Admission and attendance of the girls students and to bring an importance and improvement in their studies and they have been more help the in achieving this. Today UNICEF has been finding many ways to overcome the problems towards women education and it is helpful and supporting to continue their education It has created a team named “MEENA TEAM” and is trying to create awareness about education.

Totally we can say : In these days women education is given a lot of importance but still in some villages, The illiteracy, poverty, casteism and other valueless practice. like the woman are continuously under violence and these have made women to stay under darkness and it has kept them away from education.

Objectives

- A. To Promote learning
- B. To encourage the development of human resource by creating awareness towards education.

Importance

The Government has Started many programs in the education department even though till today, women education is facing many problems so it has decided to encourage education among the women and created awareness that not to stop their education and to lead a better life.

Scope

In Davanagere Rajanahalli seethamma girls Govt P.U College is the only girls college, The study is restricted to this school only.

Sample

Thirty-five girls from 10th std in Davanagere Rajanahalli seethamma girls Govt P.U College are selected as the sample.

Methodology

Experimental Method: Treatment (activities) for Experimental Group

- Lecture : Need and importance of the education
- Clippings Presentation.
- Movie : About Girl Education “1+2=3”
- Human Resource Development Activities (Prepared by Research Scholar)
- Introduce the “Awareness Game Chart” (Prepared by Research Scholar)

According to the above activities due to the conduct of training motivation and creating awareness among the Students.

Hypotheses

They Will be knowing the importance of studies. get interest towards learning.

Tool used for Data Collection : Questioner

Out come of the study

Among 35 students are educates.

Among 35 students Father : 26, Mother :27, Sister :19, Brother :19 are educateds. 22 students getting support for study.

Note: Choose Correct Information with ✓ mark

A.

- 1) Father: Educated 26 / Not went to school
- 2) Mother: Educated 27 / Not went to school
- 3) Brother: Educated 19 / Not went to school
- 4) Sister: Educated 22 / Not went to school
- 5) Support for study 22 / Not support

B.

1) Moring wake up time

Pretest			Posttest		
5 to 6	6 to 7	7 to 8	5 to 6	6 to 7	7 to 8
12	15	3	30	5	0

2) Time of go to sleep

Pretest			Posttest		
8 to 9	9 to 10	10 to 11	8 to 9	9 to 10	10 to 11
0	14	21	14	21	0

3) Before the time spent to move to school

Pretest			Posttest		
Household work	Other Responsibilities	Reading	Household work	Other Responsibilities	Reading
17	2	16	15	2	18

4) Future goal /Further

Pretest			Posttest		
According Parents	Even Marriage as done	Continuing Education	According Parents	Even Marriage as done	Continuing Education
22	1	12	6	0	29

Better improvement is found between the pretests and the post test.

C. Express your opinion one or two sentence

By the experimental group:- Opinion from pupils (some key Collections)

1. I actually decided to drop my education according to my parents' opinion. But after hearing your words. I decided to continue with my education.
2. It was a good help to my studies and I will give more time to my studies.
3. My interest towards studies has been increased.
4. We got to know the importance of girls education on the development of the society.
5. I prefer to contribute to my nation by doing my higher education.
6. I like to become a doctor
7. I understand the importance and ways of education.
8. I have so much of Problem at the home but also I confident to continue my education.
9. I am Inspired.
10. In earlier day, I decided to drop my education after my 10th Std but now I love to continue my education.

Conclusion

After observing the above opinions by the students and the result of posttest we notice that our experimental group understood the importance and requirements of education. It Shows ; what the research scholar introduce the innovative activities, the teenage human resource influenced from that and showing the interest to learn & continue the education. So it highlights that there has been a good improvement in the human resource and has been proved after study.

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5. UNICEF Published Materials to Support the teenage female students

Distance Education

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ABSTRACT: Distance Education have a lot of potential gains- such as meeting the educational needs of the teeming population of qualified students who could not gain admission to tertiary institution, some of these are indigent students who could hardly afford formal tertiary education and so need to work and learn simultaneously. Most of the higher educational institutions are hardly able to absorb 30% of applicants on a yearly basis. With population increase, the situation is becoming aggravated with each passing year. The current state of the study centers needs urgent attention. Distance Education (DE) occupies a special place in the Indian higher Education system because of its major contribution in enhancing the gross enrollment ratio and democratization of higher education to large segments of the Indian population particularly to reach out to the unreached and to meet the demands of life long learning which has become more of a necessity in the knowledge society. Two terms that are being used almost inter-changeably are "Open Learning" and "Distance Education" and they are often combined to be known as open and Distance Learning(ODL). Open learning is a philosophy and Distance Education is the mode used for translating it into reality as the two are complementary to each other.

Keywords: Distance Education, Information and Communication technologies, Web based.

1. Introduction

The appearance of distance education is connected with the changing conditions in economical, social and technological aspect. Better literacy and more comprehensive education are needed. Distance education gives an opportunity to everyone to learn throughout their entire life. The means of communication - mail, mass media, internet are necessary for its existence. Distance education depends on development of information and communication technologies. It can be as efficient as traditional education when there are appropriate methods and technologies about its realization.

Nature of Distance Education

1. History: The nature of distance education originates from the 19th century. Distance education used available communication technologies in these years - correspondence via mail. The learners returned completed assignments to the teacher. He corrected, evaluated and sent them back to the participants in the course. The introduction of new technologies such as radio and T V set a new stage for the development of distance education. Audio and video materials became part of education along with printed materials. This allowed for visualization of education and increased its effectiveness.

The third stage in the development of distance education is based on the development of digital technologies and usage of internet as an educational environment. The interaction and communication among participants in education are widely used and as a result we observe more effective learning.

Nature and Characteristics of Distance Education

We can differentiate the main characteristics of distance education.

- ❖ Separation of teacher and learners in space and time.
- ❖ Use of different media to realize the interaction among teacher, learners and educational content.
- ❖ The provision of two-way communication between teacher and learners.
- ❖ Control of the learning process by the learners rather than the teacher.

Advantages of Distance Education

Distance education has some fundamental advantages,

- ❖ **Flexibility and independence:-** It is an education at a convenient place and time and is self-paced learning.
- ❖ **Wide learner audience:-** Numerous learners take part in distance learning courses as compared to traditional education.

- ❖ **Life-long learning:-** People can study throughout their whole lives in different fields of knowledge.
- ❖ **Economical Effectiveness:-** Distance education cuts down expenses for learners and for the institution which organizes this form of education.

Disadvantages of Distance Education

- ❖ **Isolation:-** Learners in distance education courses are separated from the teacher and sometimes feel uncomfortable because there is no visual interaction with other participants. Learners sometimes feel lack of support and reassurance in moments when the learning content is more difficult and they have problems with it.
- ❖ **Loss of motivation and self-discipline:** Motivation is a basic agent in distance education. Loss of motivation will bring negative results. Learners should be strongly motivated in order to finish their education. Self-discipline is linked to motivation.
- ❖ **Short Period Of Courses:** Distance education courses are shorter than traditional ones. This requires assimilation of the learning content in a shorter period of time and could be difficult for some learners.
- ❖ **High Costs:-** At the beginning of the development of distance education course expenses are considerable - not only financial, but also time. Teachers spend a lot of time to prepare and structure the whole course-time for examination of the audience, review of existing learning materials and already created courses, time for preparation of learning instructions.

Distance Education Technologies

The development of distance education is related to the development of new information and communication technologies. Some technologies do not provide interaction between learners, others do in various forms. The various technologies used in distance learning can be divided into four categories: print, audio, video and computer.

1. Print technologies

The print materials include books, text books and manuals. The advantages of the print materials are related to the opportunity for flexibility to learn in convenient time and place for learners who can learn own pace. Most learners are very comfortable using print materials, which are easy to use. The disadvantages result from slow speed of delivery of materials and the lack of communication and feedback between the participants in the educational process. The print materials are static and they do not use multimedia objects.

2. Audio technologies

This group includes audio cassettes, radio, telephone and audio conference. With audio materials we can demonstrate different ways to learn specific skills by learners. Some of the audio materials provide two-way connection and this increases interaction between the participants in the education process. Most of the audio technologies are relatively expensive. They are easily accessible and easy to use. The main disadvantage of audio technologies is that abstract and more complicated concepts are difficult to understand without video materials and visual contact with the teacher.

3. Video technologies

This group contains video cassettes, satellite and cable programs and video conference. Video materials allow audio and video communications which make distance similar to traditional education. Video technologies enable face-to-face interaction between teacher and learners and among learners. Video technologies combine images, digital and analog information. They are expensive and require a great deal of planning, preparation and must be scheduled.

4. Computer technologies

The use of computer technologies in education gives an opportunity for computer data storage of learning materials and accessibility around the world. Computer materials can contain text, graphics, audio and video. Computer technologies allow high level of interactivity and immediate feedback.

Web-Based Education

1. Distance education via internet

The use of new computer and communication technologies and the wide-spread use of the internet in every aspect of our life reflect upon education and leads to considerable changes in the means and methods of education. Each of the stages of learning - the preparation of learning materials, the delivery to learners and the process of knowledge evaluation and control are based on these new technologies. Distance education via the internet is a form of education which uses various internet services- email, file transfer, WWW.

2. Nature of web-based education

Web-based education uses WWW as virtual environment to present learning materials in order to implement the education processes-from lectures, assignments and seminars to learners evaluation. The interaction between the teacher and learners could be asynchronous (email, bulletin boards, file transfer) or synchronous in real time (Chats, discussion forms, audio and video conference). The specific features of web- technology assume quick realization of all learning activities.

3. Advantages of web-based education

Web- based education has all the advantages of distance education,

- ❖ **Global accessibility:** WWW is a tremendous depository of information and provides users vast resources. There is an enormous amount of learning materials in various fields of knowledge and they are accessible from all over the world.
- ❖ **Actual and dynamic changing learning content:** Learning content is dynamic and the teacher can renew it continuously. The process of actualization of the learning materials is easy and quick. The computer materials are reusable. Most of them can be used repeatedly in different distance education courses.
- ❖ **Media objects:** Web - based education provides interactive means to present media object documents, video and audio materials. Media objects can be built in learning content by information technologies.
- ❖ **Searching of learning content:** The main characteristic of WWW is navigation through hyperlinks. The students navigate from one learning resource to another. They can search the education content . This allows distance education to spread out of the boundaries of the particular course.
- ❖ **Good communication between participants:** There are means for communication between participants. The teacher help students in solving problems.

4. Disadvantages of Web- based education

- ❖ **Security of information:** One of the main disadvantages of web-based education is the security of information in web space and reliability of the system for distance education.
- ❖ **System failures and connection speed:** Big problems are the systems failures although most systems for distance education have archives and backup copies. The main environment for delivering information to students is WWW.This requires fast-speed connection. Slow speed connection can disturb normal learning process.
- ❖ **Copyrights:** A very debated question is the problem about copyrights of the electronic materials. Unfortunately, synonymous decision is not made.

Conclusion

Distance education is an integral part of education regardless of its forms and technologies used. Many different approaches for presenting the learning content and technologies for delivering it to student exist. They are subsidiary means for education and can increase its effectiveness. These courses are effective when they are carefully planned in consideration with students needs and profile. The learning content should be designed to be useful to them. The teacher's efforts should be turned to overcoming the existing risk of shifting the emphasis from the essence of the learning content to the technologies for its presentation and delivering.

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Impact of Co-Curricular activities on Psycho-Social Development of Students

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ABSTRACT: *This article aims to try how the co curricular activities leaves impact on student's life through psycho-social factors included here is Motivation, self confidence, concentration, attention, leadership, team work, co operation, competition students participation in different co curricular activities helps to promote students psycho-social development in order to enter any field for the future life and to produce skilled human resource in terms of academic excellence an character building. Active student's participation in co curricular activities outside the four walls of the classroom environment helps the student to interact with students and friends for psycho-social development. Therefore co curricular activities encourage the development of talent, creativity and students capability to maximum level.*

1. Introduction

Co-curricular activities facilitates in the development of various domain's of mind and personality such as intellectual development, emotional development ,sociological development ,moral development and aesthetic development creativity, enthusiasm and energetic, positive thinking are some of the facts of personality development.

Meaning:

Co-curricular activities are the activities that take place outside the four walls of the classroom. It reinforces and provides instruction or experience to supplement academic curriculum.Co-curricular activities allows students to explore strength and talent outside of academics.

These co curricular activities help students in giving opportunity to build up friendships and participate in group activities outside of the light circle of regular classroom.

Definition

Co curricular activities are those activities which fall outside the regular academic curriculum at they are part of school life.Co curricular activities ensure balanced development and good citizenship for the country.

Psychological factors

Psychological factors like Motivation, Self confidence, Concentration, attention these are some of the psychological factors, which help in developing the personality academic excellence of the students. Co curricular activities prepare students practically for future.

Motivation: Motivation is a need that requires satisfaction, it is the most important reasons that inspire a person to move forward.co-curricular activities like drama, dance, debate, quiz competitions are very helpful in developing motivation.

Self-confidence: Self-confidence is a feeling of trust in one's abilities, qualities, and adjustment. Self confidence is very essential to explore one's own talent.co curricular activities like pick and act, pick and speak, singing are useful to students in developing self-confidence.

Concentration: Concentration is the ability to give your attention or thought to a single object or activity. Drawing competition, Sports, dance, are very beneficial in progressing concentration.

Attention: Attention is the act of directing the mind to listen, see, or understand; notice.co curricular activities like morning assembly programmes, language calligraphy are very essential in establishing attention.

Sociological factors

Social factors like co-operation, leadership, competition, team work are helpful to make positive sense and competition sense for future and their life. it makes the habit of disciplinary life.

Co-operation: Co operation is the process of groups of organisms working or acting together for common, mutual or some underline benefit.

Leadership: Leadership is the ability of or a group of individuals to influence or guide followers other members of an organization.

Competition: Competition is an activity involving two or more firms in which each firm tries to get people to buy its own goods in preference to the others firm goods; it is an event in which many people take part in order to find out who is best at a particular activity.

Team work: Team work is the collaborative effort of a team to achieve a common goal or to complete a task in the most effective and efficient way.

Co curriculum activities like NSS, NCC, Scouts and Guides, are the best examples to develop leadership qualities, Inter class sports competitions, and essay competitions etc, helps in boosting the competitive spirit, sense of leadership make aware them about responsibilities and makes the habit of disciplinary life.

Conclusion

Co curricular activities are really important and beneficial as they have a potential of developing the intellectual of student. The psycho-social factors are very much important for the total development of the Child's personality co curricular activities enable students to make positive sense and competition feeling for future life.

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Empowerment of Women on Perspective of the Distance Education

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ABSTRACT: *The purpose of this article is to explore the benefits of women education in distance mode. It also reviews in order to get a better idea of how to distance education impact women empowerment.*

It is providing quality education to women who are deprived of education from the pressures of many issues and responsibilities. It has emerged as a tool for accessing higher education for women & many factors influencing in developing women. Outcomes of this study shows that distance education as a powerful instrument to get opportunity in the society for women & it plays a vital role in employments opportunities for women's development.

Keywords: *Women Education, Empowerment through Distance Education*

1. Introduction

First distance education modern sense was provide by 'Sir Isaac Pitman' in 1840. Uniformly spread across the across the England in the same year. University of London was the first University to offer distance learning degree established is external programme. After Independence India has made a great advancement in its education system. Education was accessible on the high profit classes of India & a lot of poor & middle classes remained unlettered. Distance education was embraced by so many good universities. Study from home more quality & less expensive earning which distance education. It has various names of follows:

- Correspondence
- Extension courses
- Open learning
- Virtual Education
- Online Education.

Distance education is the education of students who are not physically presence at a school or college. Traditionally this usually involved correspondence courses distance education is a way of learning remotely without being in regular face to face contact with a teacher in classroom. Study materials are produced by the university or study centers.

Students can engaging with learning materials at home or work. Distance education is a field of education that focus on the pedagogy technology & instructional system design that is effectively in corporate in delivering education to students who are not physically presence in classroom for many reasons or other responsibilities.

The term of distance education is proposed as the most satisfactory solution to the most students. It is also helpful for the development of womes's in many ways.

Empowerment of women through the Distance education

Education for women is primary concern of every developing countries. Its women real educated ,they can really give a lead to the better kind of life for the upcoming generation ,Education is considered as a milestone for women empowerment, Another meaning of women empowerment is empowerment of Mother India. According to Mahatma Gandhiji. " If you educate a man you educate an individual, But if you educate a women you educate the Nation"

Many women have less opportunities to continue their education because of many restraints like gender biases, marriage, family, children, poverty, discrimination superstitions & so on., Which makes them to sacrifice their desire of education. At this thim distance education has come as a light to women who wish to aspire to attain quality education.

Distance education is one of the tools striving for women empowerment & sustainable growth of the economy & it plays the role as more powerful instrument for changing women's position in the county & it

can built up women as economically empowered, Educationally confident & make them self reliant self development, self – esteem, active participation, control of their own choice, decision making ability in the society.

Many factors can be noted in women empowerment by distance education.

- Rapid growth of education technology as well as women’s development.
- Qualification improvement is present job of the women.
- Women of all ages have the opportunity to study.
- Women are able to handle financial circumstances & family responsibilities.
- Increases the career promotions.

Conclusion

Perspective of distance education women empowerment very necessary to make the bright future of their family, society & Nation and also reduces poverty, solve lots of social issues & it’s an essential tool to development of country & its refers to the environment for women & provide the opportunity to participate in areas such as education, education, sports, media, politics, Art and culture as well as abolishment of gender discrimination in the society.

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Resources for the Education of Disabled Children

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ABSTRACT: *Inclusive education is a new programme to educating the children with disability. In this programme so many resources are helpful for the education & personal development of the disabled children. The main purpose to this study is to be high lightening to the society towards available resources for the disabled students. The importance of study is to know about what are the available resources are there for the overall development of the disabled children? Who comes under the inclusive education? Keeping in view of these questions, this article discuss in detail concept over the available educational resources in inclusive education.*

Keywords: *Inclusive Education, Available resources, Disabled Children.*

1. Introduction

Children with disabilities are lack access to basic rights such as health, education, employments, personal expression, civic and political rights and have little or no access to information. For this, education in the main foundation to access all these rights. So inclusive education make them strong survival in their life.

Who Comes under the inclusive education

In the inclusive setting the students with disabled and special needs are always educated alongside students without special needs. It has wider scope in education all the students corresponding in the concern of all kind of children.

- Disabled children's.
- Children's of interior tribes.
- Girls who lives in different situations.
- Delinquents.
- Children with HIV, AIDS and other long tern diseases.
- Street children's
- Other children's

Resources used in inclusive education

There are negative attitudes find out in children who are experience difficulties without having the opportunity to solve learning problems. Therefore now a days so many educational resources are used to provide proper education to disabled children.

Children with learning disabilities cannot refuse access on admission to any school. For the personal development of the disabled 'Individual education plan' has organized.

In a classroom, teacher used flash cards, Earring aids, talking laptop for the better learning. Including of these, charts, models, LD & MR Kit, continues activity are used for better understanding of the concepts

Other materials are helpful for the academic development of the disabled child. These are like Ramps, Slider projector. Sign Language, Brail writing, audiology Bed reading and so on.

According to the number of classrooms separate toilets facilities are provided the disabled students. For the free walk in school building 'Ramp' system are provided free spectacles are given to the blind students. Relaxation is given to the (Abnormal, Autism impaired students) learning of second and third language.

Extra time is given in examination to the disabled students.

For the better personal life government has facilitate medical camp, adventurous camps individual education plan has organized.

Conclusion

A good inclusive education in one that allows all the students to participate in all aspects of classroom equally. So that all the necessary resources are helpful for the development of disable children. We need to development an inclusive design of learning to make the education joyful for all the children.

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Value-Based Education: Need of the Day for Higher Education Institutions in India

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ABSTRACT: *Values are the guiding principles of life that contribute to the all round development of an individual. It adds a good quality to the life and also contributes to the welfare of family, the community and the nation. Education is a tool for total development of human, if any one aspect of human personality is ignored, it can result very adversely. Without imparting values in education, human development will be incomplete. In the present paper, authors initially describe the concept of value, its types, causes for the value crisis and the need for value-based education in higher education institutions of India. The paper describes the ideas to be incorporated to develop values among the students in the Higher Education Program in India. Further, the paper describes the role of teachers to impart values among students of higher education institutions in India.*

Keywords: *Value, Types of Values, Causes for Value Crisis, Value-based Education, Role of Teachers, Role of Administrators, Higher Education Institutions, India*

1. Introduction

The University Education Commission (1964-66) summarizes the Indian concept of education in Indian context as "Education is not merely a means of earning a living; nor is it only a nursery of thought or a school for citizenship. It is the initiation into a life of spirit, a training of human souls in pursuit of truth and the practice of virtue"¹. Today there is deterioration of values in the society. The values have been neglected not only at the social level but at the national level also. Education and values are inseparable. They are two sides of the same coin. The present day higher educational system has ignored character training altogether among the youths. It lays greater emphasis on making them only intellectuals but ignoring to make them persons with values. Development of values and the sense of one's duty towards the nation, community and one's self, and thinking skills do not find any place in the curriculum at any stage of education. Value-based education in higher education has become need of the day to promote a sense of morality, aesthetic and intellectual knowledge among the students. Value education has the capacity to transform a diseased mind to a very young, fresh, innocent, healthy, natural and attentive mind. A Teacher plays a very significant role to foster human values to the youths of today through his teaching in the classroom and follow those values and making them not only an individual of success but also a man of values. In the present paper, authors initially describe the concept of value, its types, causes for the value crisis and the need for value-based education in higher education institutions of India. The paper describes the ideas to be incorporated to develop values among the students in the Higher Education Program in India. Further the paper also describes the role of teachers to impart values among students of higher education institutions in India.

2. Values: Concept, Meaning and Types

2.1 Concept and Meaning

The term 'Value' is derived from the Latin word '*valere*', which means "to be of worth, to be strong". In simple terms it refers to "relative worth utility or importance, degree of excellence, something intrinsically valuable". Value is :

- ♣ a set of beliefs about nature of man.
- ♣ rules laying down what to be done and what not to be done .
- ♣ Motives that incline us to choose the right and wrong course².

Values are standards, rules, criteria, attitudes, guidelines, desirable ideas/beliefs and important things, which play a crucial role in shaping the life of individuals. Values give direction and firmness to life. According to Milton Rockeach³, "A value is an enduring belief – a specific mode of conduct or end state of existence that is personally or socially preferable".

2.2 Types of Values:

Some important different types of values are as follows (as shown in the Figure 1):

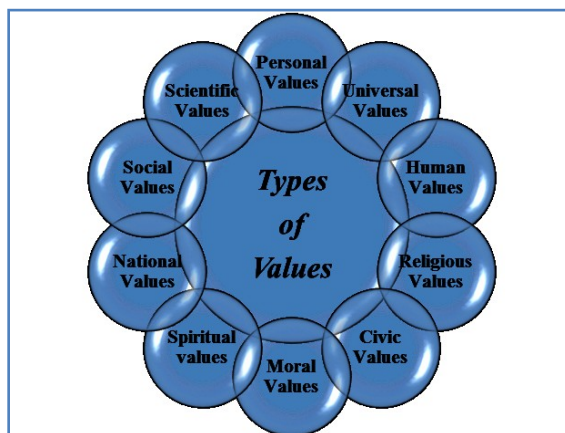


Figure 1: Types of Values

- * **Personal Values:** The principles and ideologies that a person follows in personal life.
- * **Universal Values:** Principles that all people across the planet are expected to adhere.
- * **Human Values:** Principles and ideologies that is basic to human nature to make their life smooth and happy.
- * **Religious Values:** Persons believe in a particular thought which is a guide for reasoning between good and bad.
- * **Civic Values:** Principles, which guide in the do’s and dont’s of the citizens.
- * **Moral Values:** Principles and directives, which enables us to follow the correct and right path.
- * **Spiritual Values:** Principles, which gives directives to follow a faith in some philosophical thoughts.
- * **National Values:** Principles, which encourage a person to imbibe the feelings of patriotism and national integration.
- * **Social Values:** Principles and ideologies, which encourage us to live together.
- * **Scientific values:** Principles and directives which force us to test, analyze, verify, inquire etc.

3. Causes for the Value Crisis in Higher Educational Institutions

The following are some important factors which are responsible for the value crisis among the students of higher educational institutions in the present modern society (as shown in Figure 2).

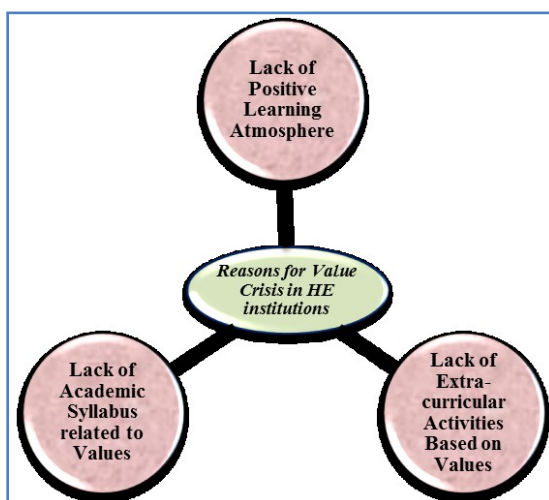


Figure 2: Causes for the Value Crisis in Higher Educational Institutions

3.1 Lack of Positive Learning Atmosphere

Before entering into higher education, children live with their families & pass a large time of their life with the society. Generally their understanding about right & wrong & basic values are developed up to intermediate. They learn various ideals, basic principles, determinants & parameters of behavior from family & society. The main responsibility of these higher educational institutions is to modify, enhance & strengthen the learnt beliefs, ideals & behaviors of the students in right direction.

But at present, some of the higher education institutions are unable to provide such positive atmosphere because the administrations of such institutions are not properly directed. They have forgotten their moral responsibility of providing education service as base of student's bright future by enhancing their own values. They are just working for their monetary welfare. Consequently Universities are unable to execute the system appropriately. Modern universities have just become source of earning instead of center of education. In such an atmosphere, maintaining human values itself is a great challenge.

3.2 Lack of Academic Syllabus related to Values

Student's focus have been changed from enhancing hidden talents or values to just make them eligible to earn well or professionally equipped. Now-a-days, students are educated but they are not aware of the ways of its practical application. Consequently students are unemployed and depressed as present education makes them job seeker not job maker. It is no more helpful in their social life as well. Present education system is making our students such type that they can easily fulfill their basic needs & earn money but they don't find any importance of values in their lives. If they get job according to their will they are happy & in case of failure, they feel broken and remain dissatisfied.

3.3 Lack of Extra-curricular Activities based on Values

There is a great importance of curricular & extra-curricular activity for the student's life. But now the scope of extra-curricular activities is been limited to only sports, literary competitions, quizzes, few games, dance or musical events only. Morning meetings, prayers, literary works, discussions over social problems and other cultural activities have been disappeared. Today, on the occasion of birth anniversary of any legends of our history or culture there is a holiday. Teachers & Students stay away from discussion of these topics. And if there is open debate on such things so students are more focused towards win not on the real importance of discussion or learning of morals⁴.

4. Need and Importance of the Value-based Education in Higher Educational Institutions of India.

Values are closely related with aims of education. Values are part and parcel of the philosophy. Hence aims of education are naturally concerned with values. Values include all important religions, beliefs, moral attitudes, philosophies of life, political ideologies etc., which not only help in sustaining the society and its culture, but also any significant change in these aspects bring about corresponding changes in the society and culture. Similarly in individual life, values have occupied an important place and they greatly influence his concepts and disposition.

In the present modern society, the need for value-based education in higher educational institutions has been emphasized again. Now it has become necessary to change the objectives and content of higher education giving due weightage to value systems. India's rich heritage, with vast canvas of knowledge and enlightenment and philosophy of values have been relegated to the backseat and materialistic desire based behaviour pattern has taken driver's seat. This order needs to be reversed. In a changed context of scientific and technological advancements, entire system of higher education needs to be redefined, reorganized, reshaped and recharged. Now at the threshold of the new millennium, it is a challenge before educationists of higher education to draw a programme to prepare a student to understand, adopt and adhere to values for rich, satisfactory and meaningful individual and social life. Mere worthy knowledge will make his mind rich, but soul will remain poor. We, therefore, have to plan for making 'full man with values'. This becomes more essential in the era of liberalization with additional dimension of human rights. The main function of education is the development of an all round and well-balanced personality of the students. But now-a-days more emphasis is unduly laid on knowledge based and information-oriented education, which takes care of only the intellectual development of the student. Consequently, the other aspects of their personality like physical, emotional, social and spiritual are not properly developed by providing for the growth of attitudes, habits, values, skills and interests among the students. Our country is undergoing radical social changes. So, the students who are the future citizens have to be trained to respond and adjust with these social changes satisfactorily by equipping them with desirable skills and values⁵.

The modern India has been committed to the guiding principles of socialism, secularism, democracy, national integration and so on. These guiding principles should be emphasized in the educational system and suitable values are to be inculcated in the students for promoting equality, social justice, national cohesion and democratic citizenship. With these aims in view, radical reforms in the present lop-sided education are to be introduced and all attempts need be made for developing well-integrated personalities of our individuals. Hence the need for inculcating desirable values is felt more important than teaching many subjects or more knowledge at present.

5. Ideas to be Incorporated to develop Values in the Higher Education Program.

The following are some important ideas to be incorporated to develop values among the students of Higher Education Institutions in India.

- ♣ Developing self-respect, awareness of self-growth, one's uniqueness, self-confidence.
- ♣ Promoting selflessness, cooperative spirit and spirit of sharing.
- ♣ Cultivating respect for property, one's own and that of other.
- ♣ Understanding the contribution of home towards the physical, emotional, cultural and spiritual development of young people.
- ♣ Imparting clear direction on cleanliness, punctuality, use of refined language, courtesy, proper manner, respect for elders.
- ♣ Knowing of surroundings –visiting slums, villages, hospitals, orphanages, old people's homes.
- ♣ Becoming aware of the need of the others.
- ♣ Promoting civic scene, awareness of oneself as a member of a community, civic duties.
- ♣ Awareness of one's strength and weakness, and also those of others.
- ♣ Love and affection towards their friends, classmates, and the not so fortunate.
- ♣ Seeking to realize one's potentialities and talents, disciplined learning in academics, sports, cultivating the scientific temper.
- ♣ Independent thinking, not blindly following others.
- ♣ Exposure to great personalities.
- ♣ Knowledge of the Constitution, rights, and duties.
- ♣ Knowing the provision to promote human dignity and justice, patriotism, national integrity, international understanding.
- ♣ Protection of environment.
- ♣ Dissemination of cultural heritage.
- ♣ Modifying human behavior through values.
- ♣ Knowing one's village/city, state, country.
- ♣ Promotion of equality and justice for all the citizens
- ♣ Prayer of various religions.
- ♣ Awareness of good point in other religions.
- ♣ Appreciating the useful views of others and their cultural traditions.
- ♣ Propagation of value philosophy.

6. Role of Teachers in implementing Value-Based Education in Higher Education Institutions.

If contemporary education is to be value based it can never be done without the teachers themselves understanding, appreciating and upholding the life sustained moral values. The teacher cannot have excuse whatsoever. If one cannot practice these values, one should not dream of teaching a job. It is a mission and vision for life and for posterity. That is the kind of realization that should be created in present day teachers.

In all levels of education including higher education, the commitment and responsibility of teachers is very essential to make the excellent teacher–student relationship and maintain peaceful institutional atmosphere. Teachers should be a model to the student in his character, behavior and all virtuous things. Teachers must plan their programme in such a manner as to assist students in developing desirable sentiments. The teacher can help to build a good self-image of the student. The student should be helped to look upon himself as honest, upright and reliable. There should not be any gap between their preaching and practice⁶.

Teacher is a role model for his students and also for the society. His/Her secret of teaching values is to inspire and kindle the quest among the students by means of his own example of character and mastery of knowledge. It means by embodying values with ourselves, we can really radiate values to our students. So, a good teacher should possess a sound psychological knowledge of the different qualities that come into play in

various actions and the right laws of the development of personality in relation to the development of capacities and values of an integrated personality. It requires specific training for teachers before entering the profession. Every teacher should be a moral education teacher along with his subject. This is the most fundamental and basic requirement for the growth and development of morality among the students in any educational institution. Teachers have a responsibility to show themselves as models to students through their ideas and ideals. This will help students to develop their ego-ideal. Role of a teacher in organizing co-curricular activities in school as a Planner, Leader, an Organizer, a Recorder, Evaluator, a Manager, a Decision Maker, an Advisor, a Motivator, a Communicator, and a Coordinator. Considering Co-curricular activities, a teacher has to make adjustment in the time table to provide for those activities to encourage pupil participation and also provide guidance⁷. Then, these activities will have a wholesome effect and have great educational values too. All the co-curricular activities should be organized with a spirit of devotion. Thus by planning a coherent programmed on different activities, rich in stimuli will also be heightening their abilities of self-expression, preparation for vocation, sentiment of loyalty, organizing ability, creativity, constructiveness and maintain good relations between institution and community. Without these activities a college or university will be no more than a teaching shop and the students no more than bookworms. A teacher has to set an example by having the right attitudes to work. He has to inculcate in students the habit of punctuality and regularity. A Teacher should bring desirable and constructive changes in students through instruction, example and influence. A college or university usually has an elaborate system of activities and learning experiences which in its totality is called curriculum. It is with the help of this, that a college or university can effectively bring the modification of behaviour of their students in right direction.

Conclusion

Concluding it can be said that the challenge facing the world today is mental and moral decay, break down of norms and discipline and a pathological concentration of power and division of Societies. Discussing about education, one of the foremost thinkers of Modern India, Rabindranath Tagore states that "I do not put my faith in any Institution, but in the individuals all-over the-world, who think clearly, feel nobly and act rightly -thus becoming channels of moral truth". Therefore, is it not the right time for the higher educational institutions in India to intervene and uphold truth and values? The institutions, teachers, students, parents and politicians, world -wide, have a crucial role in evolving ethical standards based on the traditional values of "One Earth and One Family".

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Condition of Senior Citizen in the Context of Modernity A Special Reference to Shivamogga District

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ABSTRACT: *The elderly population is large in general and growing due to advancement of health care education. These people are faced with numerous physical, psychological and social role changes that challenges their sense of self and capacity to live happily. The changing values, lifestyles, working conditions create hurdle for younger generation in looking after elderly parents when joint family fails to do its assignment the state has take over at least some services rendered in order to help them keep alive and going strong for which it has to evolve policies and develop programmes for welfare of the aged which is a constitutional obligation. The present paper critically looks into the condition old age person, How they are passing their time, how their siblings are treating them, how long their elderly scholarly idea is utilizing, what they are expecting from their family members and society. What are the problems they are facing these things are discussed in this paper.*

1. Introduction

The elderly population in India is continuously increasing and also the problems faced by these people are increasing simultaneously. The number of people in old age homes is constantly increasing and also most of the parents are now taking decision to live in old age homes, rather than living with their children. Nowadays these people have to face the problems like neglect, lack of care, emotional support and economic support from the family etc. Our culture recognizes the status of the parents as that of "God". A moral duty is put on the children to take care of their parents. But in the contemporary scenario, what we observe in our society is that the children are not willing to take care of their parents, they do not want to spend money on them, they are treating their parents as aliens, and they do not want to share an emotional bond with parents. These children tend to forget that the foundation of their life is strongly laid by these elderly parents. They have tended to forget their moral and ethical duties towards their parents. This is because of modernization, faster life, impact of industrialization, money oriented minds, inflation etc. Children have no time to look after their parents because of their busy schedule and as a consequence of this situation the elders are getting neglected. At this age almost all the people need some kind of support.

We are standing at the shameful crossroads where, blind aspiration for modern, westernized lives is fast eroding traditional Indian values. Love and respect to elders, which has always been integral to our ethnic culture, has been left so far behind that in today's society, more than one-fifth (22%) of the elderly across the country have experienced some type of abuse or the other. More than 6 Out of every 10 elderly couples in India, are forced by their children to leave their homes. With no place to go and all hopes lost, the elderly have to resort to old age homes, which do not guarantee first class treatment. In India, unlike USA, parents do not leave their children on their own after they turn 18 (up course there are exceptions), but children find it hard to accept the fact that there are times when parents want to feel the love that they once shared with them. There are times when parents just want to relax and want their children to reciprocate their care. Every parent wants to see their child grow and be successful but no parent wants their child to treat them like an unnecessary load on their responsibilities.

The WHO In 1980 the UN recommended has been categorized as follows:

- Young Old- between the ages of 60-75 years.
- Old-Old- between the ages of 75-85 years.
- Very Old- 85 years and above

The present paper critically looks into the condition of old age person, how they are passing their time, how their siblings are treating them, how long their elderly scholarly ideas are utilized and respected, what are their expectations from their family members and society. These things are discussed in this paper.

Table1: Elderly population (aged 60 years & above) in India (in millions)

Year	Total	Rural	Urban	Person	Female Male
Census 1961	24.7	12.4	12.3	21.0	3.7
Census 1971	32.7	15.8	16.9	27.3	5.4
Census 1981	43.2	21.1	22.0	34.7	8.5
Census 1991	56.7	27.3	29.4	44.3	12.4
Census 2001	76.6	38.9	37.8	57.4	19.2
Census 2011	103.8	52.8	51.1	73.2	30.6

Methodology

The study is basically empirical in nature; however the researcher has taken primary data through the interview schedule and collected adequate information for his study.

Scope of study:

The researcher has selected Shivamogga district for his field work. He has interviewed 200 respondents including male and female selected 100 from city and 100 from rural area.

Objectives: To study

- The condition of old age or elderly people.
- How their siblings treat them?
- How long their elderly scholarly ideas are respected and utilized?
- Kinds of problems they have to face as old aged people
- Their expectations from their family members and society.

Table No 2: Respondents regional wise data

SL	Problems	Rural	Urban	Total
1	Insecurity	17	03	20
		85%	15%	100%
		17%	03%	10%
2	Negligence	05	10	15
		33%	67%	100
		05	10	7.5%
3	Health problem	18	12	30
		60%	40%	100
		18	12	15%
4	Financial crisis	30	10	40
		75%	25%	100
		30	10	20%
5	Passing time is difficulty	05	10	15
		33%	67%	100
		05	10	7.5%
6	Mental illness	10	20	30
		33%	67	100
		10	20	15%
7	Euthanasia or custodians suicide	04	06	10
		40%	60%	100
		04	06	05%
8	Neglected parents	06	14	20
		30%	70%	100
		06	14	10%
9	Living in old age home	05	15	20
		25%	75%	100

		05	15	10%
	Total	100	100	200

Data analysis

In Indian context, the Hindu society is dominated by patriarchal values based on the institution of caste and joint family system. Nuclear households are characterized by individuality, independence, autonomy and desire for privacy, have steadily replaced joint family system. So called educated employed children very often migrate to towns or cities while they could not cope with their parents in the city atmosphere. Because the cost of living in cities is very expensive they are forced to leave their parents in the village itself. When parents stay in the village they have to face a lot of in security. Among 200 respondents 10% of the people have given this opinion. Among them 85% are from rural and 15% are from urban areas. Reason for hike in problems of elderly people in the village is due to the influence of modernization, migration, decline of joint family setup; they could not save money for future.

Old age people have been neglected by their family members, because of their modern life style, privacy and decline in the morality, say 7.5% of people, among them 33% are from rural and 67% from urban areas. We find neglected elderly people more in urban setup, because urban people are not emotional, they have less attachment with the family and with their social responsibility than for the people from the rural area.

There are 15% respondents who have shared that aged persons are suffering from illness. Among them 60% are from rural and 40% are from urban areas. Reason for differentiation is all multi facility hospitals are situated in towns and cities, elderly people in these areas are aware of their health issues and financially they are secure compared to the people from the rural area.

There are 20% percent people who are facing financial crisis. Among them 75% rural and 25% are urban people. The reason elderly people are completely dependent on family members. As they do not get any adequate basic facilities such as food, clothing, shelter their life becomes miserable. These people are normally suffering from heart related ailments, Blood pressure sugar, joint pain, back pain, dementia etc. to get proper treatment they do not have money. For everything they have to depend on their children because property or business when shifted to children pushes the old person in to financial crisis of dependency. In the context of elderly women, they are more dependent on their husband than on their children because from her childhood itself women are not economically independent.

There 7.5% aged people are facing difficulties to pass the time. This kind of problem we find more in urban 67% than rural 33% area. The Rise in the problems in the cities is because they are busier with their work, in many cases husband and wife both are working, they don't have time to interact with their children and family members. Aged people can't go outside talk with because they are all busy with their work. In case of single spouse, it is very miserable to pass the time.

But in the rural areas the percentage is less because compared to urban area people the rural people are physically strong, they will be busy with agriculture work or domestic work, nurturing of kids, looking after the garden, during free time they get people to talk. Their children are still having intimacy, emotionality and informal relation around the neighborhood. However, they will not get so many problems to pass retirement time.

There are 15% percent aged people are suffering from mental illness, because psychological ageing is the process by which a person loses mental ability loosing memory capacity. At the same time, they may get mental problems and depression also. This kind of problem we see more in urban 67% then 33% rural area. Reason is aged persons are useless, income less unnecessary talking away from modernization like that they are ill-treated by family members.

There are 05% percent people who have enthusiastic attitude. Among this percentage 40% from rural and 60% urban people shared this opinion. Because due to suffering from un curable diseases, intolerable pain, negligence by family members. Some aged persons have the ready will to die.

There are 10% percent of aged people are evicted by family among that 67%urban and 33% from rural area. After handing over the ownership of property, ended their earnings, have become physically weak, when they are not able to discharge work or unable do their own work like both, washing clothes, cooking food and unable to go for toilet independently or when they try to control the expenses, lavish life style and regarding division of the property. While these aged persons are sometimes evicted by the family members or in some cases the parents are killed by their own children to save risk and expenses.

There are 10% percentage aged people who stay in old age home or relatives' home. Among that 75% are from urban and 25% are from rural area. These cases are more in urban area rather than rural area. Because education given by the middle class educated parents is highly professional education to their children, such

children who enter into the professional like doctor, engineer, software, engineer, professors etc., are working out of state or country. There they can't take their parents with them or in some cases parents may not willing go with them after ripe of age they can't do their work like washing, cloths, cooking, both etc. when there is nobody to look after them it is unbearable to stay in old age home. Rural people they may go to some "mutt" or relative houses. Comparatively in rural area these cases are very few.

Findings

- Joint families are declining.
- Social responsibilities and security are no longer remain.
- Aged people are facing loneliness and lack of emotionality.
- Mushrooming of old age home.
- Compare to rural area old age problem is more in urban.
- Education is highest reason for this problem.
- Poor aged people condition is worst than rich.

There were certain limitations in the study:

1. The sample size was restricted to few elderly persons. Hence in future, a similar study needs to be conducted on a larger section of the elderly population.
2. For determining regional differences, both Rural and urban constituents of the sample should be equivalent in all respects.

Conclusion

The study reflects on old age people most of the old age women are facing financing problem because since their child wood they are depending to their men folk they are earned they could not keep themselves.

Probably old age is the age when a human being feels more in need of someone to interact with and someone to share his/her feelings with.

Government should concern about their (old people) health and application of many helpful programs.

All government schemes related to old age people should reach needy staff of that department also work hard and sincerely to the welfare of old age people.

The problem of elder abuse cannot be solved if the essential needs of older people-for food, shelter, security and access to health care-are not met.

The nations of the world must create an environment in which ageing is accepted as a natural part of the life cycle, where anti-ageing attitudes are discouraged, where older people are given the right to live in dignity-free of abuse and exploitation-and are given opportunities to participate fully in educational, cultural and economic activities.

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Awareness Towards Natural Environment Through Education

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ABSTRACT: *Environmental education is the organized efforts to teach how natural environments function and particularly how human beings can manage behaviour and ecosystems to live sustainably. It is a multi-disciplinary field integrating disciplines such as biology, chemistry, physics, ecology, earth science, atmospheric science, mathematics, and geography. This study explores a brief note on education, natural environment, and environmental education. This study focuses mainly on the major environmental issues and environmental awareness through Education. The study concludes that, through proper education, the learners can see the relevance of their classroom studies to the complex environmental issues challenging our planet and they can acquire the skill of problem-solving.*

Keywords: *Education, Natural Environment, Environmental awareness*

1. Introduction

Education: Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators and also learners may also educate themselves, (*John Dewey, 1944*). Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

Natural environment: The natural environment encompasses all living and non-living things occurring naturally. The term is most often applied to the Earth or some parts of Earth. This environment encompasses the interaction of all living species, climate, weather and natural resources that affect human survival and economic activity (Johnson, D. L, et. al, 1997). The concept of the natural environment can be distinguished as components: a) Complete ecological units that function as natural systems without massive civilized human intervention, including all vegetation, microorganisms, soil, rocks, atmosphere, and natural phenomena that occur within their boundaries and their nature. b) 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 civilized human actions.

In contrast to the natural environment is the built environment. In such areas where man has fundamentally transformed landscapes such as urban settings and agricultural land conversion, the natural environment is greatly modified into a simplified human environment. Even acts which seem less extreme, such as building a mud hut or a photovoltaic system in the desert, the modified environment becomes an artificial one. Though many animals build things to provide a better environment for themselves, they are not human, hence beaver dams, and the works of Mound-building termites are thought of as natural.

Environmental education: Environmental education refers to organized efforts to teach how natural environments function, and particularly, how human beings can manage behaviour and ecosystems to live sustainably. It is a multi-disciplinary field integrating disciplines such as biology, chemistry, physics, ecology, earth science, atmospheric science, mathematics, and geography. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) states that Environmental education is vital in imparting inherent respect for nature amongst society and in enhancing public environmental awareness. UNESCO emphasizes the role of EE in safeguarding future global developments of societal quality of life through the protection of the environment, eradication of poverty, minimization of inequalities and insurance of sustainable development (UNESCO, 2014a). The term often implies education within the school system, from primary to post-secondary. However, it sometimes includes all efforts to educate the public and other audiences, including print materials, websites, media campaigns, etc.. There are also ways that environmental education is taught outside the traditional classroom. Aquariums, zoos, parks, and nature centers all have ways of teaching the public about the environment.

Global concern about the steadily deteriorating state of the environment has highlighted the need for environmental education. Clearly, a powerful vehicle bringing about change, a solution of all evils and a potent weapon for prevention play a central role in the society. The need of the hour is to make people sensitive towards nature through a strong programme of environmental education (Nachimuthu and Vijayakumari, 1993). Environmental education is a way of creating knowledge, understanding, values, attitudes, skills, abilities and awareness among individuals and social groups towards the environment protection. Environmental education is an attempt to reorient education so that environmental competence is restored as one of its basic aims along with personal and social competence. It is not just a subject of education but an expansion of its whole philosophy recognizing our environment as continuous with ourselves and in need of the same care and understanding as we give to our personal and social well-being (Smyth, 1995).

The existing curricula at primary, secondary and college levels provide a lot of opportunities to make the students aware of the environment. The integration of environmental education is possible if teachers have a will to introduce it in a quite natural way while teaching different curricular areas at primary, secondary and higher education level. In this present context, the need for studying the environmental awareness of secondary school student is a must. It is very much an essential need for each individual to develop an awareness of protection and preservation towards the environment. Our environment is threatened due to many hazards. Air, water and soil pollution is on the increase. Degradation of the environment results in many problems. Therefore, there is a great need to protect and preserve our environment (Shobeiri, S.M. Omidvar, B. and Prahallada, N. N, 2007). There is a need for considerable facilities for improvement in terms of awareness. Local government should strengthen environmental infrastructures, and increase the disclosure of environmental information to inform people about environmental conditions and relevant policies. In order to ensure public support and participation in environmental protection, local authorities should also focus on strengthening their credibility in the eyes of local communities (Yi Du, 2018).

List of major environmental issues

There are some shocking environmental issues that should be aware to all as we are as follows:

- 1) According to the Global Greenhouse Gas Reference Network, the rate of CO₂ growth over the last decade is 100 to 200 times faster than what the Earth experienced during the transition from the last Ice Age.
- 2) Although the increase of the average near-surface atmospheric temperature is commonly used to track global warming, over 90% of the additional energy stored in the climate system over the last 50 years has accumulated in the oceans. The rest has melted ice and warmed the continents and the atmosphere.
- 3) According to scientists at NASA's Goddard Institute for Space Studies (GISS), the average global temperature on Earth has increased by about 0.8° Celsius (1.4° Fahrenheit) since 1880. Two-thirds of the warming has occurred since 1975, at a rate of roughly 0.15-0.20°C per decade.
- 4) Other issues like Population growth, Air, water and sound pollution, Groundwater depletion, Garbage disposal and sanitation, Loss of biodiversity

Environmental Awareness through Education

Amit Chaturvedi, Reena Kumari and Satyendra Singh (2014) have suggested the following activities for creating environmental awareness among the learners. The required activities under the various levels of formal education are being given below:

- 1) At the elementary level, the main focus must be the awareness or the consciousness of the nature general. The environmental material should be embedded with the contents in language, social science, and the natural sciences. The teacher concerned should follow the teaching strategies of direct observation supported by audio-visual aids.
- 2) Location orientation awareness and conservation knowledge and skill should be given due emphasis at the secondary level of formal education. Here, content may remain the same as it is at the elementary level, but the teaching strategies employed should be action-oriented.
- 3) Higher education has the most important role in curbing environmental imbalances. It should focus on the sustainable development, conservation and recycling knowledge and skill depending upon the nature of the courses offered. Research activities must be encouraged in this respect at the maximum. It should include extension works too.

Some other programmes under formal environmental education are

1) Environmental Education in School System: A vast number of learners are found in different schools and colleges. The minds of these learners remain ready to learn and curious to know about what is happening and what is likely to happen around their surroundings. These learners can be motivated through proper formal education to take actions for the environment.

2) Environment-related Courses: A course module can be prepared by Universities. The Environmental Appreciation Courses can be conducted through the mode of Distant Education with the help of various study centers located across the country.

Public Awareness through Non- Formal Education

The system of education in which education is carried out without any pre-established and prescribed rules and the body concerned with educating the public is free to design the course module, the activity schedule or the programme concerning environmental awareness, is called as Non- Formal Education. The Non-Formal Environmental Education for the building of Environmental Awareness is imparted through various means like Eco-clubs, Environment related programmes, Environmental Campaigns, and through other means.

Conclusion

Environment plays a significant role in the healthy living of human beings. It matters because it is the only home that human beings have. There is an imbalance in our natural environment. The imbalance in the natural environment is increasing day by day with the activities of human beings. There is a greater need for proper education. Environmental awareness is not just having the latest knowledge of the environment but the visualization of possible dangers, threats of environmental degradation. Education is the only way to create awareness about environmental issues. Environmental education includes making the people conscious of the physical, social and aesthetic aspects of the environment. These elements are interrelated and interdependent and are essential for the survival of humanity. Environmental Education provides significant opportunities for learners to become involved in real-world issues that exceed classroom walls. Learners can see the relevance of their classroom studies to the complex environmental issues challenging our planet and they can acquire the skill of problem-solving.

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Performing arts, Music and Theatre in Education.

Ms. Shalom Sannutha

1. Introduction

“Art enables us to find ourselves and lose ourselves at the same time”

~ Thomas merton

“Good teaching is one fourth preparation and three fourths pure theatre”

~ Gail Godwin

A man’s potential is greatly influenced in various fields and dimensions through the fundamental essence of education in the form of arts, music and theatre. It dates back to the time when man turned himself into a social being, when language took birth, when people shared feelings, narrated stories, transferred resources from generations to generation. For instance Karnataka has a legacy of being a part of enormous folk music folk dance traditions like the sannaata, dhoddaata, bayalaata, kamsaale, jogi padha, Gigi padha, hanthi padha, jogthi padha, handhra padha, gurchi padha, raashi padha, chowdki padha, dhurgi padha etc which has evolved itself and continues its existence as performing arts.

This paper would proceed about some fine details to support the involvement process of theatre in education under the following components.

- **Forms and Elements of performing arts - Role of music, dance and theatre.**
- **Understanding the stage craft and audience etiquettes: process of involvement of students into educational theatre and performance of Pedagogy oriented plays.**
- **Modes of functioning of performing arts.**
- **Significance of performing arts as a form of education.**

The important components we come across under concepts of performing arts are:

- **Forms of Performing arts**
- **Elements of Performing arts**

Forms of performing arts: on a broader scale the forms are classified into two categories they are visual form & performing form

Visual form - Visual form is Something one can see or visualize and understand, feel-happy or sad, analyze, criticize, recall, get scared etc.,

Major types of visual form

1. Sculpture: an extremely skilled calculations and proportions of art. Sculptures are two or three-dimensional representative or abstract art forms, especially by carving stone or wood or by casting metal or plaster ex: - crafts, embroidery etc.,

2. Architecture: the art of execution of mathematics into visual a pride. Architecture derived from “architectura” which is about planning, designing and constructing buildings and other physical structures ex: Architecture - set work, properties etc.,

3. Painting: is the practice of applying colours/pigments over a medium. Painting is a mode of creative expression. Types of paintings in reference to textures of its colour: Oil painting, Pastel painting, Water colours, Acrylic painting, Sand painting, Digital painting, Pencil sketches etc.,

Performing form

Major classification of the performing forms are :

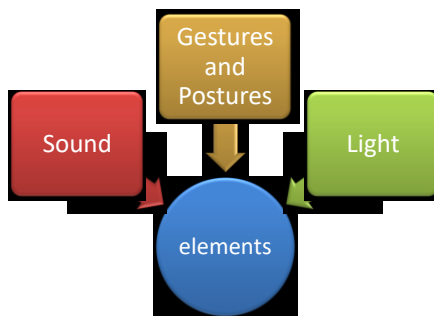
- ❖ Music
- ❖ Dance
- ❖ Drama

Music: is a form of art. Music is also a form of cheering entertainment that puts different sounds of melody together in a way that people enjoy and find it interesting to cherish their souls. It is derived from the greek word 'mousike'(greek goddess). Music includes singing with the voices or playing instruments.

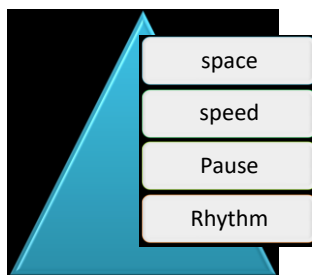
Dance: is an art form consisting of certain kinaesthetic, aesthetic values and is recognised as an extended domain of musical rhythm by both performers and observers in reference to various cultures as a part of expression of feelings, emotions or traditional /ritual gesture

2. Elements of drama and art

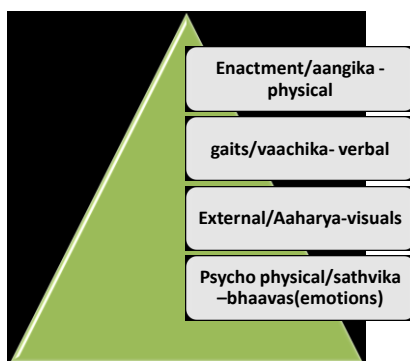
2.Elements of drama and art



Sound/theatre music



Gestures and postures



Gestures and postures

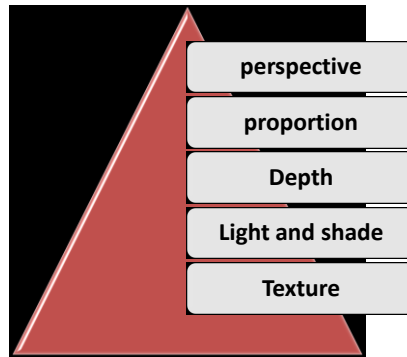
Enactment/aangika – physical : gestures and postures of hand, head,neck,feet,eyes etc.,

gaits/vaachika- verbal: voice modulation, dialodue delivery, intonaations etc.,

External/Aaharya-visuals: costume,makeup,stage decorations

Psycho physical/sathvika -bhaavas(emotions): nava rasa bhaavas, aesthetic pleasures (entertainment),mental states.

Light



3. Understanding stagecraft and audience etiquettes

Stagecraft: One of the prominent part of a production. It is the technical aspects of a stage which includes scenic design, stage machinery, lighting, sound, costume design, and makeup

In Greek its termed as 'skene', translating roughly into "scene" or "scenery", and refers to a large scenic house, about one story tall, with three doors (green wings).

Green wings of stagecraft



Costume, light and textures



Modern stagecraft (led/lcd screens)



The process of involvement of students into educational theatre:

1. Warm Up Exercises

The “head to toe” helps the body for a flexibility to adapt into most of the theatric movements, gestures and postures.

2. Vocal Exercises

This includes the vowel sounding exercise which vibrates into the internal organs of the body makes the system ready for a sound vibration.

3. Preparation of Musical Instruments.

Step1 - materials used-(economy-low cost)

Step2 - procedure

Step3 - type

Step4 - sounding

Step5 - purpose/application



4. Using Various Sounds to Perform A Mini Play

- ✓ Sound and rhythm holds the theatre performance on a major proportion.
- ✓ It proves that Language is not a barrier to theatre.

“Theatre itself is a language”

- ✓ Performing a play with sounds of instruments prepared on their own.
- ✓ A play presentation “a day at college’ using sounds and rhythm.

5. Performing Street Plays

1. Students take up current issues of the society, the school, university or any sub system of the society to bring awareness to the public through their performances.
2. Issues like
 - 2.1. Swatch bhaarith
 - 2.2. Girl child abortion
 - 2.3. Pollution
 - 2.4. Child marriage
 - 2.5. Equality in the field of education

Can be performed

6. Developing A Song, Play and Drama on Topics of Curriculum -Curriculum Oriented Plays

- It was an extremely overwhelming joy to script and present pedagogy oriented plays
- Students from various pedagogy brought their idea of drama and the following plays were taken up as per their pedagogy:
 - a) History (english):Tuglaq
 - b) History (kannada): Eesuuru
 - c) Geography: aStep against pollution
 - d) English: Merchant of Venice
 - e) Kannada: Kouravendhrana kondhe neenu (poranika)
 - f) Physics : Components of Electricity
 - g) Maths: Sets
 - h) Chemistry: Chemical Bonds
 - i) Biology: Antigens and Anti bodies

7. Review and Watchin Documentaries

- A review on different dances of India was made by the students picking three dance forms from all five groups
- the collected information was further enhanced by picking up best documentaries about the dance forms and watching it in the class room followed by discussion.
- the theoretical aspects were noted down and presented in their ‘ drama and art record”

8. Art Workshop to Integrate Art in Teaching

- Art workshop was conducted to bring the artist in each student
- Basic skills of using colours, painting techniques, use of fabric colours, acrylic colours, poster colours can be taught.
- Advantages of using 3D highlighters in place of heavy embroideries can be interesting.
- Students could turn their old towels, dhuppattas and t shirts into a creative colourful canvas.
- Rubber stamps using vegetables were a sight of attraction which was a method of ‘eco friendly

9. Developing Masks and Puppets to Teach Their Methods



10. Augusto Boal's Walking Styles

- ✓ The walking style exercise comprises of styles like walking
 1. On the heels
 2. On the toes
 3. Chimpanzee walk (bending feet in wards)

4. Chaplin walk (bending feet out wards)

- ✓ These enables the performer to know how the postures play an important role in depicting a character
- ✓ On the other hand it will support the stability of gestures and creates a novel idea of expressions.

11. Art and drama for creative expression : reconstruction and restructuring

- 12. Art and drama for creative expression: drawing images of your own choice followed by meaning and message
- 13. Develop art material/poster through waste expressing an innovative idea : use of multiple properties.
- 14. Create A Drama Derived from Stimuli – photographs, paintings. music, poetry, story, newspapers, television, films and real life events. Performing episodes of Caucasian chalk circle.

15. Performance of Drama and Art Using Local Culture

Fusion dance

Classical dance

Kathak

North east dance

16. Economic and Social intervention of Quelling –Sale and Exhibition of our products.

17. Critical Review on Festival Performances of India

18. Developing A Tableau : Local and Global Culture

19. Art for social intervention : the art of quilling

1. Basics – types of coils
2. Basic images – combination of coils
3. Preparation of earrings
4. Preparation of accessories
5. Preparation of greeting cards



20. Use of Mini Plays as an Effective Means of Social Intervention

- Use of dialogues
- Use of rhythm and sounds in theatre
- Use of properties and costumes
- Composing own songs and performing for the folk songs.

21. The Make Up Workshop: To Enhance the Art of Drama

- Basic make up
- Character make up
- Stylized make up

22. Augusto Boal's French Telephone

- Teacher as a good Communicator
- Teacher as a good Analyser
- Teacher as a social Role Model
- Teacher as a source of Imitation
- Teacher as an Inspirer

23. News and Theatre

A combination of news reading patterns are made to enact applying it with varied emotions and connecting it with other news sort stories and deriving out the current issues and narration of stories with a song composition.

Some of the modes of functioning under performing arts

1. Mode of Information

The process of explaining through paintings ,pictures or by means of drama and hence transacting the information from known to unknown

2. Mode of Instruction

- Instructional mode refers to the set of rules and regulations followed by the actors during the whole act of performing a play.
- This also reflects on the components that demands the audience to follow either when they convey or if they have to adopt certain rules for a successful awareness implementation

3. Persuasive mode

- ❖ This mode refers the effective means of communication that takes place when the content is dramatized.
- ❖ The content to be transferred to the listener in the form of a story in action or a song in action (a ballet) is said to be impressive, highly potent and influential.

4. Educative mode

- The “learners in need” of a society are the school children who are always under a thirst to know more and at the same time struggling to learn what are to be learnt.
- Theatre functioning in the field of education has a wide scope for any kind of learner since it involves all the sensory perceptual domain of learning.
- Once the content is learnt with a strong fundamental approach towards the subject, it can be a priceless boon for the nation building.

5. Entertainment mode

- If learning can be fun, it can be highly convincing
- Entertainment functioning of theatre keeps the process of learning highly active and enhances creative thinking among the learner.

6. Developmental mode

- “Learning is a continuous process” so as any developmental process
- Functions under development has two things inter linked. They are ‘being’ and ‘doing’
- Theatre functions on the whole begins as a result of developmental movement and actions which meets various sub components at every stage and adds colours to any performance as a means of developed execution.

Significance of performing arts as a form of education.

- the use of imagination
- Powers of creative self expression
- Decision making and problem solving skills
- Understanding of self and the world
- Self confidence a sense of worth and respect and consideration for others.
- ❖ The homogeneous and heterogeneous groups of students get the space to be creative and explore a natural artistic side of their own capabilities.
- ❖ Students often in their expression reveal a lot of things that they might be unable to express or cues that can help teachers and parents to understand the child’s mind better through medium of performing arts. The performing arts enacts itself to create a therapeutic transformations among students of different levels and The level of difficulty will be altered based on the age group of children involved.
- ❖ Performing arts quite easy to be labelled as Drama and Art, can be models of the social structure

- ❖ They Includes the unity factor, the complexity and multiplicity characters of a Society : such as social and environmental issue as a part of social system.
- ❖ They represents the facets of cultural backdrop of the formation process of a civilization, community and human behaviour under various circumstances as a reflection of a human behaviours. Thus theatre is called the reflection of the society.
- ❖ A scene in the Drama basically is a construction from nature, the environment and the society- The process of construction, re structuring and re constructing.
- ❖ Theatre is a unique Art that includes life skills for a psychological well being
- ❖ This Art has the capability of holding onto the dreams and fantasised imagination of all categories of people in the society and gives them the awareness of the existence of the complex facts of life around them.
- ❖ Developing aesthetic ability in the context of education can be very well explained with special reference to John Dewey's writings – “Art as an Experience”
- ❖ It untangles the fact that the aesthetic sensibility appears through
 - The live creatures
 - Having an experience
 - Expressive objects
 - Substance and form

Therefore its remarkable to witness that the performing arts as a medium using music, art and movement comprising of various group exercises helps the teachers and students to involve in educational theatre, participants irrespective of their age will strengthen relationships between each other and increase levels of confidence.

It is these simple exercises using artistic materials, and musical instruments individuals experience a sense of connection with each other and shed inhibitions in the form of plays and dramas

Inclusive Education

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ABSTRACT: *Inclusive Education is a process of enabling all students, including previously excluded groups, to learn and participate effectively within mainstream school systems. Within the schools Inclusive Education is an approach which aims to develop a child-focus by acknowledging that all children are individuals with different learning needs and speeds and yet can be educated and trained without neglecting them from their normal peers. It is necessary to know the needs, concept, principles and advantages of inclusive education. The main concept of inclusive education is to include all kind of children with different capabilities. Every child is unique in his or her own way, differently abled or gifted but all the children are to be treated equally. Inclusive Education is nothing but an education imparted without discrimination of caste, creed, sex or physical status. The differently abled children come together to acquire knowledge and education in the same class room. This policy is based on a belief that education is the birth right of every individual and nobody can be denied of this right. Children come from diverse backgrounds and they may differ from one another in their physical abilities, mental capacity and even have different styles of learning but they enjoy all the privileges together. They remain in the same classroom; participate in all the activities of learning as other children do. Inclusive Education means "schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions".*

1. Introduction

For a long time those concerned with the field of education have been thinking with the serious question of what kind of education to provide for children especially in the context of varying and different abilities of the students. Traditionally education had come to be separated into two types, namely, general education and special education. Experts and authorities have been increasingly questioning for some time now if this was a correct approach to provide education in a situation where there were children with differing abilities. It had been believed earlier that children with differing needs and especially those with special needs must be given education separately. Owing to lack of knowledge, educational access and technology, disabled or challenged and disabled children were therefore initially segregated from other children. This had led to the rise of general schools on one hand and on the other, the establishment of 'Special Schools' for the disabled or the disabled.

Concept of Inclusive Education

Inclusive education involves changing culture of contemporary schools with emphasis on active learning, applied curriculum, appropriate assessment methods, multi-level instructional approaches, and increased attention to diverse student needs and individualization. Inclusive Education is meant to make schools as centers of learning and educational systems as caring, nurturing, and supportive educational communities where the needs of all students are met in a true sense. Inclusive education is open to all students, and ensures that all students can learn and participate in a common situation and a common environment. Within the schools Inclusive Education is an approach which aims to develop a child-focus by acknowledging that all children are individuals with different learning needs and speeds and yet can be educated and trained without neglecting them from their normal peers. Inclusive Education is part of development, and development must always be inclusive, which means it must respond to the needs of real people who are all different. As with all children, disabled children to have a range of basic needs which need to be met in order for them to benefit from education and grow and blossom as members of the society.

According to **UNESCO** the concept of Inclusive Education is that, "It involves the admission of children with special educational needs in 'ordinary' or 'regular' schools and may be described as 'pedagogic integration'. This may be mandatory under legislation, or it may take the form of statements of policy which aim to encourage such integration" (UNESCO 1996). The idea of Inclusive Education was again reiterated at the World Education Forum held at Dakar, Senegal in 2000 and came to be supported by the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities which proclaims participation and equality for all. . As per Census 2001, the literacy level of the disabled population is only 49 per cent. Literacy

rates for the disabled female population are around 37 per cent as compared to the national average of over 54 per cent for the female population. Literacy rates for the disabled male population are 58.14 per cent as compared to 75.85 per cent for males. Inclusive education in India is seen by many as a matter of providing education for children with disabilities. UNICEF's Report on the Status of Disability in India 2000 states that there are around 30 million children in India suffering from some form of disability. The Sixth All-India Educational Survey (NCERT, 1998) reports that of India's 200 million school-aged children (6–14 years), 20 million require special needs education. While the national average for gross enrolment in school is over 90 per cent, less than five per cent of children with disabilities are in school.

The Kothari Commission, 1964–66 which was the first Education Commission addressed issues of access and participation by all. It stressed a common school system open to all children, irrespective of their caste, creed, community, religion, economic condition and social status. In 1968, the National Education Policy adopted the commission's recommendations and had suggested the expansion of educational facilities for physically and mentally handicapped children, and the development of an 'integrated programme' enabling handicapped children to study in regular schools. The Kothari Commission focused attention on the education of children with disabilities. This resulted in 1974, into a scheme for Integrated Education for Disabled Children (IEDC). The new **National Policy on Education (1986)** focused on the 'removal of disparities' in education while also focusing on the specific needs of those who had been denied equality..

Principles of Inclusive Education

Inclusive education is based on the philosophy of Inclusion which holds that society is one and every individual is an equal member of the society and hence a right not excluded from general educational setup and not to be excluded from it. The Inclusion philosophy is based on the basic premise that all in the society has equal rights and have therefore to be treated without discrimination and with respect and dignity whatever may be the individuals personal or subjective conditions, abilities, views, etc. thus Inclusive Education which is based on the Inclusion philosophy follows certain fundamental principles which are:

- That every student has an inherent right to education on basis of equality of opportunity.
- That no student is excluded from, or discriminated within education on grounds of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, disability, birth, poverty or other status.
- That all students can learn and benefit from education.
- That schools adapt to the needs of students, rather than students adapting to the needs of the school.
- That the student's views are listened to and taken seriously.
- That the individual differences between students are a source of richness and diversity, and not a problem.
- That the diversity of needs and pace of development of students are addressed through a wide and flexible range of responses.

Advantages of Inclusive Education

- Children learn to respect their own individuality and also that of others.
- Students enhance their emotional quotient as they develop patience, tolerance and compassion for their peers.
- They learn to accept the strengths and weaknesses of others.
- When children involve in helping their peers, they not only derive immense satisfaction out of it but often strike life-long friendship with them.
- India is a cultural mosaic that strikes for unity in diversity and an inclusive schools provides opportunities for playing together, learning together, being together and growing together with diverse communities.
- Children learn team work and collaboration in inclusive schools.

Conclusion

Concept of inclusion in education does not confine merely to classroom walls or school compound but it brings about changes in the attitude of children and adults towards their life in general. One learns to accept the strengths and weaknesses of others and get along with each other. This ability to adjust and adapt is a valuable trait needed in every individual so that they develop excellent interpersonal skills and live in harmony. Such an attitude helps in understanding each other and can solve majority of relationship problems faced in today's world. In this way children develop their emotional intelligence.

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Implementation of Visual Culture in Teaching English Language and Literature to the Secondary School level

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ABSTRACT: *English literature has reached various dimensions to understand different culture context and verities of literary aspects. An idea of visual culture expresses through visual images. Many academic fields study this subject. Including cultural studies, art history, critical theory, philosophy, media studies, and anthropology are help to view and think differently about the various fields and notions of literature in the world. Every individual take part with different perspectives to get the reality over the content and the images. This paper recommends the system of ideas and ideals of an image culture in the study of English literature and English language. The fields' versatility stems from the range of objects contained under the term "visual culture", which influence visual communication. Visual communication is communication through the visual aid and equipments which is described as the conveyance of ideas and information in forms that can be read or looked upon. It is primarily expressed with two- dimensional images, it includes: signs, typography, drawing, graphic design, illustration, industrial design, advertising, animation color and electronic resources. It also explores the idea of visual message accompanying text has a great power to inform, educate, or persuade a person or audience.*

1. Introduction

English language is a global language to express the ideas and feelings of a man in the world. English literature has a scope to understand the nature and the lifestyle of the different individual into the different places. Culture differs from one person to another and one place to another. We practice English as a second language in India. We have not yet accepted English as a necessary language for communication today. Linguists and scholars of English language have been developing the several dimensions and ways to read English language and literature. A reader of English literature can observe and introspects with his own perspective by applying visual culture. Because seeing is a great deal more than believing especially in these days. One of the striking developments across the social sciences in the past decade has been the growth of research methods using visual images and materials. It is often suggested that this growth is somehow related to the increasing importance of visual images in contemporary social and cultural practice. Visual culture is concerned with visual events in which information, meaning or pleasure is sought by the consumer in an interface with visual technology.

Theorizing Visual culture in reading English language and literature

Visual culture had a foundation of philosophical and historical visual art to express the views of English language and literature. Literature is a structure of history and philosophy. It has a close relationship with human life and moral values. A teacher and the learners in the English classroom have to critically analyze the pictures, painting, images, arts, and a still. A picture which has an image of person or thing should recognize and interpret in different dimensions and strategies. Visualization- the ability build mental pictures or images while reading partnered with a readers prior background knowledge and level of engagement in the reading topic strongly affects the reader's understanding of the text. Visualization enhance the ability of engagement in the reading use their imagery to draw conclusions, create interpretations of the text, and recall details and elements from the text (Keene and Zimmermann, 1997). Struggling students' ability to monitor and evaluate their own comprehension is enhanced by mental imagery (Gambrell and Bales, 1986). When a breakdown in comprehension occurs, and mental image cannot be visualized, students will become aware of the need for a corrective strategy. Creating visual images and mind movies while one reads is an essential element of engagement with the text, comprehension, and reflection (Wilhelm, 2004). Visualization and the creation of visuals allow students ways to read, respond, analyze, organize, and represent the learning that is taking place. While teaching English language in the classroom, a teacher teaches English alphabets with the charts and models of colorful pictures for the kids. In the same way while teaching English grammar in the classroom of secondary schools teacher uses many

visual types of equipment like charts, models, paintings, moving dolls, pictures, cartoons, and Audio visuals like smart boards and playing the videos of concerned topic or lesson. Here are some examples.



Pronoun Chart

	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1 st person	I	me	my	mine	myself
2 nd person	you	you	your	yours	yourself
3 rd person (male)	he	him	his	his	himself
3 rd person (female)	she	her	her	hers	herself
3 rd person	it	it	its	(not used)	itself
1 st person (plural)	we	us	our	ours	ourselves
2 nd person (plural)	you	you	your	yours	yourselves
3 rd person (plural)	they	them	their	theirs	themselves

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Mumbai Road Traffic Signs (RTO Recognized Road Signals)

These charts and pictures can heighten motivation; engagement and enjoyment of reading and understand the concept. This helps to learn and recall the learning component. This required students to pay close attention to the details presented in the painting. They had to read every nuance to frame a narrative that explores each character’s motivation and reactions. This makes the learner to get the mastery over the English language and begins to read the text and analyze the context and theme of it.

If the students have a chance to explore how their own histories would shape their pictures, they were then asked to apply the pictorial activity to a character from Shakespeare’s play ‘Julius Caesar’. Creating picture to represent the character traits of improve literal comprehension of texts to build background knowledge and aid in identifying important details to form inferences, elaboration, and patterns across multiple texts and help in solving spatial and verbal problems and improve the reader’s ability to share, critique, and revise what has been learned with others through emphasizing and modeling visualization with students, teachers show how effortlessly connections between text and media can be made. Bridging visualization to the world of multi literacy allows students to compose and explore ideas through “democratic avenues of meaning making” (Wilhelm, 2004, p.17).



Development of Visual communication to read English language and literature

Visual communication means communicating through the visual equipments. It is an advanced and present communicative skill to do the effective narration of the concept. Teacher uses audio visual technology to express the ideas and views on particular topic in the class. Teaching English to the multilingual classroom is not easy for the teacher to fulfill the objectives of the curriculum. Visual communication impresses the students very much and they will learn creatively. Computers, smart-class, charts, pictures, images, paintings, movie screening, OHP, teaching aids etc are the equipments to apply in visual communication. Learned teachers express their ideas through body language, gestures and postures, facial expressions, eye contact, keen observation of the class include visual communication.

Reading English language and literature through visual communication is the new concept to the teachers and learners. This encourages the visual arts and crafts in the curriculum. Communicating through images and pictures related to the topic of literary aspects like plays, stories, poetry, essays, articles etc are modified according to the convenience and the circumstances. Learner expects more accuracy in learning areas. They learn through experiencing it and applying them into their circumstance. English grammar and literature will be more effective and creative by the implication of Visual communication. This has been implemented in schools and colleges especially for teaching Science, Mathematics, Social Science, etc. but in the areas of languages especially in English language and literature discipline has to be introduce and implement in the classroom. Students should aware about the importance and the necessity of learning English as well as scope of English language and literature today. Advanced teachers get trained and learned to apply visual communication in the classroom.



Visual images help to improve the cognitive ideas of the students in the classroom and helps to the interactions among them. And also they interact with the teacher about the visual aspects to learn more about the topic. Totally the classroom is engaged with the learning atmosphere and active learning attitude. This will not allow anybody to divert their attention outside the classroom.

Visual culture and its objectives help in Special education to teach Specially Abled learners very effectively. It is very much influenced to educate especially the Hearing Impaired learners to read English Language and Literature and other core subjects as well. They make use of pre-reading skills to analyze the given visual image. They try to communicate by sign language and hand written form with the special teacher. Visual images make them to memorize the content and learn easily. It has been developing only in standard and private schools and colleges. We can recommend the application and use of visual culture to the concerned department and inculcate this in government schools and colleges and special schools and colleges in Karnataka.

Conclusion

Visual culture creates the value and interests of reading English language and literature and gives more information to the learner in the classroom. This leads to imagine and interpret with different views and dimensions. The literary elements are judge properly and criticize effectively with relevant issues and examples. A student of English literature can easily analyze the characters of the play, theme of poetry, stories, essays and articles through visual culture. The objectives of the class will be fulfilling by the implement of Visual Culture. But there are many challenges over the implication of visual culture in colleges. The classroom strength is more than the limit. The required equipments are not sufficient to fulfill the needs. So, it is difficult for the teacher to observe and interrogate all. Number of students in the classroom should be in the limit to apply visual culture and communication. The semester scheme does not allow the teacher to take up more classes to apply visual culture in the classes. It takes much time to deal with it and need extra classes.

Concept of visual culture and communication is new to the teachers and students at present. There is a need of conducting technical trainings and workshops for teachers to update their knowledge and technical skills. So, the concerned department must think of taking initiation to conduct workshops and implement visual culture to read English language and literature in the schools and colleges.

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Work sites

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2. <http://faculty.georgetown.edu/irvinem/visualarts/Intro-VisualCulture.html>
3. https://en.wikipedia.org/wiki/Visual_culture
4. https://books.google.co.in/books/about/Visual_Culture

A Study of Problems of Teachers in Formative Evaluation of Students at Post Graduate Level and Remedies

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1. Introduction

Education aims at making children capable of becoming responsible, productive and useful members of society. Knowledge, skills and attitude are built through learning experience and opportunities created for learners in school. A curriculum is what constitutes a total teaching-learning programs composed of over all aims, syllabus, materials, methods and assessments. Evaluation not only measures the programs and achievements of the learners but also the effectiveness of the teaching materials and methods used for students. Hence evolution should be viewed as a component of curriculum with the purpose of effective delivery and further improvement in teaching-learning process.

Formative Evaluation

Formative evaluation is a tool used by the teacher to continuously monitor student's progress in a non-threatening, supportive environment. It involves regular descriptive, feedback, an opportunity for the student's to reflect their performance, take advice and improve up on it.

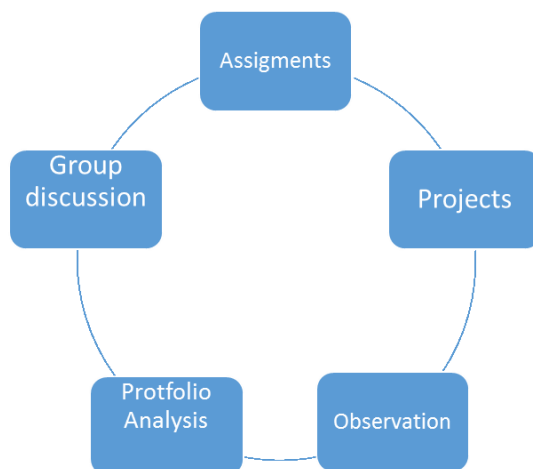


Diagram of Tools and techniques of formative evaluation

Statement of the Problem

A study of problems of teachers in formative evaluation of students at primary level and Remedies.

Objective of the Study

1. To study the problems of teacher in formative evaluation of students.
2. To give suggestion on the problems of teacher in formative evaluation of students.

Methodology

The present study is a survey type study. The methodology presents the population of the study, sample of the study, tools and techniques used in the study, data collection and plan for analysis.

Population

The population of the study consists of all postgraduate levels schools in Rajkot district of Gujarat in India.

Sample

To realize of the objective of the study, the data was collected from 100 teachers teaching to 5th to 8th standards of Gujarati medium schools that were selected purposive sampling.

Tools and Techniques

The researcher prepared a questionnaire for the present study. The questionnaire was having 20 questions on which the subject had to answer briefly.

Data Collection

To researcher personally visited 15 higher primary school to collected data on questionnaire.

Prosedure of Data Analysis

For realizing the objective of the study, an attempt was made to analyze the data quantitatively using frequency and percentage.

Major Findings

The following are the major findings of the study as opined by teacher.

1. The insufficient resource for evaluation, especially time and difficulty with coordinating evaluation activities with other work.
2. There is a need for proper planning of formative evaluation.
3. Formative evaluation has heavy workload while implementing evaluation activities.
4. There is lack proper access or guidance in the formative evaluation.
5. The perfect training and sufficient material was not given to teacher.
6. There are problems of large class size in the school.
7. There is lack of clarity and some disagreements among evaluation system.
8. Formative evaluation is time and labour intensive in comparison to most form of summative evaluation.
9. Formative evaluation requires strong support from the top as well as bottom support.
10. Formative evaluation is heavy in its use of time and evaluation expertise, both at the data gatherings stage as well as in analysis.

REMEDIES

It is observed from the study that many teachers are not satisfied with various aspects related to the formative evaluation system. The following are recommendation to make this evaluation system worthy and successful.

1. Teacher should choose tasks that involve group work and pair work.
2. Teacher should do proper planning of academic year.
3. Teacher should complete the preparations for each task well before the class begins so that there is no wastage of time.
4. Teacher should train the students in maintain their portfolios.
5. If technology is accessible, worksheets could be projected with the help of LCD projector.
6. Teacher should give the instructions for pair work; group and whole class could be read out once or twice.
7. The Government should give the proper training to the teacher and Head Master.
8. The school authority should provide sufficient material and resources to the teachers. 9. Teacher should involve the students and parents in evaluation system.

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The Bhovi Community and Education

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ABSTRACT: *The Bhovi community which is a Scheduled Caste was following the traditional occupations like, stone carving, construction of forts, temples, tanks, wells and also was involved in the manufacture of lac. The study that I have undertaken has taken 50 samples from the Bhovi community from Kunchenahalli village of Shimoga district. Data and information are collected from the primary and secondary sources and evaluated under the sociological purview.*

Keywords: *Education, Bhovi Community, Educational lapses.*

1. Introduction

Educational centres were established in India way back from the Vadic period to proliferate knowledge. Each religion had its own educational centres like, Gurukulas, Madarasas, Mukthab and Buddist monasteries. These traditional establishments gradually underwent a change due to industrialisation, urbanisation and globalisation. It almost became a commodity in the market. 'Education should make the people to realise the eternal values like self knowledge and love. It should make a child beautiful and able to face life. It should bring out the hidden in a child enable him to plan his life' opines Ravindranatha Tagore. As per the section 15-16 The Indian constitution also has assured special educational privilege for the downtrodden.

The Community which has identified itself with stone and mud has more than 110 sub sects. They keep roaming all over the country in search of their traditional occupations. They have sub sects like, *Kallu Vaddas, Uppu Vaddas, Girani Vaddas, Bandi Vaddas* etc. (Gajanana Tukaram Solanke (2016) 'Socio-Economic Study of Quarry Workers in Jalna District' . Dr. Babasaheb Ambedkar Marathwada University, Aurangbad, page 116). As they keep on roaming they are backward in education. But now due to the support of the Government they are now graduates and double graduates and have occupied important government positons. (Meenakshi 2017 - 'Odda Kannada: Bhashika Adhyayana' PhD thesis - unpublished, Mysore Univ. Mysore, page 14-15)

The concept of the study topic

The current study topic 'The Bhovi Community and Education' can be given the following meaning:

Education

Education is everyone's right. It eradicates the wrong beliefs and superstitions. It should bridge a gap between the differences based on sex, caste, class, haves and have nots. It also should uphold social justice. When the educated adopt such values, then only a society develops.

Definitions:

Brown and Ronsek opine that 'Education is based on experiences and it aims at the correction of behaviours of human beings'.

Emily Durkeim defines that ' the process of socialisation of the youth is education.'

Literacy rate as per 2011 census:

Regions	Total Literacy	Men	Women	Total Literacy of S C	Literacy rate of men	Literacy rate of women
India	73.0	80.9	64.6	66.1	75.2	56.5
Karnataka	75.4	82.5	68.1	65.3	74.0	56.6
Shimoga	87.8	86.07	74.84	90.8	90.8	84.8

The aims of the study

1. To learn the educational status of the Bhovi community
2. To learn the reasons behind school dropouts.

The importance of the study

The Bhovis practises the professions like the construction of tanks, wells, stone grinders etc. Now a days they also works as building construction labourers, farm labourers and also work at stone quarry. They suffer from lack of awareness about education, negligence of children and economic problems. As they keep on migrating from one place to another, they give least importance to education. Hence it is important to learn reasons behind such negligence towards education.

Sampling Method

The present study aims at studying the educational status of the Bhovi community, has taken the villages of Kunchenahalli and Kallapura of the Shimoga district for its field survey. Kunchenahalli has a total population of 3697 of which 1930 are women and 1767 are men. 2771 belong to scheduled caste and 566 belong to scheduled tribe. 32 samples from Kunchenahalli and 18 from Kallapura were taken randomly. Data was collected through the interviews.

Methods of Research

Data is collected through the interview method for the present study. Observational method is adopted wherever possible. Data is collected through Primary and middle research sources like articles, journals, Kannada encyclopaedia, Karnatgaka state gazette, internet, research thesis and through the respondents. The collected data is analysed through research methods.

Description of Information

The data collected is analysed through sociological methods by putting them in various tables and statistical columns.

Education: Education makes a man complete. Much importance is given to education in an industrial society. Education through its high values shape ones personality. By inculcating values among the students, it provides them with high positions in the society. At the same time, education is not just job oriented but it takes care of ones scientific, political, economic and religious facets.

Main Results

Educational Details: Out of 50 samples taken 34% have completed their primary education, 26% high school education, 14% PU course, 10% graduation, 10% post graduation and 4% have done their courses in skill development and have got education through distance mode.

Educational lapses: 42% of the samples could not get into educational fold due to the necessities of jobs. 18% are involved in the traditional jobs. 14% of the samples were not supported by their parents and the remaining 10% neglected the importance of education. Migration of the parents, girls' marriage and the ignorance of the parents add to the reasons.

The outcome of other details

1. 34% have completed their primary education as it is free and compulsory.
2. 42% could not get into the educational fold as they keep of migrating from one place to another.
3. Negligence of the parents, superstitions, lack of awareness are a few reasons for their educational backwardness.
4. As the children keep on migrating along with their parents, they turn into child labourers. Hence, a mobile education facility is needed for them.
5. As they lack in education, arrangement of educational awareness programmes are necessary.
6. Also employment opportunities should be created the local level to stop the migration.

Conclusion

In total, it is quite clear that the Bhovi community is deprived of education which has resulted in their economic and social backwardness. Added to this, there is the negligence of the parents, superstitions and

lack of awareness. The only satisfying thing is that they are being emancipated from all these hurdles the recent days.

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INCLUSIVE EDUCATION IN INDIA

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ABSTRACT: India is one of the few countries world over where the education of children with special needs doesn't fall within the purview of human resource development ministry. It is generally the burden of the omnibus ministry of social justice and empowerment, the prime focus of which is rehabilitation, not education. In fact, till today it does not have education as part of its agenda and the issue of education of children with disabilities remains imperceptible, hidden from the public domain, a private problem for families and NGOs to deal with. It's time that governmental agencies as well as mainstream institutions woke up to the reality that segregation of children with challenging needs is morally unjustifiable and a violation of human rights. Indeed there is no other way to provide education to 36 million disabled children. Seventy-eight percent of Indian population lives in rural areas without provision for special schools. Therefore, inclusive schools have to address the needs of all children in every community and the central and state governments have to train their teachers to manage inclusive classrooms.

Keywords: Children with Disabilities, Inclusion & Inclusive Education.

Introduction:

Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners – with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in flexible education system that assimilates the needs of diverse range of learners and adapts itself to meet these needs.

Inclusion is not an experiment to be tested but a value to be followed. All the children whether they are disabled or not have the right to education as they are the future citizens of the country. In the prevailing Indian situation resources are insufficient even to provide quality mainstream schools for common children, it is unethical and impracticable to put children with special needs to test or to prove any thing in a research study to live and learn in the mainstream of school and community (Dash, 2006).

The principle of inclusive education was adopted at the “World Conference on Special Needs Education: Access and Quality” (Salamanca, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000). The idea of inclusion is further supported by the United Nation’s Standard Rules on Equalization of Opportunities for Person with Disability Proclaiming Participation and equality for all. Of late, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education in mainstream schools.

Special Education Vs Inclusive Education:

The term “Special Need Education” (SNE) has come into use as a replacement for the term “Special Education”, as the older one was mainly understood to refer the education of all those children and youth whose needs arise from disabilities or learning difficulties. The Statement affirms: “those with special educational needs must have access to regular schools which should accommodate them within child centered pedagogy capable of meeting these needs”.

Moreover, the concept of “Special Need Education” extends beyond those who may be included in handicapped categories to cover those who are failing in school for a wide variety of other reasons that are known to be likely to impede a child’s optimal progress. Whether or not this more broadly defined group of children are in need of additional support depends on the extent to which school needs to support their curriculum, teaching and/or to provide additional human or material resources so as to stimulate efficient and effective learning for these pupils. (International Standard Classification of Education ISCED, 1997).

But marginalization and exclusion of these pupils result in the growth of inferiority complexes among them and their parents/guardians. This leads the vision of "Inclusive Education". Inclusive Education aims at integrated development of children with special needs and normal children through mainstream schooling. To develop curriculum for special education and its inclusion in general teacher preparation programmes, Rehabilitation Council of India (RCI) made a historic collaboration with National Council for Teacher Education (NCTE) on January 19, 2005.

Indian Scenario:

Till 1990s ninety percent of India's estimated 40 million children in the age group- four-sixteen years with physical and mental disabilities are being excluded from mainstream education. The overwhelming majority of them are vagabonds not out of volition but because of callous school managements and over-anxious parents of abled children in a travesty of humanity and social justice. They have consistently discouraged children with disabilities from entering the nation's classrooms. Social justice and equity which are dominant sentiments of the Constitution of India demand that India's 35 million physically challenged, if not the 5 million mentally challenged, children should be given preferential access into primary and secondary schools. Fewer than five percent of children who have a disability are in schools. Remaining nine-tenths of them are excluded. Against this backdrop of continuous neglect, there is an urgent need to find ways for developing potential of this large proportion of challenged children.

Historical Perspective:

In India special education as a separate system of education for disabled children outside the mainstream education system evolved way back in 1880s. The first school for the deaf was set up in Bombay in 1883 and the first school for the blind at Amritsar in 1887. In 1947, the number of schools for blind increased to 32, for the deaf 30 and for mentally retarded 3. There was rapid expansion in the number of such institutions. The number of special schools rose to around 3000 by the year 2000 (Department of Education, 2000). The Govt. of India in the 1960s designed a scheme of preparing teachers for teaching children with visual impairment. Similar schemes for teaching children with other disabilities were gradually developed. However, the quality of the trained teachers was in question because of lack of uniform syllabi of various courses, eligibility criteria for admission to these courses and also due to large extent of non-availability of teacher educators and literatures in the field. Therefore, in 1980s the then ministry of Welfare, Govt. of India, realized the crucial need of an institution to monitor and regulate the HRD programmes in the field of disability rehabilitation.

However, these special schools have certain disadvantages which became evident as the number of these schools increased. These institutions reached out to a very limited number of children, largely urban and they were not cost effective. But most important of all, these special schools segregated children with special needs (CWSN) from the mainstream, thus developing a specific disability culture.

Legislation and Policy:

The Constitution of India (26 November, 1949), clearly states in the Preamble that everyone has the right to equality of status and of opportunity. The Article 41 of the Directive Principles of the Indian Constitution supports the right to work, education and public assistance in certain cases including disablement. Further, Article 45 commits to the provision of free and compulsory education for all children up to the age of 14 years. Based on this, the Constitution (86th Amendment) Act 2002 has been enacted by the parliament making education a fundamental right of all children in the age group of 6-14 years. Moreover the 93rd Amendment to the Constitution of India (now renumbered as the 86th), passed by the Lok Sabha on November 28, 2001, makes it mandatory for the government to provide free and compulsory education to "all children of the age of 6-14 years", with its preamble clarifying that "all" includes children with disabilities as well. Yet inevitably again, vital loose ends of such enabling legislation and policies are not tied up. The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with special needs with other groups. The objective to be achieved as stated in the NPE, 1986 is "to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence"

Integrated Education:

The concept of integrated education in India has emerged during the mid-1950s. It is based on the medical model of disability and it emphasizes placement of children with disabilities in mainstream schools. The major thrust is on attendance.

School based approach:

Consequent on the success of international experiments in placing children with disabilities in regular schools, the Planning Commission in 1971 included in its plan a programme for integrated education. The Government launched the Integrated Education for Disabled Children (IEDC) scheme in December 1974. It was a Centrally Sponsored Scheme aimed to provide educational opportunities to children with special needs (CWSN) in regular schools and to facilitate their achievement and retention. Under the scheme, hundred per cent financial assistance is provided to for setting up resource centers, surveys and assessment of children with disabilities, purchase and production of instruction materials and training and orientation of teachers. The scope of the scheme includes pre-school training, counseling for the parents, and special training in skills for all kinds of disabilities. The scheme provides facilities in the form of books, stationery, uniforms, and allowances for transport, reader, escort etc.

In spite of all these facilities, IEDC met with limited success — only a little more than 100 thousand CWSN have been covered. However, it was successful in creating awareness on the importance of integrating CWSN in the mainstream of education, a fact noted in the National Policy on Education, 1986.

The Persons with Disabilities (Equal Opportunities, Protections of Rights and Full Participation) Act, 1995 stresses the need to provide free of cost education to all children in an appropriate environment till they are 18 years old and further emphasize their right to measures like:

- a) Transport facilities to the students with disabilities or alternative financial incentives to parents or guardians to enable their students with disabilities to attend schools;
- b) The removal of architectural barriers from schools, colleges or other institutions imparting vocational and professional training;
- c) The supply of books, uniforms and other materials to students with disabilities attending school;
- d) The grant of scholarship to students with disabilities;
- e) Setting up of appropriate environments for the readdressed of grievances of parents regarding the placement of their students with disabilities;
- f) Suitable modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision;
- g) Restructuring of curriculum for the benefit of students with disabilities;
- h) Restructuring the curriculum for benefit of students with hearing impairment to facilitate them to take only one language as part of their curriculum.

Conclusion:

Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. Of late, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education in mainstream schools. The term “Special Need Education” (SNE) has come into use as a replacement for the term “Special Education”, as older one was mainly understood to refer the education of all those children and youth whose needs arise from disabilities or learning difficulties. The Statement affirms: “those with special educational needs must have access to regular schools which should accommodate them within child centered pedagogy capable of meeting these needs”.

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ATTITUDE OF B.ED., TRAINEES TOWARDS THE SMART PHONES BASED TEACHING AND LEARNING

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ABSTRACT: *The main objective of this study is to find out the level of attitude of B.Ed., trainees towards the use of smart phones to teaching and learning with respect to gender and educational stream. The survey method was adopted to collect the required and suitable data. Attitude towards the smart phones based teaching and learning was developed by the investigator to collect data. The investigator systematically selected 320 B.Ed., student from Ballari local colleges. For analyzing data percentage, mean are used. The major findings of the study are most of the B.Ed., trainers have moderate level of attitude towards using the smart phones. Female trainees have high attitude towards using smart phone, Science stream teacher trainees were higher attitude towards using smart phone compare to Arts and Commerce student trainees*

Introduction: - Teaching is both an art and science. Because of new inventions and innovative methods of teaching the teaching and learning process is very effective as compare to olden days. Today's modern classroom is opened to use of many new electronic gadgets and mass Medias. Smart phone is such a device it is a common object for all. It is very difficult to imagine a person without a mobile that too without smart phone. Increase in the use of mobile phone is wide spread from earth to space. The smart phone is inseparable part of the every individual. It is act as multimedia device because it can be connect to any other electronic devices so to input the data as well as out put the data. Through the smart phone and different applications (apps) one can easily get and share the information to the any corner of the world. For so many the smart phones is a small world. The smart phone is act as a scanner, act as camera, and recorder of both video and audio, note pad to write and store the information, as an alarm and clock, reminder, what not everything is available in smart phone.

Usually the use of smart phone in teaching and learning is quite common. Because mobile based instruction as a powerful instructional strategy which enhance the students participation in learning and at the same time it reduce the burden to teacher. It increases the student's memoryability to retain information because it presents multiple representations of a single concept. Static picture and land layouts are in sufficient in retaining the concepts for a longer period of time. The smart phone with interrupt facility instruction explores the concepts of a course by using new features and innovative examples in the audio visual text and animation techniques.

According to Parsons, mobile subscriptions are 6 billion globally. With abundance of knowledge the internet provides, mobile phones become an invaluable pathways for to get knowledge. The fact that these gadgets are well-liked by students make them one of the best tools to be adopted by educational institutions as well as teachers.

What is m-learning? Mobile learning (m-learning) though increasingly popular given to rise in mobile phone penetration and advances in wireless and 4 G technologies has been part of the education landscape for decades. During this time the term has been conceptualized in many ways from techno centric perspective, meaning the use of handheld electronic devices for educational activities in or outside the classroom, to more learner centric "processes of coming to know through conversations across multiple content amongst people and personal interactive technologies" (Sharples et al. 2017)

Review of related literature: -Many studies have demonstrated effectiveness of m-learning as support provided by mobile with interact facility increase the quality of instruction and enriches the content and results in higher interest in teaching achievement.

A 2008 review of m-learning for teacher training noted that the benefits of m-learning as describe in the literature, were the convenience and immediacy of learning that technology enables; and the motivation that comes from being empowered to take learning into one's own hands (pouzevara and khana2007). These benefits are still relevant, though with the rapid changes in technologies and data networks, a few additional benefits have emerged JISC, in their more recent m-leaning info kit. (JISC-2012) have compiled a list of 18 tangible benefits of mobile learning. These can be categorized in to four main themes i) Immediacy ii) accessibility iii) individualized iv) intelligence.

Need and significance of the study:- However the mastery over the content a teacher needs a proper means of deliver the content. The technology provides such an effective means of transfer the content among the learner. Not only transfer but also interaction is very effectively manage by the technology. So technological foundation for education is the essential in modern society. Educational technology is very much needed for our Indian classrooms. Conditions, as it are concerned with the problems of education and training and it is characterized by discipline and systematic approach to the organization of resource of learning. In B.Ed., course the technological foundations of education are starts as one of the core subjects. Therefore the teacher's attitude towards smart phone based learning and teaching plays a vital role for effective and efficient use of educational technology.

Objectives of the study:

- 1) To find out the level of attitude towards smart phone based learning and teaching among B.Ed., trainees.
- 2) To study the level of attitude towards smart phone based learning and teaching among B.Ed., students with respect to (a) Gender (b) Educational streams.

Methodology: The investigator adopted the survey method to study the problem.

Tools used: Attitude towards smart phones based learning and teaching scale developed by investigator and it was used to collect the data for the present study.

Sample: Systematic sampling technique was used for selecting the sample. The sample consists of 160 male and 160 female student trainees studying in 2nd year B.Ed., course at aided and unaided colleges of education. The sample size is 320

Statistics technique used:- For analyzing the collected data percentage, mean were used.

Analysis of data Table 1: - Level of attitude towards smart phone based learning and teaching among B.Ed., trainees.

Level of attitude	Frequency	Percentage
Low	72	22.50%
Moderate	160	50%
High	88	27.75%

From the above table it is clear that most of the B.Ed., trainees have moderate level of attitude towards smart phone usage in teaching and learning. From the data it is reveals that 27.75% of B.Ed., trainees have high and 22.50% of B.Ed., trainees have low level of attitude towards usage of smart phone in teaching and learning process.

Table2:- Mean value of attitude towards smart phone based teaching and learning with respect to Gender.

Variable	Group	N	Mean
Gender	Male	160	58.51
	Female	160	84.81

From the above table it is clear that Female B.Ed., trainees have high level of attitude towards smart phone usage in teaching and learning. From the data it is reveals that mean score of Female B.Ed., trainees is 84.81 and that of Male B.Ed., trainees is 58.51 this means the level of attitude towards usage of smart phone in teaching and learning process among the Female B.Ed., trainees is high as compare to Male.

Table-3 Comparison of Level of attitude towards smart phone based learning and teaching among B.Ed., trainees with respect to gender and education stream.

Variable	Groups	Number of trainees	Mean	Percentage	
				Male	Female
Education Streams	Arts	156	61.40	40	48
	Science	156	79.50	52	78
	Commerce	08	66.50	54	58

From the above table it is clear that Female Science B.Ed., trainees have high level of attitude towards smart phone usage in teaching and learning. From the data it is revealed that 78% Female Science B.Ed., trainees expressed their interest to use smart phones in teaching and learning process, over the 48% of Female arts B.Ed., trainees and 58% of Female commerce B.Ed., trainees. It is very clearly revealed that the percentage of Female B.Ed., trainees have high attitude towards smart phone usage in teaching and learning as compared to the percentage of Male students in their respective education stream.

Findings of study:-

- 1) The study results reveal that most of the B.Ed., trainees have moderate level of attitude towards smart phones based teaching and learning.
- 2) The female B.Ed., trainees have high attitude towards smart phone based teaching and learning compared to male students.
- 3) The female Science B.Ed., trainees have high attitude towards smart phone based teaching and learning compared to Female students of Arts and commerce.

Conclusion: Smart phones are the immediate and easily accessible device to use readily in the teaching and learning process as compared to other electronic gadgets. In the 21st century is the knowledge era, there is a lot of technologies has developed. The smart phone based teaching and learning is based on the philosophy of constructivism. So curriculum aim is also prepare the each individual a knowledge constructor instead of knowledge user. Constructivist model shift the focus of students from passive recipient of information to active constructor of knowledge. So the teacher-educator have to train students in order to enable them to take full advantage of the smart phones. Enhance the attitude of download the useful apps instead of miss leading apps among the student trainees.

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EFFECTIVENESS OF BLENDED LEARNING STRATEGY IN DEVELOPMENT OF PATRIOTISM RELATED VARIABLES AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT: *The objectives of the present research paper is to know the effect of blended learning strategy in the development of patriotism related attributes. Patriotism is a great value, almost all the educational reports recommended to develop this value by integrating with school curriculum. This article presents the conceptual understanding of patriotism and its significance. The method adopted is blended in flipped mode. It is an experimental study. The data obtained is analysed using 't' test and ANOVA. The result indicates that the blended learning method is effective in development of patriotism related attributes.*

Keywords: *Blended learning, Patriotism, National identity, civic participation, Level of patriotism.*

INTRODUCTION

Education should supplement the qualities required to help India stand as one of the developed nations. History is evident that it may be invention, discovery, winning war, adventure, or contributing to the economy, behind all this is a motive called patriotism. Patriotism is a magic bullet to all the issues related to the society. Patriotic spirit triggers competitive spirit to achieve excellence.

Essential qualities are to be incorporated among students to shape them into good citizens by teaching about patriotism to youth and children and making them active participants in society. School is the suitable and appropriate platform to infuse patriotism among students and thereby in society. Patriotism is not just a feeling, but it is to be reflected in our actions.

PATRIOTISM

The English term patriot is first attested in the Elizabethan era via middle France from Late Latin. (6th century) patriota, country man derived from Greek, it is an abstract noun. Patriotism means pertaining to the feeling of love towards one's co The Stanford encyclopaedia of philosophy. (2009). In this article patriotism is defined as love of one's country, identification with it, and special concern for its well-being and that of compatriots. It clarifies the distinction between Patriotism and nationalism, though they are often used interchangeably nationalism is aggressive, patriotism is defensive; it is a devotion to a particular place and a way of life one thinks best, but has no wish to impose on others (Orwell 1968, 362).

Patriotism is an important component of our identity. Patriotism is morally mandatory, or even that it is the core of morality. In the medieval and ancient period, India was divided into provinces and ruled by different dynasties. Therefore, loyalty was restricted to the group they belong. In modern days the social structure has changed and all the provinces are merged into united India

SIGNIFICANCE OF THE STUDY

The Kothari Commission (1964–66), was set up to formulate a coherent education policy for India. It aimed at increasing national unity, consolidating democracy, modernizing the country, developing social, moral and spiritual values. The national policy on education 1986 says "Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion. The common core elements, recommended in the NCF, were: the history of India's freedom struggle, constitutional obligations, content essential for the development of the national identity, common cultural heritage of India, democracy, secularism, socialism, gender equality, environmental conservation, removal of social barriers, the small-family norm and development of a scientific approach. Most of the areas that have been covered are directly linked with a human rights perspective.

For any lasting change to happen in the country society has to change in terms of its behaviour attitude & values The purpose of Social Studies' education process is not bringing up students who are isolated from society and are blind patriots. But school education should promote a sense of responsibility and mould the

behaviour of students to be civically engaged. They must be able to think critically and bold enough to criticize the decisions policies if they are not in favour of countries progress.

Therefore the researcher developed the blended learning module by integrating the lessons of social science with patriotic values.

OBJECTIVES

- To compare the effect of blended learning strategy and conventional method in inculcating the citizenship values related to patriotism.
- To investigate the interaction between ‘treatments’ and ‘gender’ with reference to developing patriotism related variables.

HYPOTHESIS

Null hypotheses is formulated to the above objectives

- There is no significant difference between blended learning strategy and conventional method in developing patriotism related variables.
- There is no main and interaction effect between ‘treatments’ and ‘gender’ with reference to developing patriotism related variables.

SAMPLING

Random sampling technique was followed. Two stateboard secondary English Medium schools of Shivamogga Taluk were identified. 9th class students were considered as sample for study.

INFLUENCING FACTORS OF PATRIOTISM CONSIDERED IN THE STUDY 1. THE BLENDED LEARNING STRATEGY:-

The blended learning strategy is a planned combination of face-to-face instruction and online learning. In the present study, blended learning refers to the pedagogical strategy in the flipped way i.e. lesson videos of social science are given at home, activities, and discussion is done in face-to-face classes.

The Perception about symbols of National Identity:- moderate to intense emotions that prepare participants to respond consistently in a favourable or unfavourable manner, their feelings related to national symbols. It is a person’s identity & sense of belonging to one state. It is not a born trait, it is the direct result of the presence of elements from the common point in people’s lives, national symbol, language; it helps to strengthen the feeling of oneness.

Awareness about the Constitutional Duties:- it is the understanding and familiarity and obliging of 11 citizen’s duties listed in Indian constitution.

The Level of patriotism:- Level of patriotism may be broadly categorized as Blind patriotism, and Critical/constructive patriotism the distinction between the two types is explained, as, blind patriotism is an attachment to the country that is characterized by unquestioning acceptance of its policies and practices and unquestioning allegiance. It is expressed in agreement with questions like “I would support my country right or wrong. Blind patriotism is defined as a relationship with country characterized by rigid identification, global positive evaluation, staunch allegiance, and intolerance of criticism. Constructive patriotism is defined as a relationship with country characterised by a more flexible identification, support for constructive criticism, and a desire to implement positive change.

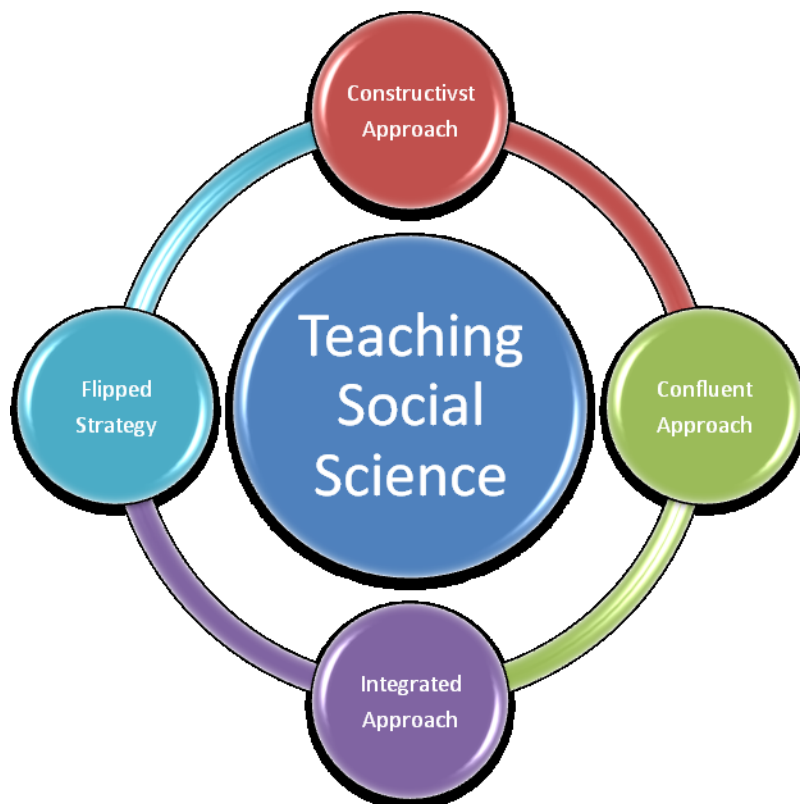
Civic participation:- It is the behaviour of frequent in nature to engage or participate in activities of national interest. Personal responsibility, individuals should feel to uphold their obligation as a part of any community, work to make a difference in the quality of civic life.

DEVELOPMENT OF THE TEACHING SOCIAL SCIENCE APPROACH WITH BLENDED INSTRUCTIONAL STRATEGY

The method of blended instructional learning adopted for present study is blend of ‘flipped’ and ‘confluent approach’ which is based on Bloom’s taxonomy, lower level objectives that is knowledge and understanding are presented outside the class, the video lesson watching outside the classroom and higher order objectives that is application, appreciation in face-to-face mode i.e. by discussion and objectives related to affective domain in face-to-face mode as well as practical assignments following ‘confluent

approach' by integrating values with the concepts of social science through activities of instructional module. Thus the present study blended learning model is a blend of flipped learning, confluent approach, integrated in the constructivist approach.

Figure - shows the Blended Learning Model



TOOLS

The following tools were developed by the researcher. The tools were standardised based on cronbach alpha value and for achievement test difficulty level and discriminative index were considered.

SL.NO	Name of the Tool	Developed by
1.	Perception about Symbols of National Identity Scale	Investigator
2.	Awareness about the Fundamental Duties of the Constitution Scale	Investigator
3.	Level of the Patriotism Scale	Investigator
4.	Civic Participation Scale	Investigator
5.	Reaction Scale	Investigator

STATISTICAL TECHNIQUES

The 't' test and 2-way 'ANOVA' was used to analyze the collected data.

ANALYSIS INTERPRETATION AND FINDINGS

Table -shows the post test scores of the students.

variable	Group	Df	t-value	Level of significance
Perception about symbols of national identity	Experimental	76	19.13	0.01
	control		3.06	
Awareness about fundamental duties of constitution	Experimental		9.406	
	control		2.43	
Level of patriotism	Experimental		13.44	
	control		1.63	
Civic participation	Experimental		17.13	
	control		1.39	

There is a significant difference between the post test scores of the experimental group and control group except in perception about symbols of national identity. Therefore it can be inferred that blended learning is more effective in developing patriotic related variables.

Table-Shows main and interaction effect between gender and treatment

variable	Group F value	DF	Group and Gender	Table value
Perception about symbols of national identity	80.88	1 & 74	1.58	6.99
Awareness about fundamentals values of constitution	31.33		3.32	
Level of patriotism	152.71		0.03	
Civic participation	289.2		3.85	

The above table reveals that blended learning strategy is more effective than the conventional method in developing the patriotism related variables. But there is no interaction effect between gender and treatment.

EDUCATIONAL IMPLICATIONS OF THE STUDY:-

The implications of the present study could be considered relevant for policy makers, curriculum planner’s administrators, teachers and students.

1. The study reveals that instructional method adopted in the experiment is effective in inculcating patriotic value among secondary school students. Therefore this method is to be adopted by the school teachers to develop patriotic attitude among the students.
2. The study presents a model of integrating online learning with face-to-face instruction in secondary schools.

3. The study highlights positive effects of the blended learning strategy over the the conventional approach in fostering patriotism related characteristics and social science objectives among secondary school students.

CONCLUSION

The study was an attempt to find the effect of the blended learning strategy on the development of patriotism related attributes among secondary school students. The findings revealed that the instructional module has positive impact in developing patriotic related variables along with subject knowledge. Blended learning strategy can be considered as one of the new initiatives of pedagogical approaches for integrating ICT and confluent approach in social science. This is also effective in bringing inclusive attitude among students which in turn help in creating inclusive society.

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A Study of Professional Courses & Work Commitment of Teachers in UG & PG (B.Ed. & M.Ed.), Colleges

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ABSTRACT: *The teachers in India constitute one of the third largest service sectors. Science professional is no longer a training progression but an education line of attack for enabling teachers to teach and apprehension for their welfare. NCTE (1988) has pointed out that teacher education programmed shall focal point on competencies and commitment in much greater importance. It calls for bringing out a revolution in teacher preparation strategies. This large work force needs to appropriate training and orientation. Presently, India is having a large number of institutions for teacher education in UG & PG, more than 3,000 elementary teacher education institutions, colleges of teacher education and departments of education are engaged with number of students in teacher training. According to NCERT courses there are varieties types of learning experience give to the teacher trainee at college level and post graduate level in peer group by teacher educator during the teacher education preparation.*

Keywords: *Commitment, Education, NCTE, Professional course, work commitment, Teacher trainee*

1. Rational of the study

Teacher education programme is the most effective and verities of experiences where, teacher education provide them continuous feedback to make their professional growth as well as teacher trainees are also notes their lessons and give them necessary practical continues changes for the best kind of teacher hood. The role of the teacher trines are most crucial because at this stage they have to learn and to follows to work nature of the professional matter of commitment, Either it is a directly or indirectly among the teacher trainee. From the above related work nature it is also noted that the teacher commitment is the best predictor of job satisfaction among college teachers and stay-back is the factor which is most highly and significantly related to commitment. In the field of the education Professional Work Commitment should be the key point, which will be useful to predict about the feature performance of the teacher trainee with reference to teacher education. Hence the present study was under taken to identify the responsible variables and factors regarding the Professional Work Commitment of teacher in colleges.

2. Review of literature:

Goyal (1980) indicated that a large majority of teacher educators were favorably, inclined towards their profession, satisfied in their job but not well adjusted as well as low professional interest. Hung and **Liu (1999)** indicated that stay-back is the factor which is most highly and significantly related to commitment, and it was also noted in the study that other factors like marital status and age found to be significantly related to commitment. **Choudhary (2007)** indicated that no significant difference exists between job satisfaction and professional awareness. High educational qualification has not found any significant difference between job satisfaction and professional awareness. **Usha and Sashikumar (2007)** indicated that teacher commitment is the best predictor of job satisfaction among college teachers. From the above research it is conclude and noted that the teacher commitment is the best predictor of job satisfaction among college teachers and stay-back is the factor which is most highly and significantly related to commitment. In the field of the education Professional Work Commitment should be the key point.

3. Objectives of the study

The objectives of the present research were:

1. To study the level of Professional Work Commitment of Teacher Trainee of B.Ed. & M.Ed college.
2. To study the Professional Work Commitment of Teacher Trainee in relation to following background variables:
 - (i) Gender
 - (ii) Academic Qualifications
 - (iii) Habitat
 - (iv) Educational Background

4. Hypotheses of the Study

Hypotheses of the present investigation were:

- a. There will be no significant variations between mean score of Male Teacher Trainees and Female Teacher Trainees on the Professional courses & Work Commitment of Teachers in Trainee Scale.
- b. There will be no significant difference between mean score of Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Professional Work Commitment of Teacher Trainee Scale.
- c. There will be no significant difference between mean score of Urban-Area Teacher Trainees and Rural-Area Teacher Trainees on the Professional courses & Work Commitment of Teacher Trainee Scale.
- d. There will be no significant difference between mean score of Science Teacher Trainees and Non Science Teacher Trainees on the Professional courses & Work Commitment of Teacher Trainee Scale.

5. Delimitations of the Study

The study has been delimited to the Teacher Trainees of Teacher Education, Institutions of from the Gulbarga University, during the year of 2013-2014. The study has been delimited to following dimensions of Professional Work Commitment of Teacher Trainee Scale: (a) Gender (b) Academic Qualifications (c) Habitat (d) Education background.

6. Population and Sample of the Study

The population of the study was the Teacher Trainees of five colleges of Gulbarga University. The sample of 50 male teacher trainees and 50 female teacher trainee, for the study was selected by using random sampling method of 10 male and 10 female teacher trainee were selected randomly.

7. Tools of the Study

To collect the data for the present investigation the investigator had constructed named as 'Professional courses & Work Commitment of Teacher Trainee Scale' using five point scale measurements with twenty six items related to commitment of the student towards the teaching profession. Professional course & Work Commitment of Teacher Trainee was circulated to the eight teacher educator for the validity of the tool. The split-half reliability calculated which was found 0.712.

8. Data Analysis

The tabulation and statistical calculations were made for analysis and interpretations of data. The t-test was employed for the comparison of two groups. The analysis and interpretation of the data have been presented as under.

8.1 Effect of Gender on Teacher Trainees' Perceptions

It is evident that the obtained t-value 1.56 had not reached the 0.02/ 0.06 level of significance. Hence, this has accepted the (a) which was stated as "*There will be no significant difference between mean score of Male Teacher Trainees and Female Teacher Trainees on the Professional courses & Work Commitment of Teacher Trainee Scale.*"

8.2 Effect of Educational Achievement on Teacher Trainees' Perceptions

It is evident that the obtained t-value 3.87. Thus, mean score Post Graduate Teacher Trainees on Professional Work Commitment of Teacher Trainee was found to be significantly higher since the obtained t-value had reached the 0.02 level of significance. Hence, this has rejected the (b), which states as "*There will be no significant difference between mean score of Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Professional course & Work Commitment of Teacher Trainee Scale.*"

8.3 Effect of Habitat of trainee on Teacher Trainees' Perceptions

It is evident that the obtained t-value 0.09 had not reached the 0.02/0.06 level of significance. Hence, this has accepted the (c), which states as *"There will be no significant difference between mean score of Urban-Area habitat Teacher Trainees and Rural-Area habitat Teacher Trainees on the Professional courses & Work Commitment of Teacher Trainee Scale."*

8.4 Effect of Educational Background on Teacher Trainees' Perceptions of Professional Work Commitment of Teacher Trainee

It is evident that the obtained t-value 1.03 had not reached the 0.02/0.06 level of significance. Hence, this has accepted the (d), which states as *"There will be no significant difference between mean score of Science Teacher Trainees and Non Science Trainees on the Professional courses & Work Commitment of Teacher Trainee Scale."*

9. Findings

From the above research findings of the study are given as under.

- (1) No significant difference was found between the mean scores of Male Teacher Trainees and Female Teacher Trainees on Total Scores of the Professional courses & Work Commitment of Teacher Trainee Scale.
- (2) The mean scores of Post Graduate Teacher Trainees were found to be significantly higher than the Graduate Teacher Trainees on Professional Work Commitment of Teacher Trainee Scale.
- (3) No significant difference was found between the mean scores of Rural Teacher Trainees and Urban Teacher Trainees on Total Scores of the Professional courses & Work Commitment of Teacher Trainee Scale.
- (4) No significant difference was found between the mean scores of Science Teacher Trainees and Non Science Teacher Trainees on Total Scores of the Professional Work Commitment of Teacher Trainee Scale.

10. Conclusion

From the above findings it can be concluded that the Post Graduate Teacher Trainees differed in their perceptions regarding Professional courses & Work Commitment than the Graduate Teacher Trainees. They were found to have higher motivation for achievement. No significant difference was found between the male and female teacher trainees and teacher trainees of Rural Area and teacher trainees of Urban Area as well as educational background of science and non science. Hence it is necessary to provide necessary healthy academic feedback to graduate teacher trainee and reinforce and promote to them for the feature required profession needs and prepare them for the feature professional competencies.

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REVIEW OF TEACHING SOCIAL JUSTICE IN CLASSROOM TEACHING

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ABSTRACT: *Social justice is about reciprocity between the individual and society. Individuals owe the society in which they live, and the society owes individuals certain benefits. It begins the question, how should opportunity be distributed among everyone That's a topic ripe for exploration in classrooms by teaching social justice in your classroom, you afford your students the opportunity to engage in authentic examination of their world and make positive changes. However, notions of standardization and homogenization that tend to ignore their diverse voice, make transaction in the classroom an alienating experience for them. Your classroom, regardless of the content you teach, can be an incubator for social justice discussions. Schools now include vast numbers of culturally diverse students, who were once excluded. However, notions of "standardization" and "homogenization" that tend to ignore their diverse voice, make transaction in the classroom an alienating experience for them.*

Keywords: *Homogenization, Reciprocity, standardization, Social justice.*

INTRODUCTION:

The notion of social justice pedagogy has become pertinent in education, especially in urban communities that have a history of being oppressed through schooling. To practice social justice teaching and learning practices is to truly see students for who they are and where they come from. But what does it mean to see students. Seeing students requires teachers to recognize them as valuable contributors to the classroom space, as opposed to social, cultural, and academic burdens on the so-called master in the room called the teacher. A social justice education is centered in democracy and the freedom to exercise one's full humanity. Conceptions of equity and democracy have always been practically and theoretically connected to the field of education, which is often perceived as the greatest human equalizer. Although there is some truth to this, it is important to understand that the notion of meritocracy is flawed, especially when you come from economically marginalized communities. If you work hard and get straight as in school, it does not automatically mean that you will attain social mobility. This is the very nature of capitalism: Somebody wins, and many people lose. This is particularly true if you are from a poor or working-class community.

CLASSROOM OPPORTUNITIES:

Almost any controversial issue can be an opportunity to discuss and understand its implications through the lens of social justice. These issues could be localized, like which students should be selected for participation in the talent show, or they could have a broader scope and impact, like whether countries should control immigration. Exploring events through social justice requires that your students apply critical thinking in authentic scenarios. Students make connections to real-world challenges using skills learned in class. Some of the skills required include a) Differentiating between fact and opinion to determine what is true. b) Examining diverse points of view to look at an issue from all sides c) Developing a personal perspective based on accurate comprehension.

SOCIAL JUSTICE ACTIVITIES

Children often have a keen sense of fairness. You can use social justice lessons to help them call out what's fair and what's not. Try lessons like these to get your students thinking about social justice:

- **Outside-inside.** Give pairs of students a piece of fruit. Ask them to describe the outside, including any distinguishing marks. Have them peel their fruit and toss it a large bowl with all the others from class. Encourage your students to find their fruit. The object of the lesson is to show that people are like the fruit. Our exteriors are different, but the insides are the same.
- **Who's job is it?** Teach gender and racial stereotypes by talking about different careers. Who traditionally holds these jobs? Have students explore salary differences between genders and discuss whether the differences are warranted.
- **Seeing both sides.** Bring a current policy or law into the classroom for discussion. For example, have your students consider bicycle helmet laws, the dress code policy, or a contentious state law. Talk

about the facts and opinions surrounding the law or policy. Consider all points of view as you have students look at multiple points of view. Ask your students to develop their own stance regarding the issue.

A caveat when teaching social justice

Remember that lessons on social justice are less about your opinions and more about helping your students uncover and express theirs. Because the topics you discuss may be controversial, include your campus administrator in what's going on. They can help to identify possible challenges and work with concerned parents. As you begin to incorporate social justice connections in your curriculum and lessons, you may begin to see the world with changed eyes. Teaching social justice in the classroom may change how you and your students perceive the world or even the slant in teaching materials. From there, you and your students can decide how you want to be the change in the world.

We learn curricular theories from the likes of John Dewey and bell hooks. We use these theories as lenses to better understand ourselves, those who are different from us, and the various communities we all represent. Through this process, students begin to come to terms with the ways that their own education has been oppressive, while thinking through solutions for not repeating the cycle, once they step into the classroom. However, I must admit that this work is not easy, primarily because many people think that social justice education is optional, something cool to do during a special professional-development session. As I continue to push for social justice education across all urban teacher education courses, everyone initially agrees to do this work. But agreeing and implementing social justice pedagogy are two different things.

One can agree that education is a great human equalizer, yet there are still schools that have significantly fewer resources and less funding than others. There are still many students, predominantly Black and Brown, who are stereotyped as "below standard" before they are loved, taught, and respected. Teachers are still underpaid and overworked, often blamed for all of the failings of the public education system. However, the problems of the public education system are layered and connected to policymakers, school districts, parents, teachers, students, and deeply entrenched racist ideologies. A surefire way to penetrate the racialized and class-based problems of urban school systems is by adopting a social justice pedagogy.

EDUCATOR FOR SOCIAL JUSTICE:

A lot has been discussed and written about being an "educator for social justice." What does that really mean? Social justice is recognizing and acting upon the power that we have for making positive change. Teachers do this every day in many ways. And, in order to take that idea to the next level, teachers might include classroom practices that will make this dynamic explicit. It's a good idea to give students opportunities for seeing how positive change happens and how they can be both actors and leaders in creating change. It is also important to note that many of the practices that demonstrate a social justice orientation are also reflective of best practices in teaching. Social justice is not an "add on" for classrooms. Teachers can both maintain high-quality content instruction and create a classroom with a social justice orientation. Also, a social justice orientation is appropriate for all classrooms. This isn't something that just gets done in diverse classrooms, or classrooms that lack diversity, or urban classrooms, or any other special category of school. It is a way of teaching and being that supports high-level thinking and learning throughout our lives.

CONNECTING TO STUDENTS' LIVES

When making curricular decisions, consider, value, and build on the diverse prior learning experiences of your students. This can be as simple as knowing a little bit about every student's background, if they are coming from another school, or if they have an interest in a particular area. Acknowledging and showing that you value what students are already bringing to the classroom is an important step in creating a classroom for social justice.

Linking to Real-World Problems and Multiple Perspectives

Make what you are teaching relevant to what is going on in the world. The classroom walls aren't magical barriers to the realities outside of them. If there's something happening in the news that you can link to your content, do it. Choose something controversial, or ask your students if they have questions regarding anything they have been hearing about. Chances are that someone is going to mention teacher strikes, honeybee decline, trash pick-up, even the events in Gaza or Robin Williams' death. This is an opportunity to teach children high-level thinking skills:

CREATING CLASSROOM COMMUNITY

Create opportunities for students' voices to be heard. They need to be taught how to participate in a discussion. As teachers, we can encourage both sharing one's own ideas and responding to the ideas of classmates. The teacher's role is to use questioning that can help students make connections between the

big ideas that inform the lesson content. Classrooms can also provide time for collaboration toward a common goal. Teach students to be "academic siblings." We all know that sometimes siblings get on each other's nerves, but ultimately you know that you can count on your siblings to have your back, be honest with you, and support you. Also, teachers can take a critical look at the materials in the classroom. Do the books, stories, and other curricular materials present one specific narrative? If they do, revamp what you have to be sure that your materials include examples from diverse aspects of society, including ethnicity, religion, language, gender, ability, sexual orientation, and socio-economic status in a non-stereotypical manner.

INCLUDE AUTHENTIC ASSESSMENTS

Authentic assessments are opportunities for students to write for real audiences, share knowledge with a wide audience, and engage in the kind of work that occurs outside the classroom. For instance, if you are having students learn how to write letters, be sure they actually get mailed to a real person. A few years ago, I saw a classroom where students wrote letters to a fictional zookeeper. They went into the teacher's homework pile. Although the letters were fine, I suggested that the students revise them and send them to an actual zookeeper. As they made these revisions, the students learned that a zoo has multiple zookeepers for different animals. They each decided which zookeeper they would send letters to. That led to researching the animals in that zookeeper's care. The letters were richer, more personal, and just plain better. And then, they got responses! Getting those responses taught the students that they could make things happen in their world that they could be agents of change.

There are many other ways that you can be an advocate for social justice in your classroom. I have suggested just a few. It's also important to note that you don't need to do all of them in order to have a social justice orientation. As you think about your classroom, try to find small ways to include the ideas outlined here within the practices that you know will work best for you and your students.

This article provides a summary of social justice in education, with an overview of definition and theory, practical applications, and contesting viewpoints. While social justice is an idea with roots in ancient Greek philosophy, as a more formalized area of study within education, it is a much more recent development. Given the field's evolving nature, little theoretical consensus exists; the significant influence of postmodernism has only encouraged fragmented viewpoints and multiplicity of perspective. Nonetheless, the practice of social justice, and particularly its practice in the classroom, is a growing trend. Educators are designing curricula and activities specifically with the aim of eliminating forms of oppression such as racism, classism, and sexism. Such efforts have not been undertaken without controversy; many believe that the classroom isn't the appropriate environment for what are sometimes perceived as political agendas. Such debate taps into larger disagreements about the fundamental purpose of schooling.

SOCIAL JUSTICE PRACTICE IN THE CLASSROOM

Educators are often motivated by an admirable but frankly rather vague commitment to "social justice." They are passionate about achieving social justice both through their own efforts, by helping traditionally underserved students gain the academic skills needed to gain admission to college, or by revising discipline policies that disproportionately punish black boys and by teaching their students to fight for social justice on their own behalves. But what "social justice" means in general, and how it applies to any particular educational context, is at best ill-defined.

Consider a discipline policy that disproportionately punishes black boys, for example. Under a theory of justice that prioritizes equal outcomes, this discipline policy is clearly unjust. If black boys are refused permission to attend field trips, forced to clean the school during detention, and suspended from school at rates three times that of white boys, say, then egalitarian principles of justice are clearly violated. On the other hand, the discipline policy may be perfectly just as a procedural matter. If the behavioral expectations are clearly spelled out and reasonable, if the consequences are applied to all violators equally, and if students' due process rights are fully recognized, then the demands of procedural justice are met. Disparate outcomes may be unfortunate, but they do not violate the norms of procedural justice. (This is the classic contrast between consequentialist and deontological theories.) Still other analyses are provoked by other theories of justice, including for example caring, restorative, and cultural theories of justice. Rights-based theories also swing one way, while communitarian, feminist, and race-conscious theories may swing other directions. Asserting that justice matters, therefore, does little in and of itself to clarify what action must be taken in this or any other case.

Thus far, most political theorists will nod in recognition but not find any of this novel. The intended intellectual contribution of this project, however, is not mono-directional. The point is not merely to apply theories of justice to case studies of educational practice and tell educators what they must do (or even what

constellation of possible approaches is justifiable). Rather, these case studies of dilemmas within schools have the potential to inform and deepen the theories of justice themselves. Most writing about educational justice examines large-scale distributions of goods: resource allocations among schools or districts, for example; funding for “regular education” versus special needs students; whether educational outcomes need merely reach an adequacy threshold or should be equalized across groups. The most frequently analyzed school-level dilemmas tend to focus on competing rights claims: for example, the rights of religious families vs. states vs. students themselves to determine the content of the curriculum or the circumstances under which they learn it. These are all important dilemmas, and their consideration has contributed significantly to the development of theories of justice that are sensitive to educational issues. But there is much more to learn about the nature of justice itself, as provoked and illuminated by school-based dilemmas, than has been explored thus far in the political theory literature.

Consider the following situations, for example, all of which are likely to feel familiar, even pedestrian, to most public school educators, but which have not received substantial attention from political theorists:

Some teachers are particularly gifted at reaching students who pose behavioral, cognitive, linguistic, or emotional challenges. When class rosters are drawn up during the summer, these teachers are hence assigned an overabundance of these “challenging” students. Many of these gifted teachers are happy to have their skills recognized; they enjoy reaching children others can’t; and the students and their families are profoundly grateful to be assigned to such a class. But these teachers are starting quite literally to pay a high price for their willingness to take on a supermajority of “hard-to-teach” students. In a world governed by “value-added” measures where teachers are rewarded for how much growth each individual student demonstrates over the course of the year, these teachers often flunk. Because they have both fewer students who progress at a “normal” let alone “advanced” rate, and because their classes as a whole face greater educational and managerial challenges, these teachers fail to “add value” in such a way as to earn merit pay bonuses--or even to keep their jobs--that their colleagues earn readily while teaching an easier group of students.

CONCLUSION:

A final way in which schools complicate theories of justice is in the pedagogical interplay among structures and policies, on the one hand, and students’ conclusions about the nature of justice, on the other. Schools are intrinsically educative places. Students learn as much from how they and others are treated, for example, as from the overt, subject-oriented curriculum. The other aspect of justice in schools that will be addressed in this project, therefore, is how students learn about justice in schools, and what we can learn from these approaches about the nature of justice itself.

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Impact of Education on Empowering Girls of Prospective Teachers

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ABSTRACT: Education does impact on human development along with economic development and also greatest impact on democracy. Education is the only way a girl can be an informed citizen, leading the way for her to having her voice heard in the society. Education also provides a better overall quality of life. With the importance of education investigator study the level of Girls Empowerment of Prospective Teacher of Mandya city. Simple Random technique used to select the sample of 351 B.Ed prospective teachers from 3 B.Ed colleges of Mandya city. The result revealed that 57% of prospective teachers had high level of girls empowerment, only 14% of them were low level of girls empowerment. There was no significant difference between graduates and postgraduates and also aided and unaided institution prospective teachers. There was no significant difference between science arts and commerce prospective teachers.

Keywords: Homogenization, Reciprocity, standardization, Social justice.

WHEN YOU EDUCATE A GIRL YOU EDUCATE A NATION

Introduction

Education is a basic human right that should be exercised fully in all nations, but for many girls in India, attending school is not an option. A girl's education is an essential starting point in establishing equality everywhere. Despite the Indian Constitution guaranteeing equality before the law and also non discrimination on the basis of sex. According to the 86th constitutional amendment act, 2002, free and compulsory education for all children in the 6-14 years age group is now a fundamental right under article 21 A of the Indian constitution. India remains a patriarchal society. Male inheritance and property ownership, early marriage, dowry, honor crimes, lack of girl's education, violence against women and trafficking are all serious issues in the country. There are schools, but most girls do not attend, often because of religious reasons or cultural pressures. According to Nelson Mandela- Socialization of the girl child in India seems to have followed a set pattern where she has been trapped and molded by deep rooted combined cultures of patriarchy and hierarchy. Women as such can be considered as a population at risk because of their limited access to resources and opportunities and their systematic exclusion from the position of decision making. What is more important is that the process of exclusion tends to start at the grass root, the family level. Herein a girl child is subjected to kind of languages practices, which patronize exclusion of various natures at variety of levels.

Education for girls is widely regarded as the best single investment that most developing countries could make. Female education is associated with more opportunities for women, better family health and nutrition, lower maternal and child death rates, and lower birth rates. Educating girls helps to make communities and societies healthier, wealthier and safer. A girls education is less likely to be valued, and she's more likely to be forced into early marriage, face violence or be stolen by traffickers. Her childhood cut short in life and future at risk. A girl's education changes everything. An educated girl is more likely to grow up healthy, safe and empowered to determine the course of her life and future. She'll decide when she's ready for marriage and children. She'll likely send her children to school and even live a longer life. National Programme for Education of Girls at Elementary Level (NPEGEL): This programme was launched in July, 2003. It was an incentive to reach out to the girls who the SSA was able to reach through other schemes. This scheme has covered 24 states in India. Under the NPEGEL, "model schools" have been set up to provide better opportunities to girls.

Essential elements of quality education for girls

- The Schools/ institutions – is a school within a reasonable distance; does it have proper facilities for girls; is it a safe environment and commute; is it free of violence? If not, parents are unlikely to ever send their daughter to school.
- The Teachers – is there a teacher; are they skilled; do they have appropriate teaching materials? Is it a female teacher? Are there policies to recruit teachers from minority communities? If not, girls may not learn as much at school and drop out.

- The Students – is she healthy enough; does she feel safe; is she free from the burden of household chores or the need to work to supplement the family income; is there a water source close by? If not, she may never have a chance to go to school.
- The Families – does she have healthy parents who can support a family; does her family value education for girls; can her family afford the cost of schooling? If not, economic necessity may keep her at home.
- Societies – will the family's and the girl's standing in the community rise with an education; will new opportunities open up? If not, an education may not be in the family's interest.
- The Governments – does the government provide adequate resources to offer sufficient school places; do salaries reach the teachers; do teachers receive quality training; is the government drawing in other agencies to maximize the provision of schooling; is there a clear strategy and budget based on the specific situation faced by girls? If not, the conditions above are unlikely to be fulfilled.
- Donors – are donors supporting governments to provide adequate resources; do donors contribute to analyzing and addressing the challenges girls face; are donors conscious of local customs and traditions; are donors prioritizing the countries' needs rather than their own agendas or existing programmes? If not, governments may simply not be in a position to provide a reasonable chance for all girls to get a quality education.

Concept of Education and Empowerment

Formal education has substantial contributions to improve gender identity through the removal of sexual stereotypes in textbooks. The fostering of positive gender identities through the curricula and retraining of teachers to be gender sensitive, and also the provision of nonsexist guidance and counseling are the possible elements for crucial antecedents of empowerment. It prefer to reserve the concept of empowerment for behaviors that tie understanding to a clear plan of action to vindicate the rights of girls . If the concept of empowerment is freely applied to changes that are only cognitive or psychological empowerment would not necessarily have to be translated into a collective dimension. Girls Empowerment is associated with decision making roles on employability, family health, social participation, self confidence, leadership and their legal rights.

Girls Empowerment through Education

Education as means of Empowerment of Girls. It can bring about a positive attitudinal change. It is therefore, crucial for the socioeconomic and political progress of India. The Constitution of India empowers the state to adopt affirmative measures for prompting ways and means to empower women. Education significantly makes difference in the lives of girls and women. Women Empowerment is a global issue and discussion on women political right are at the fore front of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the international women conference at NAROIBI in 1985. Education is milestone of girls and women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So it can't neglect the importance of education in reference to girls and women empowerment. To see the development in women education India is supposed to upcoming super power of the world in years. Example Indira Gandhi, Prathibha Patel, Nirmala sitaram, shushma swaraj, Kiran bedi, Sunitha williems, Kalpana chawla, chief air marshal The increasing change in women education, the empowerment of women has been recognised as the central issue in determining the status of women in becoming super power it is important to concentrate upon the girls education. By which it will force on women's empowerment.

As per united national development fund for women (UNIFEM) the term women's empowerment means:

- Acquiring knowledge and understanding of gender relations and the ways in which these relations may be changed.
- Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's life.
- Gaining the ability to generate choices exercise bargaining power.
- Developing the ability to organize and influence the direction of social change, to create a more just social and economic order, nationally and internationally.

Thus, empowerment means a psychological sense of personal control or influence and a concern with actual social influence, political power and legal rights.

Rationale of the study

Women and girls in the developing world are often denied opportunities for education and limits prospects, decreases family income, reduces health, puts women and girls at risk of trafficking and exploitation, and limits the economics advancement of entire countries. Education for girls and women is the single most effective way to improve the lives of individual families as well as to bring economic development to poor

communities worldwide. Education is essential to prepare adolescent girls for healthy, safe and productive transitions to adulthood. However, adolescent girls in much of the developing world are underserved by the education sector too many are not in school, or are not receiving a quality, relevant education in a safe and supportive environment. Girls, world over face discrimination just for being born a daughter and not a son. Teacher role is very much important to eradicate the gender inequality and importance of girls education in the world from grass roots level to higher education. On the basis of above obstacles investigator decided to study the Empowerment of Girls on the topic “**Impact of Education on Empowering Girls of Prospective Teacher**”.

Objectives of the study

- To study the level of Girls Empowerment of Prospective Teachers
- To study the Educational levels (Graduates and Post graduates) of Prospective Teachers
- To study the significance difference between subject of study of Prospective Teachers
- To study the significance difference between aided and unaided Prospective Teachers.

Research question

What is the level of Girls Empowerment of prospective teachers?

Hypothesis of the Study

There is no significant difference between Educational levels (Graduates and Post graduates) of Prospective Teachers

There is no significance difference between subject of study of Prospective Teachers

There is no significance difference between aided and unaided Prospective Teachers

Methodology

This study was descriptive nature and normative survey method investigating Girls Empowerment of prospective teachers.

Sample of the study

Simple Random technique used to select the sample. 351 B.Ed prospective teachers from 3 B.Ed colleges of Mandya city

Tools used in the study

Girls Empowerment is associated with decision making roles on employability, family health, social participation, self confidence, leadership and their legal rights. Girls Empowerment test was constructed by the investigator. The test comprises of 30 items having 3 categories viz., ‘Yes’, ‘No’, and ‘Undecided’ assigned scores are 3, 2 and 1 respectively

Educational Levels means, B.Ed Prospective Teachers Educational attainment that is Graduates and Post Graduates

Statistical Analysis used in the study

Percentage analysis, Mean, Standard Deviation and ‘t’ test were used to assess the significant difference between graduates and post graduates, and Aided and unaided institution. F- ratio was used to assess the significant difference between Science, Arts and Commerce prospective teachers.

Data Analysis

Research question

What is the level of Girls Empowerment of prospective teachers?

Table 1

What is the level of Girls Empowerment of prospective teachers?

Sl no	Levels	Number of Prospective teachers	Percentage
1	Above average (Mean +sd)	199	57%
2	Average (Mean+sd to mean - sd)	102	29%
3	Below average (Mean -sd)	50	14%
		351	100

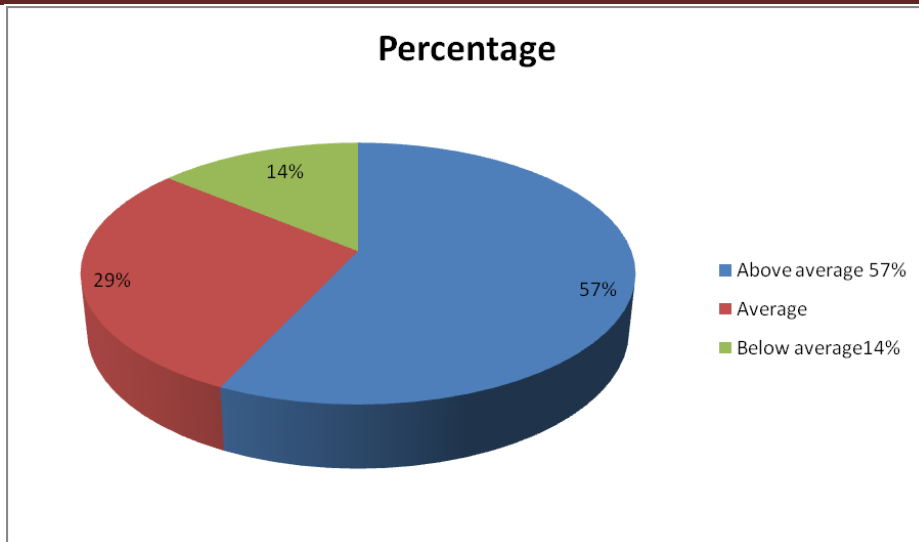


Table no 2
Difference between Graduates and Post graduates prospective teachers towards Girls Empowerment

Gender	Sample size(N)	Mean	Standard deviation	t-value	Result
Graduates	255	92.431	7.741	0.482	Not significant at 0.05 level
Postgraduates	96	91.278	6.993		

From the table no 2 it is clear that the obtained t value 0.482 is not significant at 0.05 level. So the null hypothesis is accepted and it is concluded that there is no significant difference between the graduates and post graduates prospective teachers towards Girls Empowerment.

Table no 3
Difference between Arts, Science and Commerce prospective teachers towards Girls Empowerment

Subject of study	N	Mean	SD	df	F-value	Result
Arts	136	91.670	6.891	92	1.604	Not Significant at 0.05 level
Science	180	90.327	5.721			
Commerce	35	91.602	6.942			

From the table no 3 it is clear that the obtained F value 1.604 is not significant at 0.05 level. So the null hypothesis is accepted and it is concluded that there is no significant difference between Arts, Science and Commerce prospective teachers towards Girls Empowerment.

Table No 4
Difference between Aided and Unaided prospective teachers towards Girls Empowerment

Institution	Sample size(N)	Mean	Standard deviation	t-value	Result
Aided	94	90.247	7.825	0.729	Not significant at 0.05 level
Unaided	257	90.821	8.417		

From the table no 4 it is clear that the obtained t value 0.729 is not significant at 0.05 level. So the null hypothesis is accepted and it is concluded that there is no significant difference between the Aided and Unaided prospective teachers towards Girls Empowerment.

Educational implication:

Education for a girl child means making the next generation well educated, full of virtues, free from the useless superstitions, confident and capable to do something good for the family, for the society and for the country as a whole. The present day girl is the mother of tomorrow. She is the most crucial and reverend entity. She must be given all the necessary education. Ignoring her, keeping her illiterate means we are creating an illiterate and ignorant generation. So it is perfectly true that educating a girl child means educating family. Development cannot be accelerated unless girls are given right education in right direction.

The Responsive Education System to the Girls

1. Ensure access to schools
2. Increase proportion of woman teachers
3. Training to enhance gender sensitivity of teachers
4. Develop gender sensitive and relevant curriculum & textbooks.
5. provide supportive structures such as Early Childhood
6. Care and Education centres
7. provide alternative learning facilities
8. Ensure basic facilities in schools—toilets and drinking water
9. Generate Community Demand for Girls' Education
10. Motivation and mobilization of parents and community
11. Enhance the role of woman and mothers in school related activities
12. Ensure people's participation in school committees
13. Strengthen links between the school, teachers and Community

Conclusion

Education of a girl is very essential for a nation. It is one of the most powerful tools to change the position of women in the family and also in society. An educated girl is respected by all. She has the ability to make people to listen to her view and follow her. Development of our country or society mostly depends on the empowerment of girls. By establishing schooling, colleges, universities for girls and women will help them to provide knowledge and education. Free books, scholarship, school uniforms, hostel facility, boarding and lodging will help for more. Girls for education. Mid day meals, stipend for BPL (Below Poverty Line) families related girls. Attendance based scholarship will help in girls education. EFA Education For All programme is providing different facilities to uplift education for girls. These will help in girls education specially women empowerment in our society. It shows that Government will have commitment to ensuring that more girls get into school. There are many examples showing how good policies on girls' education have made little difference at school level. This may be because they are not prioritized and it is mandated by central and state governments. Good teachers with the right knowledge, understanding and experiences are required in governments to implement successful plans for girls' education. The impact of education on girls is extraordinary. Education sustains human values. It forms the foundation for learning and critical thinking. Education also provides skills for girls to become more self-reliant and provides them with more opportunities. Empowerment means moving from a weak position to exercise a power. The education of girls is the most powerful tool to change the position of society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family and society.

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Written Communication Skills Depends on Language Teaching & Language Testing

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ABSTRACT: Writing is one of the two productive skills that a learner is expected to achieve in order to ensure his communicative competence. The communicative competence of the learner should be tested with respect to the productive skills viz., speaking and writing. In writing and speaking the language learner is engaged in communicating his ideas and feelings. Speaking is a kind of give and take situation between the speaker and listener exists. In case of writing, the message communicated has a higher degree of finiteness and this skill requires real proficiency if the communication has to be effective. Before a learner attains a stage of being able to effectively communicate in the target language, he should have acquired sufficient mastery in its vocabulary and grammar. Only then the learner must make efforts to attain an optimum degree of precision of expression, fluency and style. However the initial stages of writing begin from the formulation of characters of the script of the target language. Therefore, the testing of writing skill in the context of second/foreign language learning should begin from the formation of characters to the testing of the learners' proficiency in expression, use of appropriate styles, vocabulary and accurate use of the structure of the target language.

Keywords: Writing skills, Communication, Second Language, Vocabulary, Grammar

Introduction:

Language exists in two forms, the spoken and the written. The 'new' language teaching methods introduced during and immediately following the Second World War have led us to change our order of priorities, and this present-day emphasis on the spoken form of the language is now reflected in our testing as well as our teaching of second languages. The teaching of writing as an integrated process will, like the teaching of reading, normally be deferred until rather advanced courses in English a second language. During the early stages of learning, written exercises will generally be used simply to reinforce the learning of specific grammatical points or lexical items; only later will writing be treated as an end in itself-as a complex skill.

Writing process has been analysed in many different ways. The following five general components of writing skills are:

1. Content: The substance of the writing; the ideas expressed,
2. Form: The organization of the content,
3. Grammar: The employment of grammatical forms and syntactic patterns,
4. Style: The choice of structures and lexical items to give a particular tone or flavour to the writing,
5. Mechanics: The use of the graphic conventions of the language.

The writing process, as commonly conceived, is a highly sophisticated skill combining a number of diverse elements, only some of which are strictly linguistic.

The first step for a second language learner in the case of mastering the writing skill is that he should be familiar with the graphemes of the target language. This becomes more important in the case of Indian languages each of which has a different writing system.

Language Teaching and Language Testing:

Language teaching and language testing are very closely related; the reason being that whatever is taught must be tested. As Lado points out, "What the student has to learn constitutes the corpus of what we have to test." The major difference between the strategies of language teaching and testing is that while teaching may go on for years and years but testing is a matter of hours. Therefore the test maker has to select a representative sample of what all has been taught.

Language Teaching has not been properly understood even by the language teachers themselves so is Language Testing. The present day Language Teaching is more content and structure oriented whereas it should be skill oriented. The language tests designed generally try to elicit the knowledge of the examinee of the content and structure and very little of language skills. Language teaching should be more skill-oriented,

language testing should involve the major language skills viz., Listening, Speaking, Reading and Writing (LSRW). Two linguistic components are involved in all the language skills and they are:

1. **Grammar (Grammatical Structure)**
2. **Vocabulary**

The oral skills also involve another linguistic component that of Phonology as auditory comprehension and oral production/expression primarily depend upon the knowledge of this component. Corresponding to the phonological component is Orthography in respect of the written skills.

Testing the Mother tongue/ Native language:

The main difference between the teaching of mothertongue and that of second/foreign language, is that the former involves very little of the spoken skills and the later involves both oral and written skills. Testing of Mother tongue involves very little of spoken skills within the formal system and testing second/foreign language involves all the four language skills. However, it is necessary to keep the following factors of teaching mother tongue: Testing of mothertongue involves the quantum and range of vocabulary, structures, style etc.,

Testing Second/Foreign Language:

Effective teaching of second/foreign language requires the contrastive study of the source language and the target language which provides the important basis for efficient language instruction. Such contrastive analysis is applied to each linguistic component viz., Phonology, Morphology Syntax and Semantic. Contrastive analysis is applied to every aspect of language: to phonology, morphology, syntax and lexicon. It is even extended to cultural patterns that are thought to affect language learning and its use.

Through contrastive analysis we attempt to determine:

1. What language patterns are identical in both languages?
2. What patterns in the target language have no near equivalents in the background language?
3. What patterns in the background language have enough similarity to patterns in the target language (without being identical) to constitute major points of interference?

The most direct way of measuring students' writing ability would be to have them write. As all language teachers are surely aware, there has in the past fifty years been much criticism of the conventional essay test on the part of educational-measurement specialists. This criticism has, in turn, brought forth a very spirited defence of the essay examination by many teachers and educationists. Those who have championed the essay or composition have generally included the following points in their defence:

- ✚ Composition tests require students to organize their own answers, expressed in their own words. Thus composition tests measure certain writing abilities (e.g., ability to organize, relate and weigh materials) more effectively than do objective tests.
- ✚ Composition tests motivate students to improve their writing; conversely, if examinations do not require writing, many students will neglect the development of this skill.
- ✚ Composition tests are much easier and quicker to prepare than objective tests, an important advantage to the busy classroom teacher.

The critics of composition testing have usually answered along the following lines:

- ✚ Composition tests are unreliable measures because: (1) Students perform differently on different topics and on different occasions; and (2) the scoring of compositions is by nature highly subjective.
- ✚ In writing compositions, students can cover up weaknesses by avoiding problems (e. g., the use of certain grammatical patterns and lexical items) they find difficult. Such evasion is impossible with well-prepared objective tests.
- ✚ Composition tests require much more scoring time than objective tests; for this reason compositions add greatly to the expense and administrative problems of large-scale testing.

The current "Moderate position" in regard to testing writing ability, based on recent findings, may be summarized as follows:

1. Well-constructed objective tests of the language skills have been found to correlate quite highly with general writing ability, as determined by the rating of actual samples of free writing. Thus in situations where the scoring of compositions would be unfeasible (as some large-scale testing operations), objective tests can be used alone as fairly good predictions of general writing all.
2. At the same time, it is now clear that there are ways to administer and score composition tests so that they, too, may be used by themselves as reliable instruments. Put briefly, high reliability can be obtained by taking several samples of writing from each students and having each sample read by several trained Returns.

3. Thus the classroom teacher who lacks the experience and/or the time to construct objective tests of writing ability, or who feels strongly about the pedagogical value of testing writing through writing, can use compositions with a reasonable degree of confidence.
4. As much as both objective tests and composition tests have their own special strengths, the ideal practice is undoubtedly to measure writing skill with a combination of the two types of tests and its recommended that this procedure be followed whenever conditions permit. Such a combination will probably produce somewhat more valid results than would either of the two types of measures used by itself.

Objective Tests of the Elements of Writing:

1. **Testing Formal Grammar and Style:**The kinds of grammatical problems that are tested in objective writing-ability tests differ markedly from the problems included in structure test for foreign students. In the later tests are concerned with measuring control of the basic grammatical patterns of the language. In the structure items, therefore, the contrast is between English and non-English, and we would assume that a native speaker would, except through carelessness, score 100% correct.
 - ✚ Subject-verb agreement:
 - ✚ Structural Parallelism:
 - ✚ Case of pronouns:
 - ✚ Comparison of adjectives:
 - ✚ Formation of adverbs:
 - ✚ Formation of irregular verbs:
2. **Sentence completion:**
3. **Sentence correction:**
4. **Testing the Ability to Organize Materials:**
5. **Testing the Mechanics of Writing:**

The role of linguistics in language teaching is not only descriptive but prescriptive a well. "Linguistics" not only describes as to what goes on in the language teaching programme i.e., what happens when the teacher teaches and the learner learns but also it directs and controls the teaching process in order to make the programme more and more effective and efficient.

Conclusion:

The teaching of writing has undergone a major paradigm shift in the past forty years. Prior to this shift, English instructors assigned "themes" to their students and then graded the themes by noting grammar and mechanical errors. Teaching students to write today involves teaching the writing process and the recursive dynamics in composing. English teachers must be informed and creative in their instructional strategies. Different teaching strategies can facilitate writing proficiency among the diverse developmental students who have not previously achieved confidence in writing skills. The objective test has applications to help the developmental writing student progress in their writing skills. Personal narrative essays, reflective journaling, and writing prompts utilizing metacognitive strategies can support a novice writer in fluency and voice and confidence in the developmental writing classroom.

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“Effect of Social Inquiry Model on the Self-Concept of Secondary School Students”

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ABSTRACT: *The present study was an effort to find out the effects of Social Inquiry Model (SIM) on the Self-Concept and its dimensions namely Physical, Social, Temperamental, Moral, Educational, and Intellectual dimensions of Secondary School Students of Palakad District. The study used Mixed Method Research involving two phases namely quantitative and qualitative phase. The quantitative phase was Experimental in nature involving pre test -post test control group design. The qualitative phase involved the writing of Reflective Journal by students. The sample consisted of 70 students of Standard Nine chosen randomly from a Secondary School comprising of 35 students each in Experimental and Control groups respectively. The Experimental Group received SIM instruction and the Control Group received Traditional Method of teaching Social Science. A Standardized Self concept Inventory by Raj Kumar Saraswath (1984) was used to measure the Self Concept of Students of Standard Nine. A format for Reflective Journal was developed by the Investigators. The qualitative data was analysed using coding framework. The findings of the study revealed that The SIM was significantly more effective than the Traditional Method in enhancing the Self-concept of Students of Standard Nine. Reflective Journal entries of standard Nine Students indicated SIM influenced the Self Concept and its dimensions namely Physical, Social, Temperamental, Educational, Moral and Intellectual dimensions of Students of Standard Nine of Palakad District. The study has implications for instructional designers, Pre-service, in-service Teacher Education programs and School Teachers.*

Keywords: *Social Inquiry Model, Self Concept, Secondary School Students*

Introduction

The Inquiry Model developed by Richard Suchman, was based on the premise that the intellectual strategies used by scientists to solve problems and inquire into the unknown can be taught to the students. Using the natural curiosity of the students, they can be trained and disciplined in the procedures of inquiry. The model was developed from analyzing the methods used by creative research personnel. The elements of their inquiry process were identified and these were built into an instructional model called Inquiry training (Joyce, B.& Weil, M.1992. Inquiry Training Model for teaching of Social Science was used by Massialas and Cox (1966) . Their primary aim in this regard was to seek solutions of social problems leading to the improvement of the society. They assert that the “important goal of education should be the reflective examination of values and issues of current importance”. It is argued that school is not supposed to represent only one set of values which may only reflect a single segment of the society, it cannot ignore the value controversies and social conflicts necessarily present in a pluralistic democracy, non-consideration of and difficulties and problems of multi cultural society which require a systematic analysis. It is the observation of Massialas and Cox that representative school must actively deal with such critical areas of public controversies as will be required to make a solid effort to teach citizens as to enable them to reflect on social and cultural values leading to the best possible solution to the socio-cultural problem under reference. For this they recommended a method of Inquiry popularly known as Social Inquiry Model of teaching. (Massialas and Cox, 1966)

Social Inquiry is an integrated process for explaining social issues, ideas, and themes. Using a SIM approach ,students ask questions ,gather information, and background ideas, and examine relevant current issues, explore and analyze people's and perspectives. Using this particular approach they reflect on and evaluate the understandings they have developed and response that they may be required. Phases of the table include Orientation, Hypothesis, Definition, Exploration, Evidencing and Generalization.

Self-Concept is made up of one's self-schemas and interacts with Self-Esteem, Self-knowledge, and the social self to form the self as whole. It includes the past, present, and future selves, where future selves (or possible selves) represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of Self-Concept refers to one's over all assessment of one's worth as a person. In this

investigation an attempt was made to find the effect of SIM on the Self Concept and its dimensions namely Physical, Social, Temperamental, Educational, Moral and Intellectual.

Need and Significance of the Study

It is the need of the hour to adapt new strategies and models of teaching Social Science . Teaching Social Science has a great role in imparting values, and developing attitudinal change towards Teaching process. Traditional Method has no more scope and it has to find new strategies which involve students in Inquiry learning , where they can make use of technology and other resources.

Most of the teachers use lecture method to teach Social Science at Secondary level . It makes learning very abstract and devoid of inculcating Scientific Inquiry. Teachers pour a lot of textual knowledge leaving no scope for Inquiry. In the absence of a proper teaching and evaluation system, students tend to memorize rather than understand their lessons. As a result students loose interest in Social Science subjects which has a great role in developing democratic citizenship in the students. As of now the Teaching of Social Science is far from the ideal way. The review of literature in the are of SIM reveals that there are very few studies in the Indian context related to SIM. Renu (2001) studied on the “Effect of Social Inquiry Model on Pupils Achievement in Social Sciences and their Self-Concept” Jaiparkash et.al ((2016) studied on “A comparative Study of the effectiveness of Science Inquiry Model And Advance Organizer Model In achievement in Biology”. Christopher et.al (2014) studied on Promoting Inquiry-Based Teaching in Laboratory Courses: Are We Meeting the Grade.

Learning through SIM, make the learner to participate actively in the discussions and group activity which involve group inquiry. Students who are actively involved in the classroom develop problem-solving skills which can be applied to their schoolwork as well as later in life. Struggling students who do not do well in a teacher-led classroom respond well to an inquiry-based learning environment. It helps to build their confidence, Self Concept and Self-Esteem. Hence the investigators attempted the preset study.

Objectives of the study

1. To study the effect of SIM on the Self- Concept of Students of Standard Nine
2. To study the effect of SIM in enhancing the dimensions of Self Concept on Students of Standard Nine.
3. To study the influence of SIM on the Self Concept of Standard Nine Students through Reflective Journal Observation.

Hypotheses of the Study

H₀₁. There is no significant difference in the Self-Concept of Students of Standard Nine taught through SIM and Traditional Method.

H₀₂. There is no significant difference on the Self-Concept dimensions among Students of Standard Nine taught through SIM and Traditional Method.

Methodology of the study

The present study was a Mixed Method study, involving quantitative and qualitative phases. Quantitative phases was an experimental study. The investigator had adopted a pretest- posttest Control group design, in Instructional Material consisting of 12 lessons of one hour duration using SIM was developed by the investigators . The tools used were a Standardized Self-Concept Inventory by Raj Kumar Saraswath (1984) . In the qualitative phase the investigators developed a format to collect the Reflective Journal Entries of Students of Standard Nine. The sample included 70 students of Standard Nine chosen randomly from a school comprising of 35 each in Experimental and Control group. Data was analyzed and interpreted by using Descriptive Statistics and Inferential Statistics .

Objective 1

The gain Scores on Self –Concept of Standard Nine Students were tabulated. The objective was analyzed using Descriptive statistics and Inferential Statistics.

Table 1 Representing the Numbers, Mean, SD, ‘t’ value and results on Self -Concept among Students of Standard Nine

Group	N	Mean	SD	‘t’ value	Results (0.05 level)
Experimental Group	35	22.06	8.53	6.35	Significant
Control Group	35	8.66	9.08		

From table 1 ,it is observed that ‘t’ is significant and the mean value is in favour of Experimental group. Hence Students of Standard Nine taught through SIM have developed better Self Concept than the Students taught through Traditional Method.

Objective Two

The scores on dimensions of Self –Concept namely Physical, Social, Temperamental, Educational, Moral and Intellectual dimension of Students of Standard Nine were analyzed using Descriptive Statistics and Inferential statistics. The results are given in Table 2.

Table 2: Representing the Numbers ,Mean, SD, ‘t’ value on Self Concept dimensions of Standard Nine Students .

Dimensions of Self Concept	Group	Number of Students	Mean	SD	‘t’	Results (0.05 level)
Physical	Experimental	35	5.1	1.62	5.8	Significant
	Control	35	1.86	2.89		
Social	Experimental	35	4	2.66	5.6	Significant
	Control	35	1.03	1.42		
Temperamental	Experimental	35	4.2	2.36	4.67	Significant
	Control	35	1.91	1.72		
Moral	Experimental	35	3.06	3.22	3.59	Significant
	Control	35	1.05	1.39		
Educational	Experimental	35	4.94	2.45	6.22	Significant
	Control	35	1.83	1.63		
Intellectual	Experimental	35	4.57	3.38	3.03	Significant
	Control	35	2.57	1.95		

From the Table 2 it is observed that the obtained ‘t’ values obtained for all dimensions of Self Concept are significant and are in favour of the Experimental Group. Hence it can be concluded that Students taught using SIM have higher Self Concept in terms of its dimensions namely Physical, Social, Temperamental, Moral, Educational, and Intellectual dimensions than students taught through Traditional Method.

Objective 3

To study the influence of SIM on the Self Concept of Standard Nine Students through Reflective Journal Observation. The analysis and interpretation was done using coding frame work. The Experimental Group of Thirty five students wrote the ‘Reflective Journal’ at the end of each class using ‘Reflective Journal Format’ developed by the Investigators focusing on the dimensions of Self-Concept. The Self-Concept was measured using six dimensions of self viz. Physical (P). Social (S), Temperamental (T), Educational (E), Moral (M) and Intellectual

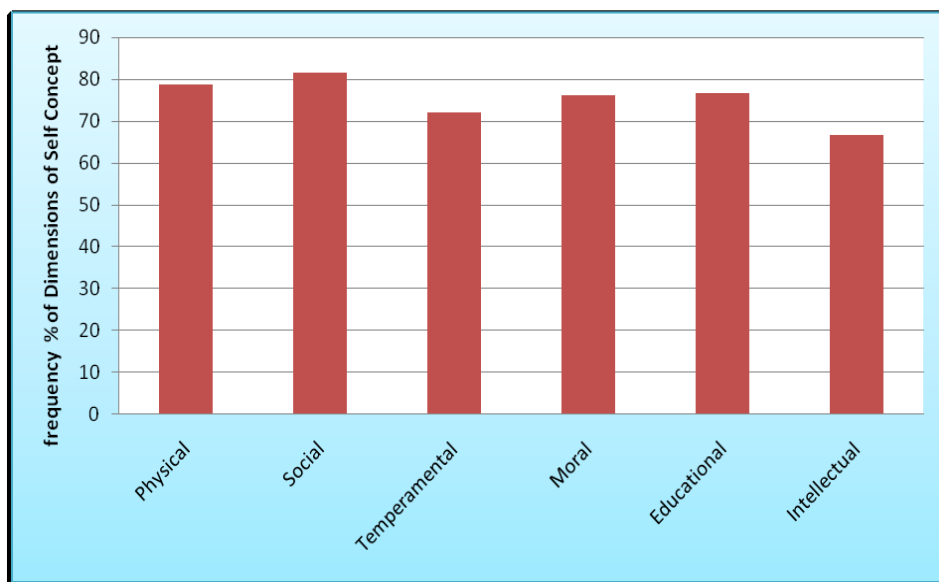


Figure 1 : Representing the frequency % of Dimensions of Self Concept of Reflective Journal Entries

The above figure 1 shows that the frequency percentage of highest of 81% for Social dimensions of Self Concept and lowest of 66.61% to Intellectual dimension of Self Concept. On the whole there is progress of Self Concept for each student. The Reflective Journal observations of Students showed a continuous progress of improvement in the dimensions of Self-Concept.

From the Quantitative and Qualitative data analysis it is clear that SIM has proved to be one of the good Models to develop Self-Concept among Secondary School Students.

Major findings of the Study

1. Social Inquiry Model is significantly more effective than the Traditional Method in enhancing the Self-Concept of Students of Standard Nine.
2. The SIM is significantly more effective than the Traditional Method in enhancing the Dimensions of Self-Concept of Students of Standard Nine.
3. Reflective Journal entries of standard Nine Students indicated SIM has great influence on the development of Self-Concept and its dimensions namely Physical, Social, Temperamental, Moral, and Intellectual among the Students of Standard Nine.

Educational Implications

- ❖ Pre-Service and In Service Teachers should be trained to use SIM in the classrooms.
- ❖ The Social Science Teachers at the Secondary Level should be trained through seminars and workshops to use SIM in the classrooms and thus to develop Self Concept of the Secondary School Students.
- ❖ Instructional designers need to adopt SIM in developing Instructional Lessons.
- ❖ Practice of writing Reflective Journal should be a part of daily activity.

Conclusion

Inquiry-based learning should be relevant to the students' immediate community. Strategies should be included to enhance Self-Concept as one of the important areas at the Secondary School Level Curriculum. Self-Concept of Students can be enhanced by providing opportunities for them to become aware of their learning process and self awareness through the practice of Reflective Journal writing. Self Concept plays an important part in our overall wellness. It affects the ways we look at our body, how we express ourselves and interact with our friends and it even influences how we make decisions.

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